

COMMENCEMENT 2012



Dr. Richardson, Beloved School Counselor, Retires After 43 Years

By DAN ABEND (VI)

After 43 years as a teacher and coach, Dr. Michael Richardson is retiring at this school year's end. Dr. Richardson, or Dr. Rich as he is frequently called, is a man of many talents, and over his career he has held numerous positions in various academic and athletic fields. He has been Head of the Middle School, advisor, history teacher, art teacher, Track and Field and Soccer coach, and school psychologist and counselor.

In the academic field, Dr. Rich began as a history teacher, offering lessons in a variety of courses in the discipline, before discovering his interest in psychology. After going back to school to get certified as a school psychologist, he began doing testing and seeing students for counseling. Ten years later, he decided to get a doctorate in clinical psychology. Though getting his doctorate was arduous — especially because “I was working full time at Pingry and basically going to grad school full time while squeezing in an internship and dissertation,” — he was able to get his degree after

seven years of hard work. He then began teaching a psychology course, before he and colleague Mrs. Pat Lionetti decided to offer an AP Psychology class instead. He has taught that class and remained the school's psychologist and counselor throughout the remainder of his career.



Dr. Rich and Mrs. Lionetti on the annual Peer Group retreat.

Courtesy of Mrs. Lionetti

Although he has done everything at Pingry from being Middle School Head to teaching art, his favorite position of all was being a counselor. “You have an opportunity there to make a

profound difference in people's lives, dealing with people who are struggling,” he said.

Dr. Richardson can also be described as an innovator during his time at Pingry. He founded both the school's pottery program, which he taught for a few years, and the girls' soccer program, which he coached as well. He also, along with Mrs. Lionetti, changed the format of the Peer Group retreat to the overnight trip to Bryn Mawr, a model that is still used today.

In addition to restyling the retreat, Richardson spent a great deal of his efforts assisting with the Peer Leadership Program as a whole. Although he was a member of the faculty group that founded the program, originally he was unsure “if it would actually work or be a good thing.”

The first Peer Leader retreat, however, assured him that the program was worth the effort and was something he wanted to be involved in. “After the first retreat I was completely

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Seniors Pursue Their Interests During ISP

By KASIA AXTELL (V),
BEN KAMINOFF (IV), and
VINITA DAVEY (V)

On Monday, May 7, the Class of 2012 embarked on Independent Study Projects (ISP). Each year, ISP gives seniors a chance to pursue their interests and explore the realm outside of Pingry as they prepare to make the transition into the adult world. ISPs vary from student to student, and this year was no exception. While some students stayed on campus to do their ISPs, others travelled as far as China to pursue their interests. The seniors presented the results of their projects at this year's ISP night on Wednesday, June 6.

Arts and Design

Eleni McFarland created four artwork groups consisting of four pieces each. Two of the groups focused on insects and the other two on buildings. The latter was

inspired by McFarland's interest in architecture and by the Drafting classes she took at Pingry.

Cailee Cassidy completed a photography project that focused on specific



A Dali-inspired elephant painted by E. Kong during his ISP.

E. Kong (VI)

body parts of many people and compared them against each other on a larger scale. **Elise Lang** interned with an interior designer in Morristown to learn about cooking, table setting, and, of course, inte-

rior design. **Grace Putman** experimented with different photography techniques. Later, Cassidy, Putman, and Lang took cooking classes and worked at the farm at Ninety Acres on the Natirar estate in Far Hills. The final week of their ISPs, the girls researched and prepared recipes while keeping a blog that documented the process.

Liz Jolley, Kyra Topor, Rebecca Curran, and Maisie Laud pursued their interests in the culinary arts and spent the first part of their ISPs taking cooking lessons and visiting farmers' markets in New York City with a Pingry mother, Mrs. Flora Feitel. Jolley created a slideshow that included photographs she took of the girls' cooking experiences and trips to New York. For the remainder of her ISP, she photographed scenery in Peapack-Gladstone, while Laud went on

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EDITORIAL

Thanks, Facebook

Usually, when I am struggling to start an editorial, I flip open the New York Times op-ed section and look for inspiration. This time, on a whim I went to Facebook instead.

Perfectly preserved in time like an online yearbook of our senior year, the Seniors 2011-2012 Facebook group brought laughter, tears, and pure, unadulterated nostalgia to my otherwise ordinary Sunday night as I attempted to assemble a coherent reflection.

From the deep, philosophical discussions about dress code and its meaning to us as Pingry scholars ("Pingry prides itself on the maturity of its student body; now is a time where we can show everyone exactly what that means" – Nick Canavan); to the coordination of a giant, albeit short-lived game of Assassin (thanks Cole); to the endless debate about the senior prank, I think much of our grade's deepest bonding occurred not within the hallowed halls of Pingry's spaceship, but online via the beloved Senior group.

There were many mornings where my first-period Calc class spent the first five minutes of the day rehashing the previous evening's posts and admitting to nervousness every time we commented, for fear of not garnering enough "likes." The best part was seeing, for the first time, how funny and bright some of the quietest people in school are. Many times, people's posts made me want to get to know them better.

I smile thinking back on the nights I spent refreshing the page every ten seconds to see the latest joke or idea rather than poring over textbooks. I know that it's these memories, not the hours of stressful studying, that I'll associate with my four very happy years at Pingry.

Ever since I wrote that op-ed last winter about the Slow Movement, I've tried my best to convey a certain mantra to my fellow students about our priorities: slow down and enjoy the ride. Of course, hindsight is 20/20 – knowing that I'm going to a great school next year, it's easy for me to say that my philosophy worked out. But even if that weren't the case, I would at least be able to claim that I spent my four years at Pingry happily exploring my interests and talents. I found my niche in the Record office (aka "The Cave") while still participating in two Varsity sports and being a Peer Leader. Even though I think I probably spent more time this week alone in The Cave than I did in the cafeteria all year, I don't really mind because I've loved every minute of it (despite my frequent meltdowns – sorry Dan).

I guess what I am saying, and what I want everyone who will one day be in my place to know, is that your GPA and college ranking aren't what matter in the long run. To be honest, I thought the college process would be a much different experience for me – I never saw myself going to Georgetown, and in fact I filled out the application at 10 PM the night it was due. But I couldn't be happier that I'll be in D.C. next year, and the schools I once thought were my perfect fit now seem crusty and stale.

Don't waste your time here stressing about inscrutable college statistics or packing your résumé with things you don't even like. The friendships you make with your peers, the relationships you form with teachers, the experience you gain in your desired field of choice – that's what you'll remember about Pingry.

In ten or fifteen years when I want to reminisce about high school, I'm not going to go looking for a transcript to prove to myself that my four years were a success. I'm going to go on Facebook and reread the Senior Facebook group. I'll be lucky if I still remember any of the inside jokes, but I have no doubt that I'll remember each and every person.

Thank you to every teacher and student with whom I may have crossed paths in these four years. Without all of you, I would not be where I am today. I love you all – and if you ever want to get in touch, you know where to find me.

– Roxanne Feitel

An Open Letter to the Pingry Community

By WILLIAM SAULNIER (VI)

Dear Pingry,
Well, it's time for me to leave the place where I and the rest of the Class of 2012 have spent some of the most formative years of our lives. Kind of strange, is it not – all the choices and the circumstances that led us to this place?

Looking back, what originally drew me to Pingry? I had gotten into both Pingry and another school, and while I don't remember this conversation, my mom says that I picked Pingry because of three key things. The first was that the food was better. Perhaps I had not arrived on a day where they were serving blackened tilapia, but even with those types of lows, it has met my expectations. The second was that there was a computer science program.

Everyone knows how much I took advantage of that. Lastly (and this is the part I don't remember) I said the girls were better. Well, let's just leave that be...

I bring this up because I think I speak for all of us when I say we were different people four years ago then we are now. Everyone sees me as a crazy, outspoken, all over the place, weird guy who talks a bit (OK, maybe more than a bit) too much, cracks a few too many jokes, but is a pretty regular guy

in most respects.

I was not like that before I came to Pingry. I was shy, reclusive, quiet, not saying much, with no friends, and very alone in middle school. It was not a fun time for me, so I viewed high school (and Pingry) as an opportunity to reinvent myself as someone else. And that is what I ended up doing; I changed who I was externally to try to get closer to the ideal of who I wanted to be. And I made those steps forward. It is not often we get opportunities like that, to fully throw away not only other people's (pre)conceptions but also our own notions of normalcy and really start with a clean slate.

The longer I was at Pingry, the more comfortable I was throwing away that old, middle school, sense of "normal." It is because I became comfortable enough with myself that I sought to let my passions be what they were instead of molding them to fit what others thought them to be.

All through my four years at Pingry I have been challenging normalcy, or at least trying to. I helped to revive and continue the Gaming Club on a spur of the moment decision. I helped push for technology improvement in both the courses offered and in the more day-to-day usage, like the 1 to 1 program. Throughout

all of that I have worked with so many great people who all mean the world to me. Most of you know who you are, I am sure, but I want to repeat that all of you are the reason why I felt comfortable here, at Pingry, To my classmates: It has been an awesome ride with you guys. I know I was always a black sheep, so thanks for putting up with me during my more "out there" moments.

I have a challenge to you as you leave to go out to college or whatever. You have built up personalities and personas, likes and dislikes, and things that define you as a person. College is going to be an opportunity for all of us to be our real selves, with nobody else knowing (or thinking they know) who we were before we arrived on campus. Go start clubs, go start up an informal tea-drinking group on Thursday afternoons, go be a leader. Do not let yourself be limited by what people think of you. Do not even be limited by who you think you are right now. It is an opportunity you only get a few times in your life – to truly have a chance to start over. Go for it.

Second, to the rest of the Pingry students, I am leaving you, a community that is brilliant and stimulating, for another community. My challenge to you is to not get set in your ways, especially you sophomores and juniors. You do not have to wait until you go to college to go do something that is out there and exciting. Just because not everyone in the school is publicly showing that they enjoy

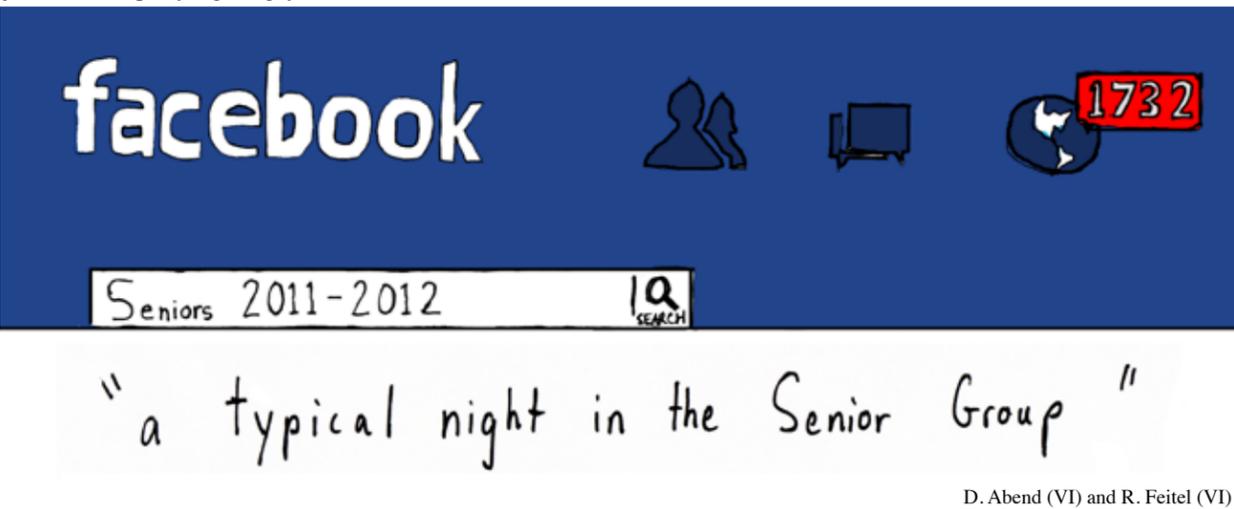
a certain activity is no reason not to start a club for your own passion. Also, as one last request, please someone start the Young Democrats Club. I think my biggest regret is not starting that.

Lastly, to the teachers and administration: I have gotten to know a lot of you very well over these four years. I have had my share of dress code violations, one "skipped class," and a missed assembly, and I have dodged past teachers trying to get to the lost and found to grab a blazer before someone sees me. My challenge to you is to foster breaking the status quo. Remember that every student you teach and interact with is an individual who has his own identity, his own passions, and his own unique way of viewing the world.

Remember also the Pingry motto, "Maxima reverentia pueris debetur." Give the students respect, and you will receive it in return. Encourage them to get to know you, and they will make the effort. But most of all do not confine or trap them, let them free (within reason) to shatter barriers and to create new things that break with tradition and normalcy.

To conclude, I'll leave everyone with this quote from Willy Wonka: "A little nonsense now and then, is relished by the wisest men." Go make some nonsense. Have some fun. Challenge what is normal. Relish the opportunity to do anything you put your mind to. And, most of all, be yourself.

Love you all,
William



Pingry: Where Nerdiness Finds a Home

By MARGARET MORASH (VI)

I have been at Pingry since the third grade, so it feels strange to be a senior reflecting on the past ten years. I am excited to move on to college and the "real world" and all that is still to come, but it is sad, and, quite frankly, a little bit scary to be leaving Pingry. It is not that I feel un-

prepared for college or that change in general is scary; what scares me about leaving is that the environment Pingry fosters is not readily found anywhere else. There is a general atmosphere of nerdiness around Pingry that I know I will miss.

This nerdiness includes that traditional "did Anakin really need to become Darth Vader to bring balance to the force" discussion, paired with coming to school early to sit down with the Physics office and talk quantum mechanics. So many people at Pingry have a genuine love for knowledge; we're eager to discuss concepts, meet with teachers, and find out how everything fits into the big picture. We also – or at least those of us with any cinematic sense – have a deep-seated and undying love for "Star Wars." We all "fail" tests with an 82% and Mrs. Grant never has a free CP when there's an essay assigned. We love to know things and we love to know them well.

But the nerdiness extends beyond the traditional. Every

person you meet at Pingry has a nerd-like passion for something. A general over-eagerness coupled with an obsession that goes beyond the socially acceptable limits makes people at Pingry special. It is cool to care and everyone has something they are passionate about.

You know you are in a pretty unique place when you can go from talking to Hunter Stires (III) about George Washington to hearing Michael Arrom (V) play the key-tar to watching Dan Keller (VI) pitch. Everyone has something that they have poured their time and energy into, and it shows.

While it might not always be tangible, there is always an undercurrent of excitement at Pingry because there is always something going on. People are staying late to work on Sam Gelman's

ISP play, to watch film for football, or to finish editing Vital Signs.

And there are always opportunities to get involved – to join in the nerdiness – to share someone's passion. My freshman year I decided to go out for ice hockey. I did not know how to skate, let alone

how to play, but I was immediately made to feel a part of the team; Coach McAnally lent skates, Chloe '11 and Emma '09 Carver let me borrow pants and a helmet, and Courtney Hulse '10 showed me how

to put it all on. Now – I will say it – we were not the best team Pingry has ever seen, but we played hard and that team was probably the nicest and most welcoming group I have ever been a part of.

Furthermore, despite our less than impressive record,

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My Transformation From Awkward New Girl to Triumphant Senior

By KATE LEIB (VI)

My first day of sophomore year, a fellow classmate came up, introduced herself, and said, "Welcome to Pingry! You must be the new girl!" I awkwardly went along with it and accepted her friendly greeting even though I wasn't new; I came to Pingry freshman year. This social mishap was not entirely my classmate's fault because I spent nearly all of my free time in the library freshman year, so I forgive her for not knowing I existed. In ninth grade I was quiet, shy, and wore the same pair of pants every other day until Mrs. Forrester found out that they were made of denim

and told me to stop wearing them to school. I continued to wear those pants throughout my four years at Pingry until they ripped in an unfortunate and undisclosed incident.

After I overcame the awkward first week of ninth grade, I distinctly remember telling someone that every day of school was better than the last. I was naively convinced that every day at Pingry would be the best day ever. My exuberance plateaued somewhere in October when I realized that hard work was standard among my peers, and that Chemistry was not my forte. The reality was that my time at Pingry would include both lows and highs.

I experienced my first "low" when I waited for my carpool after school only to realize that I had not seen their messages alerting me that they had taken the bus home long before. It began to get dark, and I spent an hour shivering and sniffing under John Pingry's bronze, omniscient gaze while I waited for my ride. I probably could have solved the whole dilemma by asking someone inside the building for help instead of being so shy and helpless. Pingry was foreign to me then, and I failed to realize that I was surrounded by friendly people.

But sometimes even the lowest moments can lead to positive outcomes. When I showed up for my first Outing Club hike ever, the only person in the parking lot was an intimidating upperclassman who informed me that Mr. Crowley-Delman and Mr. Horesta had bailed. My sophomore ears were not yet attuned to sarcasm of this caliber, so I went home, only to later discover that the hike went on without me. After that naïve and embarrassing experience, I was determined to go on an Outing Club hike, so I attended the next hike and several after that, and since then the Outing Club has become one of the most fulfilling and fun aspects of my Pingry experience.

But for all the lows I've had, there have been many more highs. Sophomore year, Hannah Kirmsler and I were introduced to the wonders of Rock Club. Though now defunct, this after-school activity made the week worth getting through and introduced me to all kinds of new music and people. However, when Rock

Club burned out, the eclectic array of music played in the art studio and the dark room filled the void. The spirit of music appreciation was revived and combined with live performance and the visual arts in the various Coffeehouses that were held this year. To me, these events are an amalgamation of Pingry's most creative and talented students, and I am thankful to have attended all of them.

Many of my best memories occurred

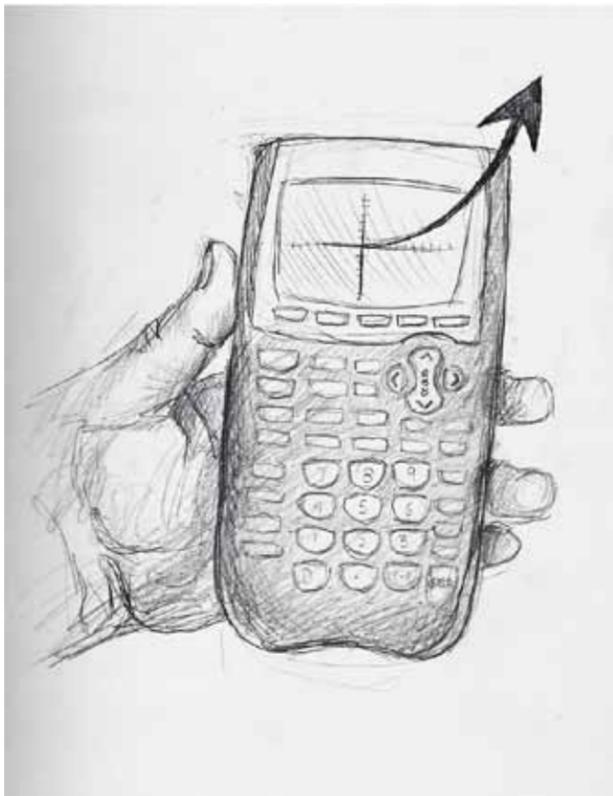
between 3:30 to 5:30 at cross-country practice. I'll never forget the torturous five minute planks, ridiculous out and backs, or brutal plateau breakers, but when I think of the cross-country team, the first thing that comes to mind is laughing incessantly with my teammates. The most important thing that I have learned from cross country is that when a van pulls up on the side of the road and a man yells "Get in my van," it means that you are going to Gabriel's Fountain instead of finishing your run. I think that this knowledge will serve me well when I leave Pingry.

The second most important thing I have learned is to always stay positive. At our Conference meet this past fall, it was pouring rain and miserably cold. The field in front of us seemed to stretch endlessly into the mist and was dappled with puddles of ankle deep mud. Before the race, my teammate, Julia Tarantino (IV), smeared some mud on her face. I followed suit, and soon the entire Varsity squad was covered head to toe in mud. The effect was liberating, as we refused to let the

mud be an excuse to run poorly. The mud that later spattered our faces during the race was trivial, because we had already embraced it. While my competitors ran around puddles, I ran straight through them, determined to run the best race possible, despite the horrible conditions. Letting go of excuses and focusing on the positive helped me reach my longtime goal of breaking 19 minutes in a 5K race.

My time at Pingry is chronologically divided in my mind by memories like these. I have learned that negative experiences

can be turned positive. Mr. Delman taught me that in both art and life, "ugly is beautiful." Without the influential and supportive people I have encountered, I may never have experienced such revelations. I have gained confidence and a determination to take advantage of every opportunity and learn from my defeats. Throughout the past four years, I have had many highs and lows, but if I were to graph my Pingry experience on the graphing calculator that I lost right before my AP Calculus exam, it would be an increasing, concave, and upward trend.



"An increasing, concave, and upward trend."

S. Sun (VI)

EDITORIAL

See You Soon, Losers

Early on during my freshman year I was sitting through an all-school morning meeting when Mr. Conard referred to how wonderful that past weekend's alumni reunion event was. I turned to my friend next to me and smirked. "I'm never going to go to those," I said, "unless it's to see how much fatter people got since high school," to which we both laughed quietly.

At that point in my Pingry career I believed alumni reunions to be a waste of time, which makes sense because at that point, high school to me was just a step on the staircase to college. I was under the impression that anything I did in high school – or even anyone I met – were just temporary placeholders in my life that I would replace when I went to college with newer events and people. It was an arrogant mindset, but I had my entire teenage to adult life all in front of me at once and I did not care to appreciate enjoying the present, which in that case was high school and Pingry.

With that mentality, I never understood the attachment to high school, like the reunion weekend, that I seemed to always hear about. I could not fathom why people always came back to visit while they were in college, went to reunions, or got involved in high school related events after they had graduated from Pingry. To be honest, I thought they were "losers;" I thought that they must have had nothing better going on in their lives than to try to relive high school.

Well, things have changed for me since then. As our class headed to the home stretch of graduation, we were peppered with reminders about coming back for reunion events and donating from our overflowing, teenage wallets to the Pingry Fund. But as I listened to it all, something clicked inside of my head. I realized that most of my classmates, people who have become routine acquaintances and integral parts of my days, are people I might never see again after graduation. Not by my or their own doing, but rather that we are just all headed our different ways in college and then life.

It was a sad thought because I realized how important everyone at this school has actually been to me. In fact, I thought about how much time I've spent in this one, ugly-looking building for the past seven years and realized that I have almost been here as much as I have been at my own house. In a way this place has literally become a second home. I grew up at this place, going from a tiny seventh grader to an only reasonably below average height 18 year old, and I've made enough memories in this building to consider it a true home base.

So therefore, if this is my second home, then the people here are my second family. Obviously my friends have been large parts of my life, and so have teachers that I had for semesters upon semesters, but even the people that may just seem like background characters to me during the year are as much a part of the fabric of my days as anyone else. But, after graduation, they are all going to vanish from my every day life.

That is why I came to the conclusion that I do not want to let them vanish. Just like my real family, I don't really feel like saying goodbye to this group of people when I go to college and then never coming "home" again. I may find myself becoming one of those people I used to make fun of, who wants to see if, for just a little bit, I can relive some pieces of high school. I guess Freshman Dan could call me a "loser."

So now I plan to make a new family at college, like I always thought I would. The difference is, I don't plan on using my college experience to replace everything from high school. I don't plan on replacing my second family. So when I get home on breaks, I might be one of the losers coming back to visit campus when there is an event going on – and I am glad to hear that a good deal of my classmates will be too. See you at reunion, losers.

– Dan Abend

Seize the Day: Finding Our Identities and Priorities Under the Clocktower

By ANDREW HANNA (VI)

Going to a place like Pingry comes with a lot of baggage. It's an institution with a name and a school that's older than many of the universities its students go on to attend. It's a private, college preparatory school with connotations and stereotypes attached to it. Throughout my six years at this school, I've been trying to decide whether our community conforms to the mold of being a traditional, success-oriented establishment, or is perhaps a more progressive, open-ended institution that defies the private school stereotypes.

What I've eventually decided is that we both fit and defy the mold simultaneously.

Last week, I watched "Dead Poets Society." It takes place at a college-preparatory boarding school that lives up to all the stereotypes. The classes are tedious, the teachers are closed-minded, and it sends 75% of its students to Ivy League schools. Its "four pillars" of Tradition, Honor, Discipline, and Excellence are eerily reminiscent of Pingry's own logo, "Excellence and Honor" (a logo that, over the past three years, has been printed on almost all invitations, school apparel, and Pingry candy bars, making "Maxima Reverentia Pueris Debetur" a de facto school motto).

However, I can say with certainty that our school is not like Dead Poets Society's "Hellton." The classes at our school, even the AP classes, approach course material in interesting, atypical ways. I acted out several historical roles in my AP European History class, created a Halo-version of Macbeth for 10th grade English, and listened to folk music in Postwar American Societies. Furthermore, there are more teachers at Pingry similar to the film's open-minded John Keating than the stern Headmaster Gale Nolan. We have our own Mr. Keating, and countless other faculty members, that encourage us to "think for ourselves."

"Your graduating class is your very first important network because it will spread out across the country in some of the most elite sectors of society."

And yet, somehow, I've heard questions like "will this be graded?" and "how much is this assignment worth?" over and over again. Ever since I came to Pingry in 7th grade, there has been an

obsession with grades and scores that was completely foreign to me when I first started. In my 7th grade History class, I listened to other kids ask our teacher, Mr. Bartsch, "How many sentences are in a paragraph?" I wondered what kind of a school I had gotten myself into. Thankfully, Mr. Bartsch was one of those people who made cryptic, non-committal remarks until you finally realized he wouldn't lay the answer out right in front of you.

Questions like these didn't really stop once I got into high school, where the stakes are bigger. When it seems like your whole future is riding on your next report card, it becomes easy to fall victim to the grade-grubbing mentality. And with that obsession comes detachment from passionate learning and self-discovery.

When it comes to the issue of old-school elitism, we do a satisfactory job. For the most part, I haven't seen outright elitism among the community. If anything, it's a more subtle kind: generalizations about "public school" education, comments about people from certain regions or backgrounds, and an overwhelming surety in one's own intelligence, be it the street kind or the intellectual kind. These on their own are not that harmful, but I worry that they are symptoms of what we may eventually become.

During my college visits over the past few months, I've invariably run into several former Pingry graduates. They've treated me kindly and helped me out; a few even offered to let me stay with them, all because I attended the same high school as they did. There's nothing wrong with that either: I will certainly help out members of the Pingry community that end up at the same college as me. It's just that there's a certain element of being part of an "inside club" and deserving special treatment because we all used to be a part of the same community.

Your graduating class is your very first important network because it will spread out across the

country in some of the most elite sectors of society. This "insider" mentality is even more dominant at college, where you are constantly bombarded with the idea that you deserve recognition and praise because you attended a particular institution.

I guess what I'm trying to say here is that Pingry has made me consider what future version of me I want to be.

I want to be a conscientious thinker that learns for the sake of knowledge, rather than for the sake of a grade.

I want to be someone still "working for the common good rather than solely for personal advantage," someone who people can have faith in.

I want to stay as grounded as I can, and not lose myself in the world of privilege and elitism. If Pingry has taught me anything (and it has taught me a lot), it is to consider things like these, to have conviction, but to also keep an open mind.

Pingry gives us the environment to ask ourselves: "Who do we want to be?" My advice to my fellow students, to those still at Pingry and to those leaving it, is to learn to think for yourselves, to be daring, to question yourself and others, and to "suck out all the marrow of life," as Thoreau said. The very first thing I learned in my 7th grade Latin class was the phrase *Carpe Diem*, "seize the day." That was probably the most important thing I learned at Pingry. *Carpe Diem*. Seize the day. And, as John Keating says, "Make your lives extraordinary."

It's Hard Not to Be Nostalgic After Thirteen Years; Pingry Has Been Part of My Blood Since Before I Was Born

By ELISE LANG (VI)

While I was driving home from a friend's house in Short Hills three months back, I underwent one of those completely bizarre, out of body experiences in which thought seems to completely detach itself from action.

Though my thoughts prompted me to head towards 24 West, my steering wheel seemed to disagree. My instincts guiding me like autopilot, I was struck with the irrepensible urge take a detour—if you can call it that. Instead of making my way towards Morristown, I found myself lingering in the deserted parking lot of Pingry's Lower Campus. True, I had not

came flooding back. I drove by the mini John Pingry statue where I would tote my ultra-trendy L.L. Bean rollie backpack and shake Mr Corvino's hand each morning. I continued in my slightly bizarre stroll through memory lane, passing by the creek I was granted special permission to explore in fifth grade, the carpool line where Dr. P announced my ride each afternoon, the athletic fields where I timidly served as "jail guard" in capture the flag, the class room where I read "From The Mixed Up Files of Mrs. Basil E Frankweiler" and learned how to completely guide myself through the Metropolitan Museum of Art (looking back, an impressive feat

teria, that the lower school had maintained the same features and traditions that form its image in my memory today.

Luckily, when I returned to the Lower Campus for Field Day, I was relieved to find that this was still the case. In addition to running the "statue of liberty" event for a group of indefatigable elementary school students, I had the incredible privilege of visiting my old teachers, touring my old classrooms, and even making one last attempt to complete a pull-up in the lower school gym (an attempt, which, for the twentieth time, I failed).

My visit allowed me to relive some of the best years of my life and re-experience the same high of genuine enthusiasm and school spirit that had always kept me energized as a little kid. Field Day left me fulfilled, inspired, nostalgic, and proud that I have had the opportunity of spending so much of my time at such an amazing place.

With Graduation fast approaching, I cannot help but feel lost. As the youngest of four girls who all attended Pingry and a student who has been at the school since Kindergarten, I am a Pingry "lifer" in the truest sense of the term. I feel a deep connection to this place; it has been part of my blood since before I was born. I cannot even begin to fathom what my life will be like without Pingry as a daily physical presence, but my experience at Field Day has reminded me that the traditions, relationships, and values that have colored my experience at Pingry along the way will endure long past the moment

I receive my diploma.

Looking back, my visits to the Lower Campus provided me with one crucial comfort that has infused my feelings towards graduation: reassurance. Driving through the ghost town of my past and watching a whole new set of students relive my experiences at Field Day has provided me with a necessary sigh of relief that will enable me to move on from my memories with faith. I saw kids decked out in their team colors, blue and white, including a fifth grade boy whose all-consuming dedication to his team compelled him to paint his nails blue.

I witnessed teachers doing everything in their power to keep their homeroom motivated during "difficult tasks, regardless of the fact one of their teams was losing by a mile. I even dropped in to the lower school cafeteria only to be remembered by my favorite lunch man, Charlie, who greeted me with the same overpowering smile I had always loved.

These snapshots may appear disconnected and insignificant, yet they offer a glimpse into the type of community that captured my heart at age five. The appreciation associated with these types of experiences is not unique to my feelings towards the lower school: it extends into my high school experience as well. The enthusiasm I have witnessed, the teachers that I have met, the dynamic community that I have engaged in are all aspects of my years at Pingry that have figured largely into my time here over the past 13 years. I hon-

estly don't think there are many other places where you will find people so genuinely passionate about what it is they are involved in—whether it be athletics, arts, academics, or extracurriculars.

Though I have always experienced it, what I have come to value about Pingry is that this institution is built, shaped, and constantly redefined by people who do and believe in things they are genuinely passionate about. Now that I have the benefit of distance, I realize that is a pretty cool thing.

At the Senior Giving Committee 100 Days to Graduation event this year, Mr. Leef shared with us an interesting piece of advice that has stuck with me since. He cautioned us that so often when we are forced to move on from a meaningful experience, relationship, or community, we try to find fault with that which we are leaving behind. We become unnecessarily resentful,

angry, and bitter—criticizing our surroundings and claiming that we "can't wait to get out." This defense mechanism is destructive, Mr. Leef warned, and only lends itself to a hostility that is pointless and disingenuous.

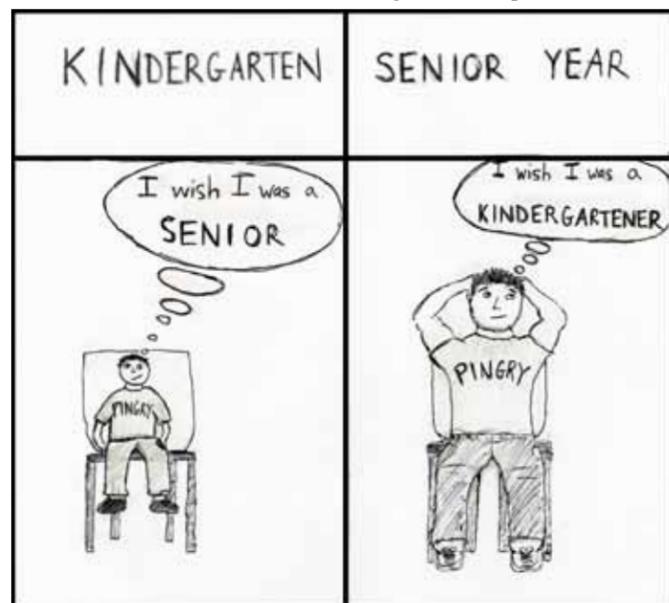
Rather than leave on a bad note for the sake of ease, he urged us to use the last few months of school to seek out and reflect on all of the good that has existed in our years at Pingry. Quite simply, rather than close the door saying "I can't wait to get out of here," he urged us to walk away thinking "I don't want to leave."

Thanks to a couple of trips down memory lane that helped put my time at Pingry in perspective, I am happy to say adopting this mentality has not taken too much effort. I owe it to my teachers, my friends, and my classmates to leave this place on the best note possible and be thankful for all of the amazing experiences that I have had here.

I may be nostalgic at this point, but I am not naïve. I know that my time as a Pingry student will quickly be replaced by my newfound role as a Pingry alumna. Yet despite this period of overwhelming transition, my memories of Pingry over the past couple of months have only illuminated and solidified what I have experienced over the past 13 years; though the students, faculty, courses, and teams that shape Pingry may change, the traditions and values that the Pingry community revolves upon are constant. I am confident that Pingry will remain an institution filled with individuals who are actively engaged in areas they are passionate about, and that the fire of curiosity that overwhelms this community will continue to burn on.

At the end of the day, my instincts have led me back to where I started off. That first drive into the lower campus—at worst a concerning and stalker-ish detour, at best a treasured trip down memory lane—was the first step towards reminding me why I will always cherish the 13 years I've had here. Pingry is an overwhelmingly special place, and I can now go forward with the certainty that it always will be.

Thank you so much to everyone who has made this such a great experience for me. I'm going to miss it all.



D. Abend (VI)

ended up at my house per se. Yet in reality, I had made it home after all.

As I looped through the vacant campus, memories of my experiences at my old stomping grounds

for a 10 year old). I navigated mentally through the entire school, wondering and hoping that the skinny dark blue lockers looked the same, that my favorite lunch man was still working in the caf-

How Pingry Has Shaped Me

By SARAH PARK (VI)

There were many reasons why I did not want to attend Pingry when I was accepted in eighth grade. Among them were my reluctance to leave my public school friends, the dress code (which honestly seemed like the worst thing in the entire world), and just plain stubbornness. I was so opposed to enrolling that I even boycotted Accepted Students Day, something that I now look back on as extremely immature, but at the same time kind of amusing. When I finally did decide to attend, it was only after weeks of pros and cons lists, tears, and tons of melodrama. However, I can now think of no place I would have rather spent my high school years. I am so blessed to have had the opportunity to attend a school like Pingry, and it is a name that I will bear proudly for the rest of my life.

As school began to wind down and my last day of classes drew nearer, I began to have frequent mental breakdowns about how rapidly the end of high school was approaching. What had seemed like an interminable length of time at the start of my freshmen year was quickly coming to a close and I was not prepared in the slightest. While many of my classmates expressed how excited they were to finally be done with high school, I was more hesitant

not only because of how much Pingry means to me, but also because a part of me is scared that I will not ever be able to find this same sense of community again. I am also a person who is pretty resistant to change, and I did not quite feel ready to relinquish the really weird schedule or morning meetings—things that have become ingrained as a part of my life.

"When I came to Pingry, I was surrounded by students who were just as passionate, if not more, about learning, and who were motivated to succeed."

Although to some I may seem like a confident and carefree senior, there was a time when I was a small and timid freshman who would avoid the senior couches like they were the plague. It is hard to fathom that four years have passed since I first began my time at Pingry, but what is even more difficult to believe is how much I as a person have changed.

Somehow over the past few years I have gone from an awkward, self-conscious, and insecure girl to a poised, mature, and confident one. In a college essay I wrote this past fall, I talked about how Pingry has helped to shape who I am today, and I really meant it. The Honor Code, the friendships I have made with both students and faculty, and our strong sense of community have all contributed to my character and the ideals that I value.

It is no exaggeration when I say that Pingry is a very special

place. Coming from a public school, I was used to feeling like the odd one out because I actually enjoyed learning and reading for fun. However, when I came to Pingry, I was surrounded by students who were just as passionate, if not more, about learning, and who were motivated to succeed. Although at times I have felt overwhelmed by the intelligence and numerous talents of my peers, mostly I am inspired to push myself more and work harder. Pingry is a competitive environment, but I love how supportive we are as a community of everyone's talents, whether they be related to academics, the arts, or athletics.

When I look back on these past four years, for the most part I feel happy with how I divided my time among different activities. I played squash, wrote and edited for The Pingry Record, got the chance to partake in Peer Leadership, and started a club, in addition to joining many each year at the Club Fair. This spring I even did boys' lacrosse stats with two of my friends. Some of my fondest and most fulfilling memories come from these disparate activities, and each one imparted many lessons that I could not have learned in a classroom, and many friendships that I would not have formed otherwise.

My experiences in the classroom were just as rewarding and enjoyable. Although my classes were demanding in terms of time and energy, there was not one that I felt was a waste of my time. Mr. Dean Sluyter's tenth grade English class not only helped me

to fine tune my grammar, but it also taught me so much about the culture of the 1920s, Sigmund Freud and other prominent psychologists, and what a ha-ha is (for those of you interested, it is a gentle slope leading to a brick wall to keep cows from wandering). And while A.P. U.S. was one of the most challenging courses I have ever taken, I genuinely enjoyed going to class each day because I found the subject interesting. Rather than simply being lectured, I was able to partake in many discussions and debates about the material. The friendships that I formed with my teachers outside the classroom also contributed to my level of enjoyment in many classes. What I love about the teachers at Pingry is that they are not just our teachers, but they are also our friends and mentors.

If I had to give one piece of advice to underclassmen, it would be to take advantage of all of the opportunities that Pingry offers, and to keep an open mind when it comes to people, activities, or classes. You will be surprised by how often your expectations can turn out to be completely false, and when you are a senior, you will feel as if you are graduating with more than just a diploma; you will leave as a well-rounded individual.

To the Class of 2012: thank you for making this year one of the happiest of my life. Thanks for all of the good times on the couches, the Starbucks runs, and the countless laughs. I cannot wait to see what is in store for all of you.

Finding a Home Amongst The Nerds

Continued From Page 2

Coach McAnally still cared more than ever. He gave us inspirational talks about how skating is the closest you will ever get to flying; he spent hours working with us at practice (even those of us who were sufficiently lacking in talent); he constantly encouraged us and applauded the efforts we made.

My own nerdiness flourished my sophomore year, as my Bio class was switching over to Chem in the middle of the year, when Mr. De offered to give anyone the opportunity to finish a lab we had been working on in class. Unable to pass up an opportunity for more class work, I took him up on his offer and that one lab turned into a series of projects that have taught me valuable research and bench techniques and have given me countless opportunities to get involved with the science community in the "real world."

Working with Mr. De, Mr. Alfano, and Michaela Ennis (VI) has showed me the immense amounts of knowledge out there and the limitless amount that is still waiting to be found and how exciting, interesting, and challenging it can be to look for it. Through

an incredible time commitment and an overabundance of patience, Mr. De introduced me to research, a field I am now very interested in, but would have otherwise known nothing about.

We are lucky as students at Pingry to be constantly surrounded by teachers and faculty who love and are excited about what they are teaching and want us to be just as passionate about it as they are, whether it be math, English, basketball, or sculpture. The coolest part is seeing how infectious that excitement is; all the students here are eager enough—and nerdy enough—to want to soak up everything they can.

It has been incredible to watch my peers work so hard at what they are passionate about, and I know that that level of energy and commitment will drive our class to success in a variety of different fields. I feel truly lucky to be part of a community and a class that constantly amazes me.

Pingry has prepared us well, and I will miss this nerdy, passionate environment. Yet I know we are all prepared to further explore our passions and to continue to grow, learn, and succeed in our new beginnings.

Redshirting Yet Again: Why I'll Miss Pingry When I'm Redoing My Senior Year at Exeter

By PATRICK LACKEY (VI)

One day in 1999, I was on a plane coming back to New Jersey with my parents. For some reason, they thought this would be a good time to tell me that I would be attending Pingry the following year. At first I was excited that I had been accepted to Pingry, but I did not really know what it meant at the time. My parents proceeded to tell me that there was a dress code at Pingry and that I would have to tuck in my collared shirt every day. I was furious, but since I was on a plane I tried to contain myself like the strong kindergartener I was.

When we arrived at home, my parents dropped another bomb. They told me that I would be attending Pingry the following year as a kindergartener... again. At that point, I went berserk.

"Again?!" I yelled at my parents. I had to do an entire year of school again? I guess you could say I was "redshirting" my kindergarten year.

I started to wonder if I was not smart enough for first grade or if my parents

just hated me. They tried to calm me down by explaining that Pingry only had one first grade spot open and that Pingry wanted me to be older than I was. However, nothing calmed me down, and I managed to remain upset until the beginning of the following school year.

Upon first arriving in Mrs. Ogden's kindergarten classroom, I saw the 15 other kids

"I just hope the Exeter community will be as open and accepting as Pingry's once they learn how old I am."

who would soon be my best friends. After meeting them, I soon learned that I wasn't the only student who was doing kindergarten again. As the years passed, more students entered our class by repeating grades during their transitions to Pingry.

Honestly, now I am glad Pingry placed me in kindergarten instead of first grade. I've had the opportunity to make many friends, and I think our grade is pretty great. I would much rather be in the Pingry Class of 2012 than 2011. Plus, if I was in the Class of 2011, compared to my classmates, I might seem even shorter than I

already do.

Looking back at my anger in 1999, it is pretty funny that I was so upset about having to do an entire year of school again. It is especially funny because I am actually choosing to do the exact same thing next year. Although I was forced to do kindergarten again by Pingry and my parents, I am choosing to take a Post-Graduate year at Phillips Exeter Academy next year before I go to college.

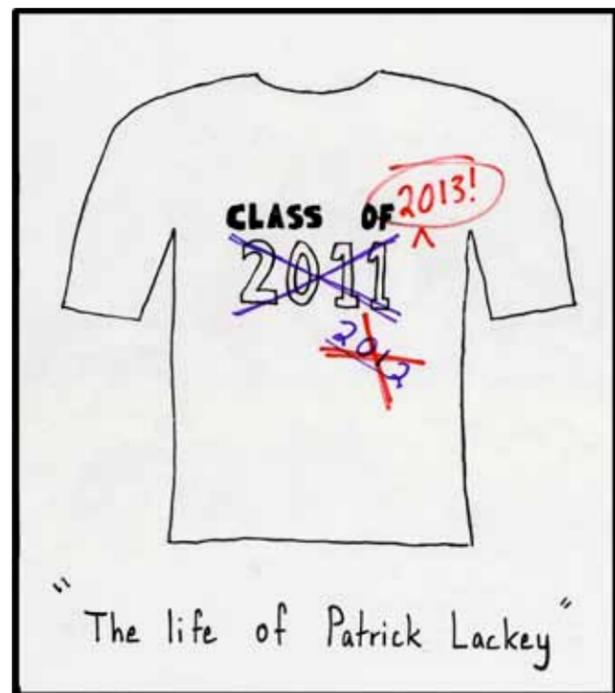
Since I was a redshirt in kindergarten and I will technically be a redshirt again when I PG, I guess I can be considered a double-redshirt. Basically I'll be a pretty old high school kid. I just hope the Exeter community will be as open and accepting as Pingry's once they learn how old I am.

But Patrick... if your experience at Pingry was so great, why would you want to go to another high school? Well, the college hockey recruiting process works differently than other sports because coaches want older, more developed players, which means they don't usually want players to be true freshmen. So basically American hockey players have to play junior hockey

in the middle of nowhere or attend a New England prep school. Some kids choose to leave home earlier than others, but I'm glad I stayed because I enjoyed my Pingry experience tremendously. And even though New Jersey high school hockey does not really help the college recruiting process, it has certainly helped me.

There is somebody I need to thank for how far I've come. There is not enough I could possibly say about Coach John Magadini, also known as Mags. I would do basically anything to play one more game for him. He is such a classy and humble man, and I'm proud to say he's my coach. He is one of the major reasons my experience at Pingry has been such a positive one. Not to mention he helped me get into Exeter.

I am truly looking forward to next year. I am excited about the interesting classes I will be taking and I cannot wait to play some high-caliber hockey. While I am still worried about some things, I am confident that my experience at Pingry has adequately prepared me so I will be able to make new friends...and complete my homework.



D. Abend (VI)

Pingry: Not Your Average Spaceship

By DYLAN SUN (VI)

Earlier this year, I was invited to an admissions presentation for the parents of prospective Pingry students. I immediately agreed to attend. In return for everything Pingry has given me over these past six years, the least I could do was extol its virtues. As I sat at the edge of the stage in front of the dozens of parents, my goal was to assure

"At any other school, my list of activities would have relegated me to a closed-off and homogenous set of friends."

Susan Contess '11, morality with Sydney Li (V) and Ricardo Vollbrechthausen (VI), computer science with Josh King (VI), business with David Sukhin (VI), and everything else with Tori Campbell (VI).

them that the numerous hopes they had for their children would be fulfilled at Pingry, as had my parents' hopes for me.

The first time I visited Pingry, I was in awe of the "spaceship." It seemed cold, a mixture of abandoned factory and nuclear bunker. But it was the people who made it inviting, my buddy (who lost me on the way to the bathroom) notwithstanding. The teachers all took an interest in me, even though I was just a little sixth grader toting a notebook as large as my face. They explained all the class material to me and even included me in their conversations. They cared, and continued to do so from the day I entered till my last day of senior year. The students, too, were eager to tell me what made Pingry an awesome place. "My friend is taking BC Calculus in 7th grade," said one of them.

That was the other thing. The quality of the students at Pingry is one of the defining characteristics of this school. There's just so much talent here. There are star athletes, musicians, artists, writers, actors, and activists. In whatever I wanted to pursue, there was someone else who did it with greater facility than I ever could. Dr. Richardson, whose AP Psychology class I took this year, noted on several occasions that a student's IQ will increase at Pingry. It just happens when you're around so many smart people.

The interactions that I've had with my peers have given me my identity. I've discussed existentialism and food with

But Pingry isn't just a place to study. My best memories come from the social groups I've been a part of and the friends that I've made. At any other school, my list of activities would have re-

lated me to a closed-off and homogenous set of friends. I might have been labeled a nerd (who am I kidding? I definitely would've been), which would have been like being a mathlete in "Mean Girls."

At Pingry, though, people did more than just take me at face value and I've been able to do the same of them. If I hadn't come to Pingry, I never would have realized how multidimensional everyone is.

It's human tendency to make sense of our world by compartmentalizing everything, but I've learned that doing so with people would be a disservice. Pingry has given me perhaps the best gift any institution could impart: the ability to understand others.

I would be lying if I said I'd never had a bad day at Pingry. The strenuous workload here makes those all but inevitable. I've even cried at school on a few occasions, sopping up the tears with the absurdly thin tissues from those light blue boxes. But each time, so many caring individuals gathered around me and buoyed my emotions.

In the end, it won't be the bad times I'll remember, just the hilarious moments and incredible successes that I've shared with some of the best people around. Thank you to everyone I've met at Pingry for being the amazing individuals you are and for making this experience the greatest I've ever had. Thank you especially to the (best) Class of 2012; it's been a privilege that I'll never forget.

Coming to Pingry Unwillingly, But Leaving Even More Reluctantly

By ED XIAO (VI)

Senior reflections generally open with a favorite memory or happy story. I was tempted to start mine that way, but it suddenly hit me that after all those papers, journals, and B-board posts, this 1,000 word reflection would be the final piece I write at Pingry.

I also realized that, ironically, one of the best things I've ever written was my sophomore final exam essay for Mrs. Grant where I wrote about originality: "be yourself, because everyone else is already taken." In the spirit of that sentiment, I'll try something a little different. So here is my Pingry story, about how much I didn't want to come here and how much I now don't want to leave.

When I came to Pingry in the Fall of 2008, I was not a happy camper. With a massive workload, completely new friends, and scary teachers and coaches, Pingry was the last place I wanted to be, and adding an hour of commuting time each day only made it worse. Everyone knows freshman year is a tough rite of passage into high school life as it is, so I felt that switching schools was a horrible idea.

Every day, I went home and cried to my parents about how bad school was (I know this is being published, but some things can't be kept quiet, right?). My parents grew weary of my complaining and before sophomore year, they gave me the option to return to public school. Even after I decided to come back to Pingry, they purchased tuition insurance in case I dropped out mid-year.

Sorry, Mom and Dad, but you wasted that insurance money.

Although I wasn't constantly enjoying high school, I couldn't imagine leaving. Where else could I be called an "angel face" by the head of my school? And despite the pale turquoise clock tower and the periodic rainforest inside the school, it began to feel nice saying, "I go to Pingry." Call it loyalty, love, or something else, but there is a certain pride that comes with being a student here.

Realizing that I would never allow myself to erase my Pingry years from my life, I immersed myself in high school. I convinced myself to sign up for three sports and do something with my time at school. I attended a homecoming dance, then Snowball, and finally Prom. Slowly, I realized that there was more to Pingry than homework and studying. What a shock! There was some aspect of fun, after all!

As a result, I would say that I now spend more time at Pingry than at my house (excluding sleeping hours, which we all know at this school are really minimal). My copy/paste function on my phone is "staying at school, be home late today" to easily text to my parents, and I can't remember how many times I've had to wrack my brain thinking of things to do at school just to stay a bit longer.

So why did I enjoy such a profound transition? Although nothing is ever the result of

any single cause, I believe that the enthusiasm Pingry instills in you is simply unparalleled. I loved math and hated English before high school, but after Pingry's rigorous literature and humanities classes, that has all changed. Thanks to teachers and the great Drama Department, I finally

"Slowly, I realized that there was more to Pingry than homework and studying. What a shock! There was some aspect of fun after all!"

learned to appreciate works such as "Pygmalion" or "Nicholas Nickleby." I still like math better, but most of it is because of the lovely and huggable Mr. Manny Tramontana.

The teachers all love their subjects so much that, naturally, their enthusiasm spreads to the students. And in athletics, regardless of the sport, everyone is so excited to don the Pingry uniform. As a tiny freshman, I was the happiest person to leave Coach Raby's team runs. Today, I bask in the glory of lying exhausted on the track after Coach Horesta's torture knowing that my teammates beside me are equally enthusiastic to fight and defend our titles. And most importantly, instead of rushing home to get started on the latest fun-packed Honors Bio project, I have learned how to lounge at the couches with the rest of the senior class, feeling that I have all the time in the world to chat with my peers and procrastinate over my work. I have learned how to make acquaintances, then friends, and finally family of the vari-

2012 Senior Class College Application Summary

By ALYSSA BAUM (IV)

Next year, members of the Class of 2012 will be attending 67 different schools across the globe. This number matches a six-year high and is significantly larger than last year's 62 schools. This class applied to 157 different schools, compared to 164

last year.

Recently, applying to college "early" has become increasingly popular among students. The "early" program includes Early Action, Early Decision, Early Decision II, and Rolling Admission. Eighty-eight percent of the class applied "early," and 83% of these students were

admitted, which is relatively high compared to the 75% of applicants from the Class of 2011 who were admitted early.

Recruited athletes account for 18% of this year's graduating class. This number is high compared to 14% of the Class of 2011 who were recruited, but it is on par with the average number of recruited ath-

letes over the past five years.

Members of the Class of 2012 applied to a diverse group of schools. Several students were admitted to schools that Pingry graduates have not matriculated at in recent years, including Parsons The New School for Design, Franklin W. Olin College of Engineering, the California Institute of Technology, and Pratt Institute.

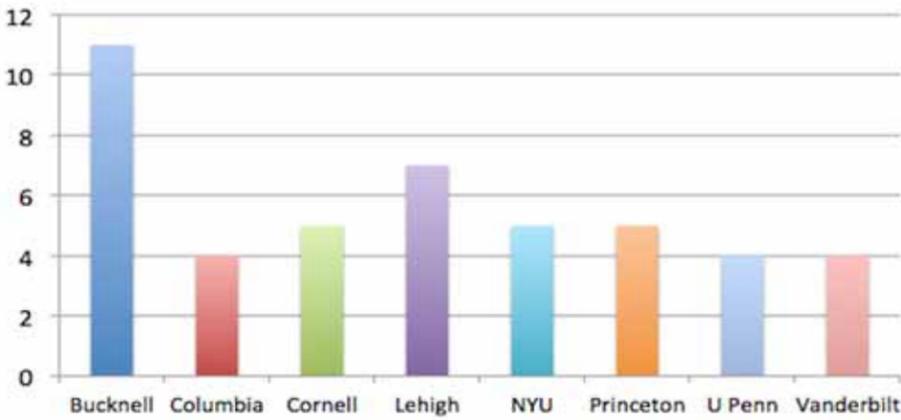
Of the 22% of the class admitted to Ivy League schools, 19% will be attending Ivies compared to 25% last year.

At least one student will be attending each of the Ivy Schools; four students are planning to attend Columbia University as well as the University of Pennsylvania, and five students are planning to attend Cornell University as well as Princeton University.

This year marks record admits at seven different universities; most notably, 11 students plan to attend Bucknell University. Next year, Pingry graduates will comprise over 1% of Bucknell's entire freshman class. Mr. Timothy Lear

'92, Head of College Counseling, noted, "These students represent a cross-section of the class. The students have many different academic and extra-curricular interests, and overall, they represent the best Pingry has to offer academically and athletically."

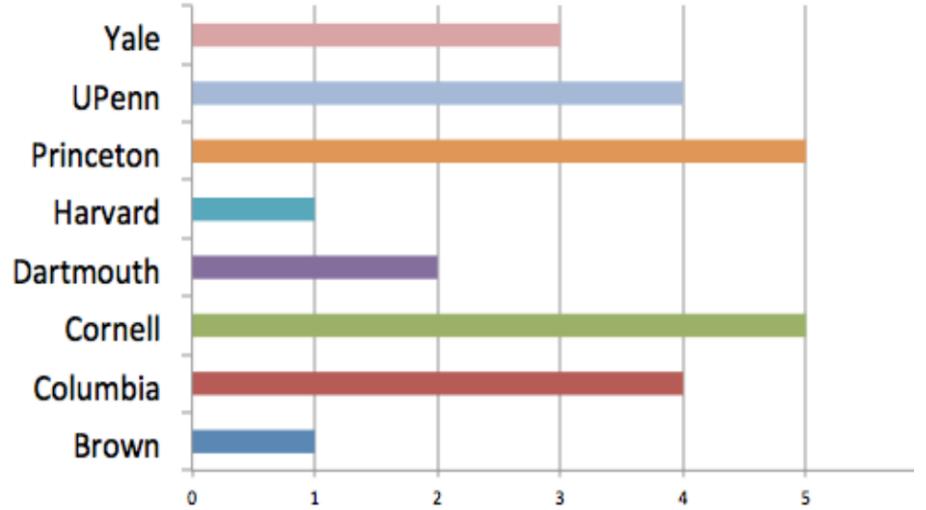
Reflecting on the year, Mr. Lear said, "This was a very fun class to work with. They were very independent, and they looked at some interesting schools. I hope next year's class has the same success!"



Colleges with the highest Pingry matriculation.

Highlights:

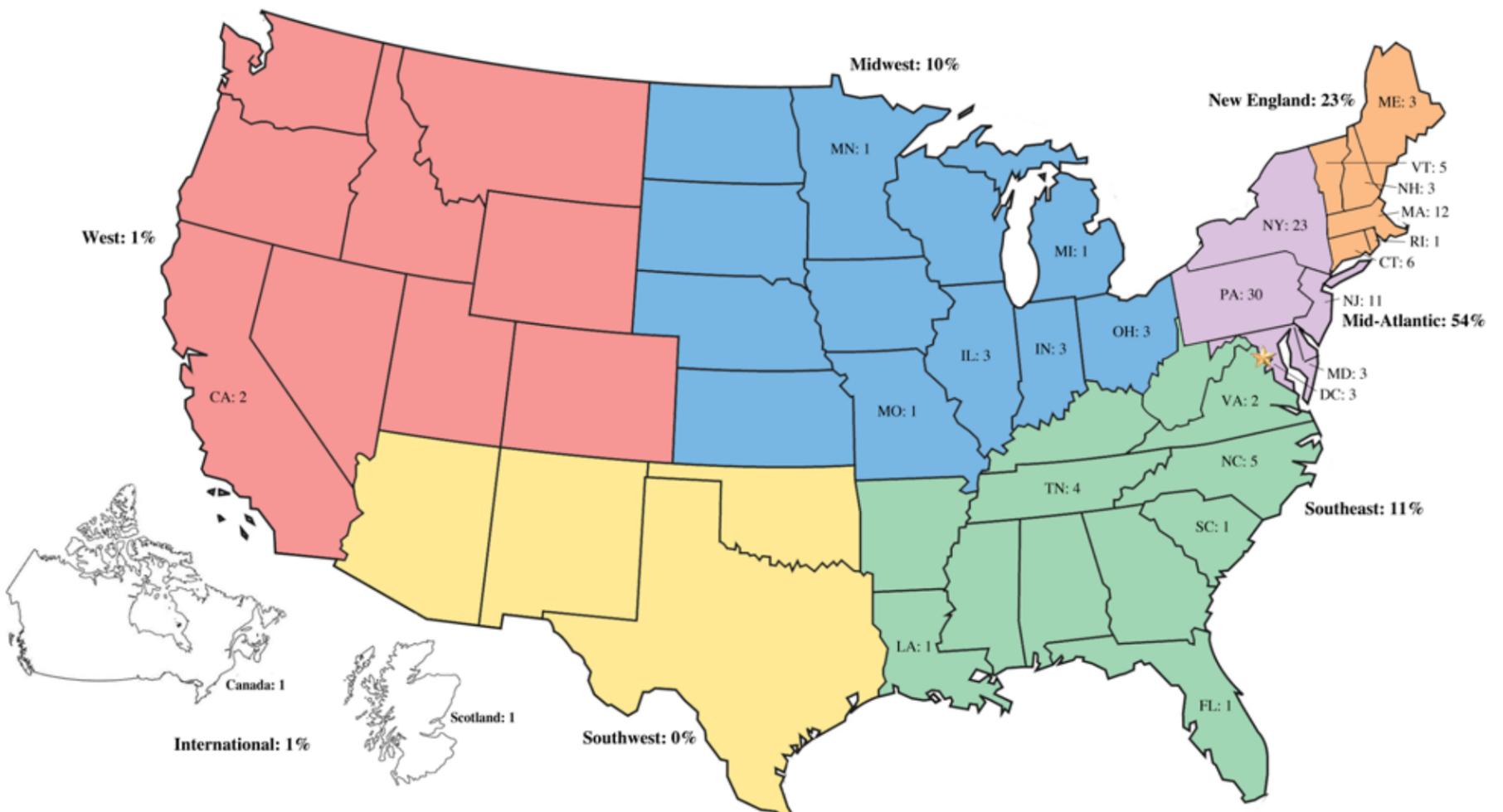
- Record numbers of acceptances at Rutgers, University of Michigan, University of Chicago, Duke, Washington University in St. Louis, and Bucknell
- 2 students admitted to and attending international schools: McGill University in Montreal and the University of St. Andrews in Scotland
- Individuals received Vanderbilt University Cornelius Scholarship (full tuition) and Cornell University Meining Family Scholarship (offered to less than 2% of undergrad students at Cornell)
- Students admitted to and matriculating at all eight Ivy League schools
- Multiple admits to Stanford for the first time since 2006



The number of students matriculating to Ivy League universities.

New Schools for 2012:

- Student admitted to Pratt and matriculating at Parsons the New School for Design (first admit in a decade)
- Franklin W. Olin College of Engineering (first student since 2004)
- California Institute of Technology (third admit in a decade)
- Furman College
- McGill University



A US map depicting the regional distribution of students. Percentages are approximate.

College Placement

DANIEL ABEND VANDERBILT UNIVERSITY	SERGIO GOMEZ BOWDOIN COLLEGE	YU (BETTY) LI GETTYSBURG COLLEGE	JUSTIN SHANGOLD BUCKNELL UNIVERSITY
HANNAH AJMANI CORNELL UNIVERSITY	ANDREW GORELICK GETTYSBURG COLLEGE	MATTHEW LIPPER BUCKNELL UNIVERSITY	HARRISON SKINNER TULANE UNIVERSITY
CHRISTOPHER ALBANESE WESTMINSTER SCHOOL	JACOB GREEN UNIVERSITY OF MIAMI	LUCKY LUZURIAGA BOSTON COLLEGE	CARA SOLINA NEW YORK UNIVERSITY
JAKE ARONWALD UNIVERSITY OF RICHMOND	MOLLY GRENINGER SARAH LAWRENCE COLLEGE	FLORENCE MA JOHNS HOPKINS UNIVERSITY	ADRIENNE SOZANSKY UNIVERSITY OF CALIFORNIA AT LOS ANGELES
BENJAMIN BALLINTYN UNIVERSITY OF PENNSYLVANIA	CARYN HA RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY AT NEW BRUNSWICK	JACOB MACKOFF TRINITY COLLEGE	NEIL STEINER MIDDLEBURY COLLEGE
LEE BARKER BOWDOIN COLLEGE	ANDREW HANNA PRINCETON UNIVERSITY	ALEXANDER MANGO COLUMBIA UNIVERSITY	DAVID SUKHIN MASSACHUSETTS INSTITUTE OF TECHNOLOGY
JOSÉ BARRIONUEVO COLBY COLLEGE	EMILY HASELTON WASHINGTON UNIVERSITY IN ST. LOUIS	MARGOT MARCHESE MIDDLEBURY COLLEGE	NOLAN SULLIVAN UNIVERSITY OF MICHIGAN
KIRAN BHATT TUFTS UNIVERSITY	JUSTEN HAYNES ROCHESTER INSTITUTE OF TECHNOLOGY	ANDREW MARTIN HAMILTON COLLEGE	DYLAN SUN UNIVERSITY OF PENNSYLVANIA
SHAYNA BLACKWOOD NORTHEASTERN UNIVERSITY	MADELINE HIGGINS GEORGETOWN UNIVERSITY	EMILY MCCORMICK CORNELL UNIVERSITY	STEPHANIE SUN WILLIAMS COLLEGE
NICHOLAS BRANCHINA HOTCHKISS SCHOOL	ASHLEY HOUGH DUKE UNIVERSITY	ELENI MCFARLAND DUKE UNIVERSITY	MICHAEL SUPRON FRANKLIN AND MARSHALL COLLEGE
ANDREW BURCHENAL LAFAYETTE COLLEGE	ALEXANDER INGRASSIA LEHIGH UNIVERSITY	LOGAN MCGOWAN UNIVERSITY OF NOTRE DAME	ALICE SYMINGTON UNIVERSITY OF VERMONT
RYAN CAMPBELL YALE UNIVERSITY	ARVIND IYENGAR UNIVERSITY OF CHICAGO	CONNOR MCLAUGHLIN BUCKNELL UNIVERSITY	MADISON TAYLOR HARVARD UNIVERSITY
VICTORIA CAMPBELL YALE UNIVERSITY	BRYAN JAMES LAFAYETTE COLLEGE	J. TANNER MCMAHON NEW YORK UNIVERSITY	SILAS TAYLOR CARLETON COLLEGE
NICHOLAS CANAVAN OBERLIN COLLEGE	YVONNE JENG BUCKNELL UNIVERSITY	ALAK MEHTA VANDERBILT UNIVERSITY	KYRA TOPOR BUCKNELL UNIVERSITY
CATHERINE CASSIDY LEHIGH UNIVERSITY	ELEANOR JOHNSON UNIVERSITY OF VERMONT	SARAH MEYERS CORNELL UNIVERSITY	REBA TYSON NEW YORK UNIVERSITY
ALEXANDER CASTLE COLGATE UNIVERSITY	JULIA JOHNSTONE PRINCETON UNIVERSITY	MARGARET MORASH RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY AT NEW BRUNSWICK	EBERECHI UCHE COLUMBIA UNIVERSITY
MATTHEW CHAN UNIVERSITY OF PENNSYLVANIA	ELIZABETH JOLLEY NEW YORK UNIVERSITY	EMILIE MOY LEHIGH UNIVERSITY	KAITLIN ULKER BUCKNELL UNIVERSITY
EDWARD CHRISTENSEN PARSONS THE NEW SCHOOL FOR DESIGN	COLE JORDAN BUCKNELL UNIVERSITY	BENJAMIN MULLER LEHIGH UNIVERSITY	KATARINA UNDERWOOD UNIVERSITY OF PENNSYLVANIA
MAËL CORBOZ RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY AT NEW BRUNSWICK	DANIEL KELLER BUCKNELL UNIVERSITY	CHRISTINA NAJARIAN MCGILL UNIVERSITY	ANDERS VELISCHEK BUCKNELL UNIVERSITY
REBECCA CURRAN PRINCETON UNIVERSITY	WILLIAM KELLY UNIVERSITY OF NOTRE DAME	EMMA NOSOFSKY LEHIGH UNIVERSITY	RICARDO VOLLBRECHTHAUSEN COLUMBIA UNIVERSITY
EMILY DAMSTROM VILLANOVA UNIVERSITY	MARIEL KENNEDY UNIVERSITY OF NOTRE DAME	STUART O'KEEFFE CORNELL UNIVERSITY	MARISSA VON NESSI COLLEGE OF WILLIAM AND MARY
COREY DELANEY DARTMOUTH COLLEGE	DYLAN KEY LAWRENCEVILLE SCHOOL	THOMAS O'REILLY FURMAN UNIVERSITY	ANNE VREELAND VANDERBILT UNIVERSITY
CAROLINE DREYFUSS BRYN MAWR COLLEGE	MAHNOOR KHAN SETON HALL UNIVERSITY	DOUGLAS OBER BOSTON UNIVERSITY	CONNIE WANG NORTHWESTERN UNIVERSITY
KELECHUKWU EBOH NEW YORK UNIVERSITY	SARAH KIM GEORGETOWN UNIVERSITY	JAMES OGDEN SYRACUSE UNIVERSITY	JILLIAN WARD CARNEGIE MELLON UNIVERSITY
CAMERON EDWARDS BUCKNELL UNIVERSITY	JOSHUA KING UNITED STATES NAVAL ACADEMY	SARAH PARK BROWN UNIVERSITY	MARISA WERNER BOSTON COLLEGE
FREDERICK ELLIOT COLUMBIA UNIVERSITY	HANNAH KIRMSEY LEHIGH UNIVERSITY	JOHN PFLIEGER SYRACUSE UNIVERSITY	SARAH WILLIAMS DARTMOUTH COLLEGE
MICHAELA ENNIS MASSACHUSETTS INSTITUTE OF TECHNOLOGY	EDWARD KONG YALE UNIVERSITY	GRACE PUTMAN DENISON UNIVERSITY	TAYLOR WRIGHT CORNELL UNIVERSITY
BRAD ERICKSON BUCKNELL UNIVERSITY	CHRISTINE KUMAR JOHNS HOPKINS UNIVERSITY	JASON RING WILLIAMS COLLEGE	REBECCA WYNNE SARAH LAWRENCE COLLEGE
ROXANNE FEITEL GEORGETOWN UNIVERSITY	PATRICK LACKEY PHILLIPS EXETER ACADEMY	JOHN ROBERTS VANDERBILT UNIVERSITY	EDWARD XIAO PRINCETON UNIVERSITY
KEVIN FISCHER WAKE FOREST UNIVERSITY	ELISE LANG DUKE UNIVERSITY	JAMES ROSS STANFORD UNIVERSITY	BRIAN YAN UNIVERSITY OF CHICAGO
JONATHAN FREINBERG UNIVERSITY OF ST. ANDREWS (SCOTLAND)	MARTHA LAUD MIAMI UNIVERSITY, OXFORD, OHIO	KEVIN SAMPAIO SYRACUSE UNIVERSITY	CAROLINE ZEE DAVIDSON COLLEGE
SAMUEL GELMAN PRINCETON UNIVERSITY	KATHLEEN LEIB MIDDLEBURY COLLEGE	WILLIAM SAULNIER FRANKLIN W. OLIN COLLEGE OF ENGINEERING	
CLARE GOGGINS DREW UNIVERSITY	JASON LEVINE LEHIGH UNIVERSITY	MOLLY SCHULMAN TUFTS UNIVERSITY	

As of
June 4, 2012

Senior Awards

Academic Awards

John R. Whittemore '47 Biology Award
Ernest C. Shawcross Chemistry Award
Antoine du Bourg Physics Award
Science Book Award
Science Research Award
Whitlock Prize for Math
Advanced Math Prize
Union College Casimir A. France Award for Excellence in English
Paul H. and Sarah Rouslin Excellence in English Award
Martin B. O'Connor '26 Journalism Award
Yearbook Award
Justin Society Awards

Jean S. MacDonald History Prize
Psychology Prize
Chinese Language Prize
French Language Prize
German Language Prize
Spanish Language Prize
Advanced Language Prize

The DeGryse Prize in Modern European Languages

Michaela Ennis; Edward Kong
James Ross; Edward Xiao
Dylan Sun; Edward Xiao
Elise Lang
Michaela Ennis; Margaret Morash
Dylan Sun; Edward Xiao
Mariel Kennedy; Douglas Ober
Julia Johnstone
Ryan Campbell; Samuel Gelman
Daniel Abend; Roxanne Feitel
Jason Ring
Poetry: Edward Kong; Douglas Ober
Fiction: William Saulnier
Memoir: Eleni McFarland
Playwriting: Samuel Gelman
Creative Non-Fiction: Dylan Sun
Andrew Hanna; Edward Kong; Sarah Park
Elise Lang; Connor McLaughlin
Ricardo Vollbrechthausen
Sarah Park
Anne Vreeland
Sarah Williams
French: Dylan Sun
Spanish: Emily Haselton
Maël Corboz; Roxanne Feitel

Arts & Drama

Director's Award for Achievement in Dramatic Arts
Drama Department Prize for Technical Theatre
Drama Department Prize for Musical Theatre
Michael E. Popp Photography Prize
Brendan J. Donahue '79 Memorial Prize for Fine Arts
Brendan J. Donahue '79 Memorial Prize for Pottery
Barbara Berlin Prize in Art History
Music Award

Samuel Gelman
Eleanor Johnson
Ryan Campbell
Jonathan Freinberg; Cara Solina
Kathleen Leib; Florence Ma
Edward Christensen; James Ross
Mariel Kennedy; Julia Johnstone
Dylan Sun

School Service & Leadership

Michael Jupka, Jr., '76 Blue Key Award
Community Service Award
Paul R. Leary '90 Award
John Taylor Babbitt '07 Award
Student Government Achievement Award

Elise Lang
Jillian Ward
Frederick Elliot; Anders Velischek
James Ogden
Marisa Werner

All-School Awards

Special Prize to AFS Student
Pingry School Parents' Association Women's Sports Award
Centennial Cup — Gift of the Class of '61
Class of '26 Reese Williams Award
Faculty Prize
Cipriano Family Scholar-Athlete Award
Charles B. Atwater Valedictory Award

Lara Abou Ammar
Margaret Morash
Patrick Lackey
Andrew Burchenal
Alexander Ingrassia
Ashley Hough; Alexander Mango
Edward Kong

Cum Laude Society

Ryan Campbell
Victoria Campbell
Rebecca Curran
Michaela Ennis
Roxanne Feitel
Samuel Gelman
Andrew Hanna
Julia Johnstone

Mariel Kennedy
Edward Kong
Elise Lang
Florence Ma
Eleni McFarland
Connor McLaughlin
Emily McCormick
Alak Mehta
Margaret Morash

Stuart O'Keeffe
Douglas Ober
Sarah Park
James Ross
Dylan Sun
Madison Taylor
Marisa Werner
Edward Xiao

Advanced Placement Scholars

Daniel Abend
Hannah Ajmani
Benjamin Ballintyn
José Barrionuevo*
Kiran Bhatt**
Ryan Campbell
Victoria Campbell*
Catherine Cassidy
Alexander Castle*
Rebecca Curran**
Corey DeLaney
Caroline Dreyfuss*
Michaela Ennis
Roxanne Feitel
Kevin Fischer*
Samuel Gelman*
Jacob Green*
Caryn Ha*

Andrew Hanna
Madeline Higgins
Ashley Hough
Alexander Ingrassia*
Arvind Iyengar**
Julia Johnstone**
Elizabeth Jolley
William Kelly
Mariel Kennedy*
Sarah Kim**
Joshua King**
Edward Kong**
Christine Kumar*
Elise Lang*
Jason Levine*
Kathleen Leib**
Matthew Lipper

Lucky Luzuriaga
Florence Ma**
Alexander Mango
Emily McCormick*
Eleni McFarland
Logan McGowan
Connor McLaughlin**
J. Tanner McMahan**
Alak Mehta**
Margaret Morash*
Christina Najarian*
Douglas Ober**
Stuart O'Keeffe*
Sarah Park
Jason Ring
James Ross**
William Saulnier

Molly Schulman
Harrison Skinner
Cara Solina
David Sukhin***
Nolan Sullivan*
Dylan Sun***
Stephanie Sun
Madison Taylor**
Silas Taylor
Reba Tyson
Eberechi Uche*
Katarina Underwood
Marissa VonNessi
Connie Wang*
Jillian Ward
Marisa Werner*
Edward Xiao***
Brian Yan**

* With Honors **With Distinction *** National Scholar

National Merit Scholarship Program Commended Students

Daniel Abend
Jake Aronwald
Benjamin Ballintyn
Kiran Bhatt
Victoria Campbell
Catherine Cassidy
Alexander Castle
Matthew Chan
Maël Corboz
Rebecca Curran

Cameron Edwards
Roxanne Feitel
Samuel Gelman
Molly Greninger
Caryn Ha
Emily Haselton
Ashley Hough
Arvind Iyengar
Julia Johnstone

Mariel Kennedy
Florence Ma
Alexander Mango
Emily McCormick
Logan McGowan
James McMahan
Margaret Morash
Douglas Ober
Jason Ring

James Ross
William Saulnier
Cara Solina
Adrienne Sozansky
Neil Steiner
David Sukhin
Stephanie Sun
Silas Taylor
Reba Tyson
Connie Wang

National Merit Scholarship Semifinalists

Michaela Ennis
Kevin Fischer
Andrew Hanna
Sarah Kim

Joshua King
Edward Kong
Alak Mehta
Dylan Sun

Madison Taylor
Katarina Underwood
Edward Xiao
Brian Yan

National Merit Scholarship Finalists

Michaela Ennis
Kevin Fischer
Sarah Kim

Joshua King
Edward Kong
Alak Mehta
Dylan Sun

Madison Taylor
Katarina Underwood
Edward Xiao

National Hispanic Recognition Program

Alexander Mango

Katarina Underwood

Ricardo Vollbrechthausen

2012 Presidential Scholar Candidates

Dylan Sun

Madison Taylor

2012 Presidential Scholar Semifinalist

Dylan Sun

The Elizabeth Allan Smith '83 Memorial

Ashley Hough

C. B. Newton Pingry-Princeton Scholarship Prize

Rebecca Curran
Samuel Gelman

Andrew Hanna

Julia Johnstone
Edward Xiao

Athletic Awards

Boys' Cross-Country Award
Girls' Cross-Country Award
Andrea Montague Field Hockey Award
Tom Boyer Award
Michael Jupka, Jr., '76 Football Award
Timothy C. Cornwall '64 Boys' Soccer Sportsmanship Award
Dick Gradwohl Boys' Soccer Cup for Most Team Spirit
Elizabeth Allan Smith '83 Girls' Soccer Award
Water Polo Award
Frank L. Romano Boys' Basketball Award
Joe LaValley Boys' Basketball Award
Virginia Nazario Fencing Award
Varsity Boys' Ice Hockey Award
Girls' Ice Hockey Award
Girls' Ski Team Award
Boys' Ski Team Award
Girls' Squash Team Award
Boys' Swimming Award
Ashley G. Marsh and Family Swimming Award
Michael Jupka, Jr., '76 Wrestling Award
Boys' Winter Track Award
Girls' Winter Track Award
Class of 1935 Graham Churchill Baseball Award
Boys' Golf Award
Girls' Golf Award
Richard C. Weiler Boys' Lacrosse Award
Girls' Lacrosse Sportsmanship Award
Girls' Lacrosse Award
Pingry Softball Award
Boys' Tennis Award
Boys' Track Award
Richard G. Gradwohl Girls' Track Award
Twelve Varsity Letter Award
Skyland Conference
NJSIAA (State)
NJSIAA (Independent Schools)
Somerset County

Michael Supron
Kathleen Leib
Ashley Hough
Justin Shangold
Connor McLaughlin
Frederick Elliot;
Maël Corboz
Dylan Key; Andrew Martin
Margaret Morash
Jason Ring
Michael Supron
Daniel Keller
Edward Kong; Cara Solina
Nicholas Branchina; Patrick Lackey
Reba "Kit" Tyson
Madeline Higgins
Brad Erickson
Sarah Park
James Ross
Catherine Cassidy
Daniel Abend
Benjamin Ballintyn
Emily McCormick
Daniel Keller
Jacob Green; Logan McGowan
Kyra Topor
Dylan Key
Ashley Hough
Emily Damstrom; Anne Vreeland
Michaela Ennis; Madison Taylor
Arvind Iyengar
James Tanner McMahan
Kathleen Leib; Emily McCormick; Margaret Morash
Rebecca Curran; Kathleen Leib
Maël Corboz; Anne Vreeland
Kathleen Leib
Margaret Morash; Jason Ring
Margaret Morash; James Ross

The 1902 Emblem

The Class of 1902 Emblem is awarded to Marisa Werner of the Class of 2012, who, while at 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.

Marisa Werner



The 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."

Ryan Campbell

See next page for pictures and profiles of all nominees

Nominees for 1902 Emblem (E)



RYAN CAMPBELL
E, M

Years at Pingry: 4

Trademark Characteristics: Saying "hi" in the hall, hair-flipping, singing to myself... all the time!

Activities: Musical theater, singing, song-writing, playing guitar, running

Summer Plans: Summer job, missions trip to Philadelphia, releasing an EP of original songs

College Plans: Yale University with an undecided major

Career Possibilities: Undecided, but being in a rock band would be fun...as would being a teacher...or a doctor... still undecided...

Faculty Mentors: Too many to list, but I'm thankful for all their support!

Favorite Pingry Memory: Seeing Nicholas Nickleby after 3 months away from home and stepping onstage with the cast.

What I'll Take Away: Amazing friendships and memories!



TORI CAMPBELL
E, M

Years at Pingry: 4

Trademark Characteristics: Wearing sweatshirts, baking things, telling weird stories

Activities: Drama, martial arts, travelling to China, Creative Writing

Summer Plans: Hopefully getting a job

College Plans: Yale University

Career Possibilities: Acupuncturist, doctor, author or lyricist

Faculty Mentors: Mr. Romano, Mr. Keating, Ms. Yu, Mrs. Grant, and countless others....

Favorite Pingry Memory: 2010's Fall Play Nicholas Nickleby, Peer Leadership

What I'll Take Away: Seriously amazing friends, some great memories, and Ronnie Haymaker quotes that no one other than Pingry people will understand



ROXANNE FEITEL
E

Years at Pingry: 4

Trademark Characteristics: Calm under pressure, practical, always carrying a Coke Zero

Activities: The Record, Field Hockey, SMAC, Squash, Peer Leadership

Summer Plans: Hanging out with friends, living at the Jersey Shore, sleeping

College Plans: Georgetown University

Career Possibilities: Journalism, teaching, publishing – I'm all over the place

Faculty Mentors: Ms. Chatterji, Ms. Lebowitz, Dr. Dineen, Mr. Crowley-Delman, Mr. Burns, and many others

Favorite Pingry Memory: The Senior Peer Leadership retreat in Lebanon and the Field Hockey team Pasta Parties

What I'll Take Away: Great friends and teachers, leadership skills, the ability to write a great paper at the last minute, and a lifelong home



ANDREW HANNA
E, M

Years at Pingry: 6

Trademark Characteristics: Egypto-Korean, smells good. Yeah, that's about it.

Activities: Drama, Fall Play, Honor Board, Student Government, Model UN, Props

Summer Plans: A month of hanging out with friends, then Turkey and Egypt for three weeks. Dark Knight Rises.

College Plans: Princeton University

Career Possibilities: Journalist/Diplomat in the middle of a warzone

Faculty Mentors: Mr. Romano, Ms. Kehoe, Dr. Murray, Mrs. Grant, Mr. Keating

Favorite Pingry Memory: The Senior Dance at the spa this year was one of my all-time favorites.

What I'll Take Away: Humility, knowing that people under pressure are capable of extraordinary things, a 150 year anniversary tie.



DAN KELLER
E

Years at Pingry: 13

Trademark Characteristics: Competitive, motivated, passionate

Activities: Baseball, basketball, Spanish Club

Summer Plans: A little baseball, a lot of vacation, some wiffleball with the boys, Jersey Shore

College Plans: Bucknell University

Career Possibilities: In ten years I could be doing anything, I have no idea.

Faculty Mentors: Trem, Coach Murdock, and Mr. Corvino Sr. All great teachers, coaches, and people, and we have a lot in common.

Favorite Pingry Memory: Prom

What I'll Take Away: The fact that I've met a lot of good people through 13 years, both teachers and students.



PATRICK LACKEY
E, M

Years at Pingry: 13

Trademark Characteristics: #14. Also, I attempt to be nice, friendly, caring, and hopefully athletic.

Activities: Hockey, (formerly Lacrosse), and Peer Leadership

Summer Plans: Trying to get recruited at hockey camps, working at the Pingry Golf Camp, and spending time with friends

College Plans: TBD... I'll be a Post-Graduate at Phillips Exeter Academy in New Hampshire

Career Possibilities: I'd like to do something with marketing and/or coaching.

Faculty Mentors: Mrs. Brunhouse, Mr. Poprik, the Peer Leadership advisors, Mr. Keating, and the one and only... Mags.

Favorite Pingry Memory: Becoming back-to-back Skylands Conference Champions with the Hockey team.

What I'll Take Away: Great memories, the ability to work hard, and a sense of community



ELISE LANG
E, M

Years at Pingry: 13

Trademark Characteristics: Always out of dress code, gives lots of tours, organized, hard-working

Activities: Blue Key, Vital Signs, SMAC, Peer Leadership, SGC

Summer Plans: A mix: working for an interior designer, waitressing, lifeguarding, and babysitting

College Plans: Duke University

Career Possibilities: Journalism, marketing, entrepreneurship, PR; who knows!

Faculty Mentors: Mr. Keating, Mr. Coe, Mrs. O'Mara, Ms. Chatterji, Mr. Lear, and MANY, many more!

Favorite Pingry Memory: Any SAC assembly my sophomore year, especially Will Pinke's rendition of "Can't Tell Me Nothing"

What I'll Take Away: 13 years of opportunities shared with dedicated faculty, an engaging community, and amazing friends



KATE LEIB
E

Years at Pingry: 4

Trademark Characteristics: Reliability, creativity, dry sense of humor, and a bun

Activities: Cross Country, Track, Swimming, Outing Club, Green Group, Art

Summer Plans: Hiking in the Catskills, the Adirondacks, and part of the Appalachian Trail. Triathlon Sprint National Championships

College Plans: Middlebury College

Career Possibilities: Environmental or art related, working with animals, or maybe a wayfaring harmonica player.

Faculty Mentors: Mr. Delman, Mr. Grant, Mr. Horesta, Mr. Crowley-Delman, Mr. Lear, and Mr. Boyd

Favorite Pingry Memory: Toss up: popping the Moon Bounce at X Games and upsetting Mount St. Dominic's in the 2011 Cross Country State Championships.

What I'll Take Away: I've been supported and inspired by a collection of creative and minds who have taught me to pursue my passions with determination and originality.

& Magistri Laudandi (M) Awards



JASON LEVINE
E

Years at Pingry: 6

Trademark Characteristics: Witty, amicable, and dependable

Activities: Tennis, Fishing, and, of course, A/V
Summer Plans: Discovering Amsterdam, trekking the Scottish Highlands, and exploring Barcelona

College Plans: Mechanical Engineering at Lehigh University

Career Possibilities: Entrepreneurial field involving an engineering background

Faculty Mentors: Mr. Delman, Mr. McAnally, Mr. Bartsch, Mr. Raby, Mr. Romano, Mrs. Hartz, Ms. Godfrey, and Mrs. Kinney

Favorite Pingry Memory: Either, in 7th grade, when Mr. Bartsch was standing in front of a projector, and "No Signal" appeared on his forehead, or when Mr. Raby recited the Russian alphabet/stood on a table- you had to be there...

What I'll Take Away: Confidence, maturity, professionalism, and lifelong friendships



MATTHEW LIPPER
M

Years at Pingry: 6

Trademark Characteristics: Outgoing, friendly, "Live it up"

Activities: Soccer, JTB, Peer Leadership
Summer Plans: Helping at Lifecamp, playing soccer, and spending time with family and friends

College Plans: Engineering at Bucknell University

Career Possibilities: Engineering, marketing, business

Faculty Mentors: Coach, Mrs. Castaldo, Dr. DeSimone, Dr. Rich, Mrs. Lionetti, Fahey, Ms. Yorke, Mr. Murdock, Mrs. McGrath

Favorite Pingry Memory: The French trip sophomore year, the soccer trips to Europe, and the Peer Leadership retreats

What I'll Take Away: Pingry changes your life and has had a great impact on me. I'll leave with stellar memories and the best friends and mentors.



EMILY MCCORMICK
M

Years at Pingry: 4

Trademark Characteristics: Motivated, happy, thoughtful

Activities: Soccer, Track, GlamourGals Club, Peer Leadership

Summer Plans: Working at English Farm

College Plans: Engineering at Cornell University

Career Possibilities: Investment Banking

Faculty Mentors: Mrs. Hartz, Mrs. Geactinov
Favorite Pingry Memory: The France trip that I took over Sophomore Spring Break. Writing my name beside my friends' onto the Eiffel Tower is an experience I feel so lucky to have as a high schooler.

What I'll Take Away: I've gained the confidence in myself to succeed. Pingry provided me with an environment that forced me to really get out there, find my place in the school, and then be a leader in that area.



CONNOR MCLAUGHLIN
E, M

Years at Pingry: 4

Trademark Characteristics: Organized, optimistic, honest, and trustworthy

Activities: Football, Wrestling, Lacrosse (III, IV, V), Track and Field (VI), Peer Leader, Co-Chair Senior Class Giving Committee

Summer Plans: Caddying and/or working at a restaurant

College Plans: Bucknell University

Career Possibilities: Medical Doctor (Field Undecided) or Economist

Faculty Mentors: Mr. Keating, Mr. Burns, Mr. LaValette, Mr. Shilts, Dr. Richardson, and Ms. Lionetti

Favorite Pingry Memory: All of my experiences with my Peer Group and the Peer Leadership program.

What I'll Take Away: Reach for the stars and take some risks. Trust me, you won't regret it.



MARGARET MORASH
E, M

Years at Pingry: 10 (since 3rd grade)

Trademark Characteristics: Nerdy, friendly, easygoing

Activities: Soccer, iRT, track, Honor Board, Student Government, Peer Leadership

Summer Plans: Playing soccer, hanging out with friends, getting ready for preseason

College Plans: Rutgers, The State University of New Jersey at New Brunswick

Career Possibilities: Research

Faculty Mentors: Mr. De

Favorite Pingry Memory: winning States this year with the girls' soccer team.

What I'll Take Away: Long-lasting friendships and community ties as well as engaging classroom experiences with awesome teachers and fun times with the soccer and track teams.



DYLAN SUN
E, M

Years at Pingry: 6

Trademark Characteristics: Hard-working, supportive, friendly

Activities: Buttondowns, Tennis, Quizbowl, Peer Leadership, Winter Musical

Summer Plans: Learning to build websites and to read and write Chinese

College Plans: University of Pennsylvania

Career Possibilities: Social entrepreneur

Faculty Mentors: The Peer advisors, the Physics office (Mrs. Newman), Mr. De, Mrs. Grant, Ms. Davlin, Mr. Keating, Mmes. Geactinov & Jordan, Sra. Godfrey, Dr. Moore, Mrs. Forrester and many more.

Favorite Pingry Memory: The Peer Leadership retreat and the French trip

What I'll Take Away: I've grown tremendously because of the tight relationships I've forged with faculty and peers. Pingry has taught me to care for others, to pursue what I love, and to find good friends wherever I go.



EBERECHI CECILIA UCHE
E, M

Years at Pingry: 6

Trademark Characteristics: Some people say I laugh a lot. I guess that's true.

Activities: Basketball, Honor Board, Peer Leadership

Summer Plans: Work and some fun

College Plans: Columbia University

Career Possibilities: Something in the health field

Faculty Mentors: My advisor, Mrs. Forrester!

Favorite Pingry Memory: The senior year trips were the best. From the Peer Leader retreat, where I got to learn things about people in my class that I wouldn't have known without that trip, to the fun times all the seniors had at the resort.

What I'll Take Away: I'll take with me the respect and responsibility that Pingry teaches us students through the Honor Code.



MARISA WERNER
E, M

Years at Pingry: 4

Trademark Characteristics: Action-oriented, optimistic, and laughs at jokes that usually no one else finds humorous

Activities: Student Body President, President of Model United Nations Club, Swimming, Tennis, Model Congress, The Pingry Record

Summer Plans: Interning at Nicoll, Davis, & Spinella during the week and lifeguarding on the weekends

College Plans: Boston College

Career Possibilities: Law, teaching, business

Faculty Mentors: Mrs. Brunhouse, Ms. Chatterji, DBA, Ms. Lebowitz, and Ms. Wolfson

Favorite Pingry Memory: Delivering the Convocation speech to the entire student body and faculty

What I'll Take Away: Confidence, intellectual growth, and leadership skills

WORD IN THE HALL

Faculty: What will you miss about the Class of 2012?



MRS. HARTZ

"Their humor, creativity, and the '12' in the 'r' spot of their senior shirts."



MR. KEATING

"How good they were at distracting me from my work."



MS. YU

"Their humor in Chinese class."



MR. MAGADINI

"Saying hello to them every morning."



MRS. COOPERMAN

"Their friendliness and positive attitude!"



MR. CORVINO

"Just Dan Keller's right arm."

Students: What do you admire most about the seniors?



MORGAN BURKE (V) AND YUMI CASAGRANDE (V)

"Their sense of style."



ADEDIRE FAKOREDE (IV)

"Their enthusiasm."



LORI KIM (III)

"My sister."



JULIAN RAJAN (IV)

"Their ability to party."



CARLY ROTATORI (V)

"That they're all very friendly and say hi to me in the hallways."



WILL LACOSTA (V) & JUSTIN SULLIVAN (V)

"Freddy Elliot"

Seniors: Why is the Class of 2012 the best?



CAROLINE ZEE

"The way that we have come together."



ANDREW HANNA & CAMERON EDWARDS

"How many people we are sending to Bucknell."



LIZ JOLLEY

"We're really really ridiculously good-looking."



KEVIN SAMPAIO & JOHNNY PFLIEGER

"Us"



CONNIE WANG

"Our diversity of opinions"



TOM O'REILLY

"Our desire to be great"

Second Annual Spring Fling Highlighter Rave Is a Success

By NICOLE BLUM (V)

On Friday, May 19th, the Student Government hosted the annual Spring Fling dance. The theme was highlighter rave, as it was at last year's event, and it was held in the Bristol Gymnasium from seven o'clock at night to ten.

With the theme the same as last year, Student Government focused on exceeding expectations that this would be exactly the same event as one year ago. "As much fun as last year was, we tried to 'one up' it and go all out to make sure the students had the best experience possible," Student Body President David Soled (V) said.

An exciting tunnel entrance led to the dancing space, which was mostly dark but adorned with many lights and decorations. A white tent was propped in the center of the gym for people to dance under, while the ceiling was decorated with lit neon balloons. "We created an awesome

atmosphere in the tent using black reactive decorations," Soled said. Kate Sienko (V) who attended the event, said, "I thought that student government did a great job decorating the gym."

Most students wore neon or white clothing, which glowed underneath the black and neon lights, and students drew on each other's shirts with high-quality highlighters provided by the Student Government for extra glow-in-the-dark appeal. The Student Government also handed out glow necklaces and glow sticks to create a neon atmosphere.

"Spring Fling was colorful, bright, and exciting," Sonalika Reddi (V) said. She added that, "I thought the music was perfect for a rave." The music was mostly electronic dance courtesy of DJ Jason Robinson from Supreme Productionz, the same DJ used at the Snowball and Homecoming dances.

The reception from students

was generally positive, and they appreciated the hard work that Student Government put in. "You could tell Student Government put a lot of work into this," Charlie Duryee (IV) said, "and I think it paid off. It was a great event and it was really fun." Soled, who did a great deal of the coordinating in order to make the night possible, was just happy to see that the people who came enjoyed themselves. "We really hope everyone had a great time, as it looked like they did," he said.

Congrats, Stud Gov Members!

Form VI

Student Body President:
David Soled

Class President: Mac Hugin

Vice-President: Sam Ricciardi

Nicole Arata

Brian Costa

Amanda Hulse

Cameron Kirdzik

Caroline Murphy

Form V

President: Akshay Rao

Vice-President: Louis Monteagudo

Carter Allinson

Reeve Carver

Sean Carver

Kyle Casey

Jennifer Guo

Form IV

Class President: Peter Rothpletz

Vice President: Hunter Conti

Matt Dannenbaum

Taylor Dillon

Alec Kirmser

Cory Ransom

Kacey Weiniger

Reunion Weekend Celebrating Sesquicentennial Features Twitter Co-Founder Jack Dorsey

By MARIEL KENNEDY (VI)

With the highest participation for a Reunion weekend in seven years, Pingry's 150th Reunion Weekend was held from Thursday, May 17, to Saturday, May 19. The celebration included over 20 events and activities, all of which were complemented by ideal weather.

Thursday, the first day of the reunion, featured events for the 50th reunion class, the Class of 1962. These events included a tour of Pingry's former Hillside Campus, now the site of Kean University, and a welcome dinner for the Class of 1962 held at the

house of Mr. Bill and Mrs. Maida Tansley.

Ms. Kate Whitman-Annis, Director of Alumni Relations and Annual Giving, commented, "We were so excited to welcome the Class of 1962 back for their 50th reunion. Several members of the class had never been to our Martinsville Campus, so we were excited to introduce them to our many great facilities on this campus."

On the following day, all of the returning alumni and the current Upper School students had the opportunity to attend a lecture on the relevance of the bronze statue of John Pingry given by the creator of the statue, Robert Shure.

Later on Friday, the Fifty-Year Club Luncheon was held. During the luncheon, the newest members of the Fifty Year Club, the class of 1962, were inducted. This event featured the remarks from Headmaster Nat Conard and a performance by the Buttondowns. Subsequently, alumni were invited to attend mini-classes held by current faculty members. Mr. Tom Keating taught Ethical Dilemma, Ms. Deirdre O'Mara taught Biology: 2012, and Mr. Al Romano taught Creative Dramatics.

On Friday evening, class parties were held. The Pingry Office of Alumni & Development worked with reunion volunteers to find party locations and drive attendance to these parties. Ms.

including graduates from the 60's, 70's, 80's, 90's and 2000's as well as a few current seniors. The eldest alumnus participating was Rich Thomas '62, a former lacrosse coach at Pingry.

One of the most significant

Leader reunion was held. Here, former Peer Leaders were invited to join Mrs. Pat Lionetti to celebrate the Peer Leadership program, which approaches its 30th year. Anders Velischek (VI), who was a Peer Leader this past



(From left to right) Mr. Miller Bugliari '52, Jack Dorsey, and David Bugliari '97 posed for a picture after the keynote speech. Courtesy of J. Bratek

events of the reunion occurred when on Saturday, David Bugliari '97, a talent agent at Creative Artists Agency interviewed Twitter and Square Co-Founder Jack Dorsey. According to Communications Writer, Mr. Gregory Waxberg '96, Mr. Dorsey's "messages fit with the school's emphasis on preparing students to be global citizens."

Mr. Dorsey emphasized the ability of Twitter to expedite global communications. He illustrated the speed of Twitter by explaining to the audience that

year, said, "It was a great catching up with friends and meeting some of the people who helped make Peer Leadership the success it is."

Reunion Weekend culminated in the Sesquicentennial Gala, which was attended by over 800 people. This event featured a sit down dinner, an orchestra, and dancing. It provided alumni, current and past parents, faculty and staff, and friends the opportunity to celebrate Pingry's past and the vision for the school's future.

The response about the weekend was extremely positive, with many alumni and current faculty commending the school for putting on a fun, well thought out, and well run event. Many alumni who came primarily to reconnect with their classmates, were also just very happy to see some people they had not seen in decades and share memories.

Joyce Kopidakis '82, who traveled from Vermont to attend the reunion, explained her motivation for attending saying, "I wanted to be in a room crowded with people who knew precisely what I knew of a time and place

that's becoming more and more difficult to remember in great detail." She continued, "I wanted to be in a room of people who knew of Miller Bugliari's charisma and Victor Nazario's passion for imparting his love of Spanish literature and Tom Johnson's knack for making science wonderful, and many other fond memories."

Walk With Heart Raises Over \$50,000 for JTB Foundation



The seniors who ran the event with Mrs. Babbitt and Miss Wolfson just before it began. L. Jolley (VI)

By AMANDA HULSE (V)

On Sunday, May 20, the sixth annual Walk With Heart was held, benefiting the John Taylor Babbitt Foundation. The JTB Foundation fights sudden cardiac death and honors the memory of John Taylor Babbitt, a member of the Class of 2007, who passed away from sudden cardiac death while playing basketball in 2006. This year, seniors Annie Vreeland, Ashley Hough, Matt Lipper, and Will Kelly organized the walk for their Independent Study Project.

As in past years, the event boasted great success. Around 450 people attended the walk, raising

over \$50,000 in registration fees, raffle ticket sales, and donations. "There was a great turn out, and the weather was amazing," Vreeland said.

State Senator Joe Vitale came out to support the organization's efforts. Senator Vitale spoke about the Good Samaritan Bill, a bill that he endorsed with the help of the JTB Foundation. The law was signed into effect by Governor Christie on May 3rd and provides legal protection to citizens who use AEDs to help others without certification.

Preparations for the Walk With Heart began in February, when the four club leaders started soliciting food donations, holding

bake sales, and hanging up flyers. Additionally, they had to map out the course, organize the venue, get volunteers, sell raffle tickets, and design the shirts.

In spite of all the hard work, Lipper said, "the experience was awesome and rewarding." Vreeland attributes special thanks to JTB foundation Vice President Mrs. Joanne Babbitt, and board members Miss Leslie

Wolfson and Mrs. LeeAnne Lan, without whom she said the walk would not have been possible.

The Pingry community, including the faculty, students, and alumni who came out to support the foundation, shared their enthusiasm about the event. Kacey Weiniger (III) said, "It was my first time at the JTB Walk and I had a lot of fun walking with my friends for an important cause." David Soled (V), who volunteered, agreed with Weiniger, saying, "It was a great day for a great cause. Everyone seemed to have a good time walking and listening to Mrs. Babbitt and the seniors speak about the JTB Foundation."



Placesettings at the Gala featured commemorative 150th Anniversary clocktowers as favors for guests in attendance. Courtesy of J. Bratek

Whitman-Annis noted, "The class parties were exceptional. It was great to see it all come together and to see classmates catching up with one another."

Saturday, the last day of the reunion, commenced with a 5K fun run followed by an Alumni Lacrosse game held on the John Taylor Babbitt '07 Memorial Field. This game included 34 alumni

while he was in California, he was informed about an earthquake by social media before he could even sense it. He said, "The technology moved faster than the seismic wave." Connor McLaughlin (VI) noted, "I very much enjoyed the Jack Dorsey lecture; it was both informative and entertaining"

As the reunion weekend approached completion, a Peer

Dr. Richardson Retires After 43 Years

Continued From Page 1

convinced," he said. "I saw a different side of kids and even myself. It was a life-changing event."

A few years later, he and Mrs. Lionetti took over as program mentors. As a mentor, he oversaw the peer groups and their day-to-day activities, a position he held alongside Mrs. Lionetti for 27 years before they passed it over to Mr. Jason Murdock and Ms. Laura Yorke this past fall.

Beyond Peer Group, Dr. Rich is well known for his intellect in and out of the classroom, as well as his modesty. "He's incredibly intelligent," Lionetti said. "But he never flaunted his intelligence, or the depth and breadth of his knowledge."

More noticeable to his students and coworkers however, was his compassion as well as his thoughtfulness. "No matter what

figured it's time," he said. Even so, Dr. Rich will miss interacting with his students. "They're great: they are challenging, bright, and keep you on your toes. Kids keep you young in so many ways," he said.

Dr. Richardson stressed that "the most important thing at Pingry is the relationship between students and teachers."

His own relationship with the students he cared so much about was clearly very strong, so much so that alumni, friends, coworkers, and students have sent in numerous remembrances and testimonials about his impact to Mrs. Lionetti. She plans to collect these and put them together in a book to give to him.

"The comments I've received have been so poignant and meaningful," she said. "He saved a lot of people over the years. He gave a lot of people hope that there were solutions to the problems that seemed insurmountable."



Dr. Rich performed a ventriloquist act with a middle schooler in a Faculty Talent Show in the '70s.

Courtesy of Mrs. Lionetti

you wanted to talk about, Dr. Rich always listened intently," Johnny Pflieger (VI) said. "He never judged anyone."

Now, Dr. Rich has decided to retire from Pingry and his full-time teaching career. He will continue working at his practice in Basking Ridge that he operates with Mrs. Lionetti when he is not teaching, but "working the two together was getting pretty exhausting."

"After 43 years [of teaching] I

Although Dr. Rich still plans to come back and visit Pingry, and maybe even do some substitute teaching, it will be nearly impossible for the school to replace all that he has contributed — especially his impact on students and faculty.

"He was and always will be a great teacher, mentor, and person in general," Connor McLaughlin (VI) said, voicing what so many feel. "The Pingry Community will surely miss his presence."

CONGRATULATIONS, PEER LEADERS!

Boys

Dorian Brown-Allen
Mike Beck
Brian Costa
Andrew Dellapina
Christian Fechter
Jack Galiardo
Jack Hickey
Brian Li
Jack McCaffery
Tim Landers
Cole McCollum
Adam Palmer
Billy Porges
Rahul Rakhit
Steven Rienzi
JT Surgeon
Hugh Thompson

Girls

Nicole Arata
Vinita Davey
Emma Galgano
Sophia Feng
Amanda Haik
Kelly Mao
Caroline Murphy
Amara Nnaeto
Sonalika Reddi
Carly Rotatori
Lauren Salazar
Kate Sienko
Dani Temares
Lexi Van Biesen
Stephanie Wilf
Nicole Witte
Naomi Wong

Mr. Quoc Vo Will Return to San Diego to Work at the Francis Parker School

By ROXANNE FEITEL (VI)

After serving as the Director of Pingry's technological needs over the past eight years, Mr. Quoc Vo, Director of Information Technology, is returning to his hometown of San Diego to run the technology department at the Francis Parker School.

Mr. Vo, who moved to the United States in 1975 as a refugee of Vietnam, graduated from the University of California, San Diego with a Bachelor's degree in Mathematics, and later, a Master's degree in Education.

Mr. Vo first worked at two schools in La Jolla, San Diego: Stanley Middle School and La Jolla Country Day School. At La Jolla Country Day School, he worked closely with former Headmaster Mr. John Neiswender as the Director of Technology, eventually joining him on the East Coast at Pingry in 2004.

Starting as a manager and administrator at Pingry, Mr. Vo worked on "everything, from desktop support to helping students and teaching students." During his tenure, he taught math to ninth graders, served as an advisor, and taught a co-curricular Lego Robotics class to sixth graders.

Since joining the staff, Mr. Vo has overseen the widespread expansion of technol-

ogy in Pingry's classrooms and facilities. For example,

"presentation peripherals" like projectors and Smart Boards, as well as DVD and VHS players, have been made standard in most classrooms. Mr. Vo also noted that "anything that can be network/Internet enabled...has those features now," including the heating and air conditioning in the school, as well as the surveillance system and the alert system that notifies the community about school closures.

As the point person responsible for technology throughout both campuses, Mr. Vo faced some unique challenges on a day-to-day basis. He primarily identified the ever-present task of "training faculty and staff how to use technology" both in the classroom and in their every day lives, "because it [technology] is changing so rapidly and we all have a variety of skill levels." Meanwhile, he felt his greatest successes have been in "getting a handle on all the presentation systems so that

most of the classrooms look the same" and "the growth of

New Jersey, as well as "the students and the faculty, be-



R. Davis (IV)

the [AP] Computer Science curriculum."

Mr. Vo will return to San Diego to work at the Francis Parker School this fall, which is "very similar to Pingry" in that it also has two campuses and has almost the same number of students.

Eight years after joining Pingry's staff, Mr. Vo jokingly said he has learned how to "survive in sub-freezing temperatures," as well as how to retro-fit a 150-year-old school with current technology. Mr. Vo will miss the seasons in

cause they're a unique bunch of people."

Mr. Vo's impact on the community, according to senior Jamie Ogden, has been immeasurable. "Whenever there was a problem with the Internet or email services, we knew Mr. Vo was on it and it would be taken care of shortly. Knowing that he kept things running smoothly behind the scenes always reassured me about the quality of our technology. His expertise and friendliness will be sorely missed."

Ms. Lear-Svedman, Art Teacher and Yearbook Coordinator, Leaves Tremendous Legacy

By KASIA AXTELL (V)

After thirty-two years at Pingry, Ms. Margaretta Lear-Sved-

of Fine and Industrial Arts (now Arts High). She then enrolled in Kean College to become an art teacher and worked full time

Her first year, she taught seventh and eighth grade Art and Clay-working and helped design, build, and paint sets for the Fall Play.



R. Davis (IV)

man has decided the time is right for her to move on. Her plan is to become involved in art and theater groups near her new home at the Jersey Shore, potentially teach or start an art group of her own, and expand her calligraphy and framing services. "I think I need a few more lives to do everything I want to do," she joked.

Before Pingry, Ms. Lear-Svedman worked in the advertising department of RJ Goerke Co., and later at the print shop of Thomas & Betts Co. while taking courses to become an illustrator at the Newark School

while taking night courses for five years until she could afford to transfer to the daytime program. During her last year of college, Ms. Lear-Svedman was a Student Teacher at Battin High School in Elizabeth, and then taught Industrial Arts there after obtaining her Bachelor's Degree in Fine Arts in 1972. She later returned to night school for an Industrial Arts degree and, next, a Master's Degree in Art.

In 1980, Mr. Michael Popp, the first Art Department Head at Pingry, invited Ms. Lear-Svedman to start teaching here.

Through the years since then, she has also taught Photography, Graphic Arts, Jewelry, and Art Fundamentals. She also created the Drafting Program, Drawing and Painting courses, a Woodworking course, AP Studio Art, and changed Yearbook to a course rather than a club during her time at Pingry. Undoubtedly, Ms. Lear-Svedman made her strongest impact with the yearbook. She became the Yearbook advisor in 1985 and decided to appoint an editor for each section of the book, along with establishing an Editor in Chief, photography editor, and art editor. She helped make Yearbook a class, and "in the following years, the editors and staff strengthened the book with wider coverage, stronger layouts, graphics and theme development, and better photography."

Her time and devotion to the yearbook had a large impact on the book's staff that spent many hours working with Ms. Lear-Svedman. "We're all really going to miss her. She taught all of her students so much and she put 110% into everything she did," Lisa Ulker (V), a Yearbook

student, said. "She always stayed really late to make sure that everything was perfect, and all of her students have had so much respect for her dedication and passion."

Ms. Lear-Svedman admitted that her favorite part of producing the yearbook was sitting down with the staff each year and planning the following year's edition. "It's really exciting to explore and envision the possibilities and then see them beginning to take shape. The staff is an endless source of ideas and have their fingers on the pulse of our times," she said.

Ending her Pingry career will be bittersweet for Ms. Lear-Svedman, whose Pingry roots go back farther than 1980. She grew up in Elizabeth when Pingry was located there and learned to swim at their summer camp at the age of twelve. She will miss the students, whose love of learning, combined with the teachers' passion for imparting their knowledge, are the reasons Ms. Lear-Svedman said she stayed at Pingry for so long.

"This has made a wonderful atmosphere of continual exploration and growth in and across both groups. It encouraged involvement for its own sake, rather than to just build a resume," she said. "It was an atmosphere that allowed and encouraged a person to stretch him or herself intellectually, artistically, and personally as far as he or she could reach, and then some."

"You know I mean every word of that because I have been driving 103 miles round-trip every day for my last twenty-eight years of working here," she joked.

Ms. Yorke '98 Will Be Missed by All

By VINITA DAVEY (V)

After progressing from Pingry student to coach to teacher, Upper School English teacher Ms. Laura Yorke '98 will be leaving Pingry to move onto the next phase of her teaching career in Maryland. Her unique philosophy of teaching, which includes a great deal of compassion, understanding, and friendship towards her students both in and out of the classroom has distinguished her and ensured that the legacy she leaves behind at Pingry will not be forgotten easily.

Coming to Pingry in the fall of 1994 as a freshman, Ms. Yorke says that it took her a long time to

adjust to the social and academic atmosphere. "Pingry was just so different from my public school," she said. However, during her time here, she excelled at both academics and athletics. She was part of the Peer Leadership program as well, and the experiences she had as a Peer Leader contributed to her decision to help facilitate the program as a teacher.

Although Ms. Yorke graduated in the Class of 1998, she returned in the spring of 1999 as an assistant coach for the boys and girls' Track and Field Team. During the second semester of her senior year in college, she began to coach the Junior Varsity girls' Soccer team. "Hearing some of the girls say

the same things I used to say, and make some of the same mistakes I used to make was part of the reasoning behind my decision to come back to Pingry. They convinced me that this was my calling," Ms. Yorke said. Throughout the years, she has also coached the Varsity boys and girls' Track and Field team, Middle School Track and Field team, and Middle School Basketball.

Reminiscing about high school, Ms. Yorke said that her teachers were the most inspiring part of her experience. "I could tell immediately that somehow I wanted to be just like them. I saw how they made such a difference in my life—I didn't know what they did exactly, but they seemed to really care and be here for my benefit."

Because of that influence, after graduating from college, Ms. Yorke returned to teach full-time at Pingry, finally gaining the opportunity to walk in the shoes of her teachers. Throughout her time here she has taught a wide range of English classes. This year she taught English 10, American Literature, and Literature of Enlightenment. In each class, her students saw how passionate she was about teaching and impacting their lives.

Dominique Romanelli (V), who was in her American Literature class, said, "Ms. Yorke is one of those amazing

teachers you stumble upon every few years—someone who truly cares about her students and loves her job."

Ms. Yorke's legacy transcends the influence she has made on her students inside the classroom. Through her involvement in athletics, Peer Leadership, and Mindful Awareness, she has been a friend and mentor to many students outside academics. During her second year of teaching, Ms. Yorke became involved in the Peer Leadership program, an experience she called "one of the best things I do all year" because "the people who take part in the program are all so full of love and compassion, and really try to make this school and world a better place."

Ryan Campbell (VI), a Peer Leader, really enjoyed working with Ms. Yorke this year. "She is always looking to do things that benefit other people," Campbell said. "She's really practical and pragmatic, but her number-one concern is always what's best for the participants in the program."

After the departure of the Mindful Awareness Program founder, Mr. Dean Sluyter, Ms. Yorke ran that program for the last two years as well. Through the program, she has worked tirelessly to help ensure the health and well-being of Pingry students.

Now, this fall, Ms. Yorke will be moving to Maryland with her fiancé, Sean Kulkarni '98, where she will teach eighth-grade English at an all-boys school. While she may no longer be teaching at Pingry, it will be hard for someone to fill her shoes, given all of her interests and positions as well as her unique personality and teaching style. "Pingry was so lucky to have Ms. Yorke, and may never have another teacher like her," Romanelli said.

Mr. Alfano Heads to Panama to Teach



R. Davis (IV)

By ALYSSA BAUM (IV)

Mr. Andrew Alfano is leaving Pingry after teaching in the Science department for the past three years. In his first year at Pingry, Mr. Alfano was a permanent substitute and taught Research. During the 2011-2012 school year, he taught Biology I, Honors Biology II, and Research. Throughout his time at Pingry, he has appreciated the "highly motivated students, and the fact that the faculty was always willing to try new things."

Mr. Alfano is known for his colorful personality and sense of humor. One of his Honors Biology II students, Anna Butrico (IV), said, "Mr. Alfano is one of my favorite teachers at Pingry. He is so positive and always keeps class upbeat!" Natalie Gilbert (IV) agreed. "I love biology because of him," she said. "He is a very approachable person, both as a teacher and a mentor."

Mr. Alfano became an advisor this year for the first time. Sofia Deak (IV) and Madison Stevens (IV), two of his advisees, said, "We have had a lot of fun with Mr. Alfano in advisory and we are really going to miss him next year."

Besides science, Mr. Alfano has made a major impact on the Pingry

community in various other fields. He shared leadership of the Prom Committee with fellow Science teacher Ms. Jill Kehoe, and served as a SMART Team sponsor, a faculty advisor for the Speech and Debate team, and a Middle School Swimming coach. Mr. Alfano jokingly added "a bunch of boring faculty committees" to the list as well.

He said that some of the highlights of his time at Pingry were proms, designing and renovating the Research Lab, winning a new PCR machine for the lab by creating a YouTube video with his Research class, and seeing his students graduate and go to college.

Next year, Mr. Alfano is planning to teach International Baccalaureate Chemistry at the American School of Panama. Sophomores Avery Vella and Kendall Foster noted that in Panama, "Mr. Alfano will be able to wear his flip flops in the winter without being judged!"

Reflecting on his time at Pingry, Mr. Alfano said, "Pingry is a truly unique and special place and I will miss it very dearly. But I am very excited about the opportunity to experience a different culture and environment and continue to grow to be a better teacher."



R. Davis (IV)

Ms. Fung-Kee-Fung Will Fill a Position in Shanghai, China

By BEN KAMINOFF (IV)

After six years as an Upper School Science teacher — with a two year stint in the Middle School — Ms. Lisa Fung-Kee-Fung is leaving Pingry to become a teacher at Shanghai American School, an international school, in Shanghai, China.

Ms. Fung-Kee-Fung's career journey began when she joined the community in September 2006 after graduating from Lafayette College. It only took a little while here for her to figure out that she was in the right field. "Within my first few months at Pingry, I fell in love with teaching," she said.

Inside the classroom, Ms. Fung-Kee-Fung challenged her students to think about science unconventionally, stimulating their minds on a daily basis. Tanay Gupta (IV), who had Ms. Fung-Kee-Fung for Biology I in ninth grade, recalled that she had "an exciting personality which brought life to the material and gave students the opportunity to develop a passion for science."

Although Ms. Fung-Kee-Fung has several great memories of Pingry, she distinctly remembers receiving a hand-written card from a student describing how her class made the student realize that she loved and wanted to pursue science. "Moments like that — times when you step back and realize that you are making an impact on a student — are what

make teaching worthwhile," Ms. Fung-Kee-Fung said.

Her experiences in the community go beyond academics. For the past two years, Ms. Fung-Kee-Fung, who played tennis in college, coached the Varsity girls' and Varsity boys' Tennis teams.

Having played tennis her entire life, Ms. Fung-Kee-Fung initially felt that it was difficult to become a coach. "I had always been the player and found it hard to switch roles and instruct others," she said. "I wanted to pass down all my experience, but learned that I had to also let players make mistakes on their own."

Madison Stevens (IV), who played first singles for the Varsity girls' tennis team the last two years, said, "Ms. Fung-Kee-Fung has the ability to inspire her players to reach new heights. She is amazing and I am going to miss her."

While Ms. Fung-Kee-Fung has enjoyed her time at

Pingry, she is excited about her new job in Shanghai.

"It was an extremely hard decision to leave, especially because I feel that I have become so close to the community. I went to an international school as a child and have always liked the environment of an international school," she said. "It has also been a dream of mine to live in China and be immersed in the lifestyle of the Eastern world. When I got the offer to work in Shanghai, I had this gut feeling that I had to take it."

Reminiscing about her time at Pingry, Ms. Fung-Kee-Fung said that she will miss her fellow faculty members the most, saying, "Being surrounded by such intellectually stimulating people in all disciplines made coming to work so enjoyable."

She also shared some valuable advice with members of the Pingry community: "Let life be an adventure and live in the present as much as possible."



Ms. Fung-Kee-Fung with two of her students.

R. Davis (IV)

Mrs. Stockwell to Focus on Art Projects in Santa Fe

By CAROLINE MURPHY (V)

Mrs. Laurinda Stockwell, a teacher and member of the Art Department for the last 12 years, is leaving the school after classes end. In fact, she is leaving the state of New Jersey as well, heading southwest to live in Santa Fe, New Mexico.

Mrs. Stockwell was raised in Ohio and earned her B.F.A. at Columbus College of Arts and Design and her M.F.A. at the Tyler School of Art at Temple University.

Before beginning her teaching career at Pingry, Mrs. Stockwell worked part-time as an artist-in-residence, working in schools and communities around New Jersey where the art programs were not well funded. Additionally, she taught part-time at Rutgers University and Montclair State College.

At Pingry, Mrs. Stockwell was a jack-of-all-trades in the Art Department over her career. Her skill in various forms of art allowed her to teach classes ranging from photography to clayworking. Her enthusiastic and approachable teaching style combined with her ability to cover such a wide range of topics so easily made Mrs. Stockwell a great asset to the department. "Having to replace Mrs. Stockwell is like replacing the irreplaceable," Mr. Miles Boyd, Head of the Art Department, said. "There's hardly a course we offer

that she couldn't teach."

Whether she was teaching art fundamentals to sixth graders or teaching photography, her specialty, Mrs. Stockwell felt she has always been a natural teacher. She comes from a family of artists and teachers, and she attributes her knowledge and comfort level in



R. Davis (IV)

working on them, so by the art field to her dad, who was a designer in his own right.

The students who have had the opportunity to take one of her art classes appreciated not only how knowledgeable she was on the subjects, but also how engaged with their learning she was. "She helped foster my love of photography because she was truly passionate about her students finding their own artistic vision," Katarina Underwood (VI) said.

Unknown to many members of our community, Mrs. Stockwell lived parallel lives as teacher and artist. Although members of the community who visited the Fac-

ulty Art Exhibits in the Gallery knew that Mrs. Stockwell was a frequent contributor, not many people at Pingry are aware of the extent of work Mrs. Stockwell has done outside of the school. She has done a great deal of work on large commissions for public spaces in the last ten years, including creat-

ing artwork for hospitals, parks, and train stations. Those outside projects are some of Mrs. Stockwell's favorite art-related activities, which is why when she moves to Santa Fe she plans on getting even more involved in similar ventures. "I've worked with some amazing people while collaborating on these projects and I want to do more of those," she said. "It's hard teaching full-time and

not teaching I look forward to doing more." Mrs. Stockwell added that ultimately, her "goal is to work on similar projects at a national level" instead of just in-state work.

Reflecting on her time at Pingry, Mrs. Stockwell is grateful for the many friends she has made, and hopes to stay in touch even though she will be a few time zones away. When asked about her students, she had some very nice input. "It's amazing to me how many kids have so much talent, but they demonstrate talent in so many different artistic disciplines," she said. "Working with Pingry students has been very humbling."

Students Set Off On Personal Explorations

Continued From Page 1

to intern in the Development Office and Topor and Curran made a cookbook of recipes they made during ISP.

After years of experience with painting, **Stephanie Sun** and **Florence Ma** wanted to dabble in other art forms. The pair researched and created works of photography, print, wax, charcoal, watercolor, metal, fabric, paper maché, and clay.

Neil Steiner spent most of his ISP at Pingry pursuing his passion for sculpting while incorporating media like wood and sheet metal.



One day of **L. Jolley, R. Curran, M. Laud, and K. Topor's** cooking ISP was devoted to roast chicken.

L. Jolley (VI)

Throughout his ISP, he kept a journal that included sketches and photographs of his work in progress. For inspiration, Steiner visited several museums, galleries, and sculpture gardens.

After taking Art Portfolio Development, **James Ross** experimented with a variety of ceramic glazes. He made many pots, bowls, and vases in an assortment of colors by mixing different glazes and positioning the items differently in the kiln.

Sarah Williams, Corey Delaney, and Emily Damstrom worked at the Mansion in May Designer Showcase and Gardens at Glynallyn Castle in Morristown. Williams also took a week off to intern with a Pingry dad at JP Morgan Chase bank in New York City.

Following years of constructing wood furniture, **Johnny Roberts** and **Bryan James** built a full-sized wooden table from scratch. The pair took part in all aspects of the project, including planning, drafting, measuring, cutting, construction, and editing.

lake. His video included his own background music.

Ned Christensen, who will be studying at the Parsons School of Design this fall, pursued his passion for fashion design by interning at the Ralph Lauren Offices in New York City. He worked in the Rugby Ralph Lauren Women's Design Department, shadowing the Conceptual Director for the Design team.

Cole Jordan and Jose Barrionuevo created and managed a clothing brand called Big Brother Apparel. They made the majority of their designs and printed them on crewnecks, tank tops, and long sleeve shirts. Jordan and Barrionuevo also created a website with pictures of students modeling their clothing. The boys sold the apparel at school and donated all proceeds to the John Taylor Babbitt Foundation.

Marissa Von Nessi and Molly Schulman visited several museums, where they focused on Impressionist, Renaissance, modern, and religious art. The pair researched two of the paintings they saw on each trip. Von Nessi and Schulman also kept a detailed blog containing the research they did and the observations they made during their ISP. The blog will be used as a resource for future art history students.

Cameron Edwards and Alex Ingrassia studied the evolution of cartoons, starting in the 1960s and ending with modern day cartoons. They made two visits to the Museum of Comic & Cartoon Art in May, and wrote a paper on their findings.

Mariel Kennedy knit half a kilometer's worth of scarves during her ISP. She will donate each of

the scarves to the AIDS Resource Foundation for Children. **Julia Johnstone**

plied them to his project.

David Sukhin interned

taught a class lesson for Pingry's Lower Campus's Financial Literacy program



Andrew Hanna and Nolan Sullivan interviewed protestors at the Occupy Wall St. movement in NYC. Here, Hanna records his conversation with a protestor.

Photographed by C. Wang

spent the second part of her ISP helping Kennedy, and the first part shadowing a home inspector and learning about the techniques used to inspect homes.

Kit Tyson and Kate Leib learned different printmaking techniques and then created prints of their own. Both girls found styles of printmaking that matched their individual artistic styles, and by the end of their ISP, they had a firm grasp on the art of printmaking and had completed many prints of their own.

Clare Goggins pursued interests in both metalworking and printmaking during her ISP. Under the instruction of Pingry teacher Mr. Richard Freiwald, Goggins created jewelry and prints for a display in the main hallway at Pingry.

Like Goggins, **Brad Erickson** worked under Mr. Freiwald and made a variety of pots and sculptures using different clay-working methods that he had learned during class with Mr. Freiwald.

Business/Finance

Dan Abend, Andrew Martin, Taylor Wright, and Jake Mackoff created their own business right on campus. The boys opened an outdoor breakfast venue where they cooked made-to-order dishes for students and faculty. Besides cooking, Abend, Martin, Wright, and Mackoff learned about the business and marketing aspects of the food industry as they planned and prepared the business. All profits were donated to the John Taylor Babbitt Foundation.

Jake Aronwald chose to develop a computer game for his ISP. He learned the fundamentals of programming and ap-

plied them to his project.

Yvonne Jeng had an internship in New York City at Leerink Swann, an investment bank whose primary focus is healthcare. She shadowed a managing director and learned about different transactions from other analysts at the company.

Sarah Kim shadowed a Pingry contact and his colleagues at a healthcare focused investment bank that does public equity deals and M & A deals for public biotech, medical device, and healthcare services companies. Kim was interested in this alternative side of the finance world.

Interested in learning about the basics of investing in the stock market, **Chris Albanese** and **Michael Supron** began by reading and studying two books on the subject. They continued by meeting with a stockbroker and researching which markets and stocks to invest in. After a few weeks, they learned about day trading and buying and selling more or less stocks based on the market's fluctuations.

Hoping to further her interests in French, International Affairs, and business, **Caroline Dreyfuss** was an intern at the French-American Chamber of Commerce in New York. She kept a journal describing her work in various departments and her interactions with outside groups, including member companies.

Freddy Elliot wanted to learn what investment banks do and how they make money, so he interned at Goldman Sachs in New York for an exciting four weeks. Elliot sat at a trading desk and listened in on transactions. He also prepared and

based on his ISP experience.

Edward Kong and Matt Chan interned at JP Morgan Chase to gain a better understanding of Public Finance. The pair worked with analysts to do financial research as they became familiar with 9-to-5 jobs, hour-long twice-daily train rides to and from Penn Station, and New York City's work environment.

Betty Li worked in the strategy department of Tader Coal SCM Co., Ltd., a famous coal supply chain in Dalian, China. She learned about a strategy system called Balanced Scorecard, which was originally created to aid the accounting department, but is now used in the strategy department, too, to plan a staff's future goals and work and to measure one's performance in a company. After learning all about Balanced Scorecards, Li helped plan and write some. This, she said, was the most exciting part of her ISP.

Lucky Luzuriaga spent her ISP at Ulmar Insurance Brokerage Corp. in Brooklyn, NY. The first week, Luzuriaga shadowed an insurance broker and learned about the different types of insurance the agency offers and how they assist customers. Later, she worked with customers under the supervision of the broker she shadowed in addition to helping with paperwork.

Arvind Iyengar interned at Mercury Capital to learn about the real estate investment world and how mortgages work. Iyengar gained technical skills by analyzing real-life dilemmas and improved his economic awareness.

First, **Emily McCormick** planned a Mother's Day Event at Chelsea Senior Living in Bridgewater. She and four volunteers painted the women's nails there and



The above painting was created by Stephanie Sun as part of her collection of artwork depicting deer during ISP.

S. Sun (VI)

For Independent Study Projects During May

presented them with roses as Mother's Day gifts. Next, McCormick spent a week at JP Morgan Chase and visited several different groups within the bank. Finally, she spent two weeks working at Crowley's Cupcakes in Madison, where she learned about running a business and baking, frosting, and decorating cupcakes.

Communications/Marketing

mostly did office work, but enjoyed being so close to the animals every day.

Dan Keller, Dylan Key, and Justin Shangold organized a charity 5-on-5 soccer tournament at Pingry. Participants in the tournament included high school students, faculty, and friends from other schools. Keller, Key, and Shangold put together a fun event for the Pingry community and donated all the proceeds to

worked as an assistant kindergarten teacher at The Mount Vernon School in Newark, New Jersey. While there, she played with the students, helped them further their language skills, and read to them.

Film and Photography

Andrew Gorelick, who is interested in acting, and **Kevin Sampaio**, interested in directing, spent their ISP studying films together.

developing a portfolio of photography from around New York City.

Johnny Pflieger further explored his interest in photography through a variety of projects. He used alternative processes of picture taking and printing and explored their different usages, benefits, and differences.

Sergio Gomez and **Thomas O'Reilly** studied

the evolution of humor by tracing its course over the centuries. First, they read Part One of Arthur Koestler's "The Act of Creation" and used it as a foundation for their exploration of humor. Then, they watched and analyzed sixteen comedies spanning from the early 20th century to more recent times.

Journalism

Roxanne Feitel shadowed Mrs.

Jane Sarkin O'Connor for three days at the Vanity Fair offices in Midtown Manhattan, where she learned about the behind-the-scenes aspects of producing a magazine. She then interned at The Alliance for Youth Artists & Writers, a branch of Scholastic, in SoHo, and obtained hands-on experience planning events and learning about the publishing industry and non-profit organizations.

Sarah Park pursued her passion for photography and fashion as a photo intern at Elle Magazine in New York under Pingry alum Stephanie Swanicke. At Elle, Park had the chance to attend photoshoots in addition to working in the office. She kept a daily blog of her experiences at Elle, posting photos and sharing her schedule and her thoughts.

Andrew Hanna and **Nolan Sullivan** interviewed and surveyed members of the Occupy Wall Street movement in order to fully understand the movement's cultural and political impact on both the present and the future. They also captured videos and photographs of the protesters to gain a visual understanding of the movement's implications.

Emilie Moy met with and observed the editors at several Hearst publications and departments, including Good Housekeeping, the Good Housekeeping Research Institute, Seventeen, Hearst Digital, and O, The Oprah Magazine. She learned about the creation of both the print and digital editions of major national magazines, from story pitches to the editing process, in a

range of departments.

Language/Culture

After reading Herman Hesse's "Siddhartha," **Tanner McMahon** decided to study Buddhism and experiment with a variety of Buddhist practices. He read an assortment of Buddhist texts, meditated twice a day, and explored many Buddhist art forms including music, photography, and poetry.

Hoping to learn more about their home state, **Kiran Bhatt** and **Alak Mehta** visited two to three historical or nature sites per week throughout New Jersey. The boys also wrote journal entries, essays, poems, and stories about their travels and experiences.

To learn Brazilian Portuguese by immersing himself completely in the language and Brazilian culture, **Ricardo Vollbrechthausen** lived in São Paulo, Brazil, for two weeks. While there, in addition to taking lessons in Portuguese, he studied Emerging Market Microeconomics at the Fundação Getulio Vargas, one of Brazil's most prestigious universities.

Law/Politics

Marisa Werner and **KC Eboh** interned at the corporate law firm Wollmuth, Maher, and Deutsch, LLP, which handles many different types of corporate transactions. They worked with Pingry parent Mr. David H. Wollmuth, a prominent attorney and a partner in the firm, from whom they learned about the areas of private equity, bond indentures corporate governance and mergers, and acquisitions.

Hoping for a chance to learn more about her ancestral country, Armenia, while pursuing her interest in International Affairs, **Christina Najarian** interned directly under the Armenian Ambassador to the United States, Garen Nazarian, at the Armenian Embassy in New York City.

Medicine

Combining her passions for art and science, **Caryn Ha** volunteered at the Healing Arts program at Atlantic Health Overlook Hospital in Summit. The program implements music and art in patients' recoveries. After interviewing patients, Ha created a documentary comparing the effectiveness of art and music therapy to traditional medicinal treatments.

Interested in public health, **Cecilia Uche** worked at the Infection Prevention and Control Department at St. Barnabas Hospital in Livingston. The department handles statistics that are collected by the hospital, and educates staff about infection prevention by placing emphasis on hand washing, conducting tracer rounds, and keeping patients safe.

Hoping to explore the medical field and decide whether becoming a doctor could be in his future, **Connor McLaughlin** interned at a family medical practice run by a Pingry parent, Dr. Mitchell Mayer, in Woodbridge, NJ. McLaughlin kept a journal detailing his experiences shadowing Dr. Mayer.

Pursuing her love for animals and horses in par-



Cara Solina, who will attend NYU Tisch to study photography in the Fall, took photos of people and places around New York City for her ISP.

C. Solina (VI)

Hannah Ajmani interned at Facebook's New York office, where she learned how the social networking site operates. Ajmani's goal was to figure out how Facebook can help communities grow, which she achieved through identifying and studying various groups of Facebook users and non-users who could benefit from social networking.

Rebecca Wynne and **Adrienne Sozansky** interned at David Ellis Events in Cedar Knolls, NJ. The girls spent most of their ISPs doing paper work in the company's office, but they occasionally got to help out with food preparations and decorations.

Stuart O'Keefe interned at Albing International Marketing in Flemington, where he worked on market research for a company called Bambooe. O'Keefe helped market one of the company's products, reusable paper towel made from bamboo, by conducting research on the recycling and paper industries.

Community Service

Ashley Hough, Annie Vreeland, Matt Lipper, and **Will Kelly** organized the 6th Annual Walk with Heart, an annual walkathon that benefits the John Taylor Babbitt Foundation, which is dedicated to raising awareness about and preventing sudden cardiac death.

Because they have always loved animals, **Emma Nosofsky** and **Margot Marchese** chose to do their ISP at St. Hubert's Animal Shelter in Madison. The girls

the charity of the winning team's choice.

Education

Rebecca Curran interned at the Renaissance Church, where she led discussion groups intended to get middle school-aged students thinking about the role that faith plays in their lives. Curran also planned high school lessons and created topics for discussion in high school breakout groups, which are a more mature, biblically focused version of the middle school discussion groups. She also created a cookbook with fellow senior Kyra Topor.

Harry Skinner, who has considered becoming a teacher after college, was a teacher's aide to fifth grade Language Arts teachers Dr. Pearlman and occasionally Mrs. Alford at the Lower School campus. At the end of his ISP, Skinner reflected on his time as a teacher's assistant in a journal.

Building upon their time as peer leaders, **Ben Muller** and **Alex Castle** volunteered at St. Justine's Preschool in Newark. They worked closely with students in all subjects and applied their listening and problem solving skills on a daily basis.

Pingry "Lifer" **Kaitlin Ulker** worked with kindergarten students at the Lower Campus. She also interned at Vensette, under founder and Pingry alum Lauren Remington-Platt. Vensette is a fashion and beauty company in New York City.

Interested in being an elementary school teacher in the future, **Noor Khan**

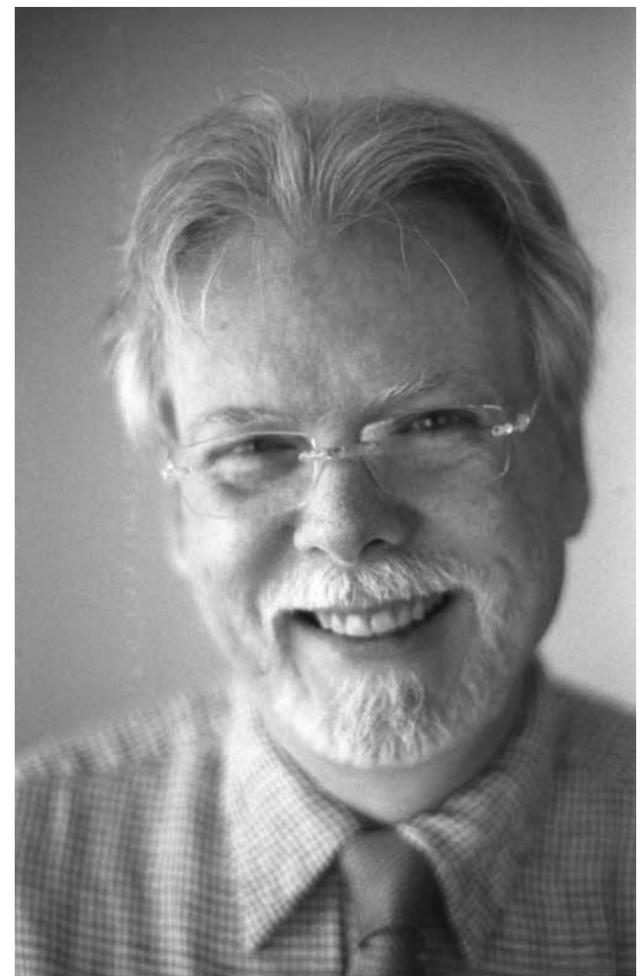
To understand what makes a film good or bad, the pair watched two movies a day, one known as a classic of cinema and the other notorious for being awful. They also wrote, filmed, and edited a documentary about Pingry's history.

Katarina Underwood visited and photographed the Grand Canyon and various national parks in Arizona and Utah. All of her images focused on nature and landscapes.

After taking the film class at Pingry, **Anders Velischek** and **Kevin Fischer** viewed many American films that highlighted distinct filmmaking techniques in a variety of genres. The pair also created four "sweded movies" that recreated their favorite films.

Soon-to-be New York University student **Cara Solina** captured New York City's vibe by taking photos of people and architecture in neighborhoods like Chinatown, Little Italy, Brooklyn, and Midtown. Solina hand developed the photos in Pingry's dark room. **Jonathan Freinberg** spent the first part of his ISP photographing all of the teachers he has had at Pingry. Then, he joined Solina in photographing Manhattan neighborhoods.

Madeline Higgins took an introductory course at the Photomanhattan Photography School in New York City. Higgins learned about camera settings, focus control, exposure control, lighting, photo-composition, and portraiture and project development. Later, she put these new skills to use by



Jonathan Freinberg photographed members of the faculty for his ISP.

J. Freinberg (VI)

Seniors Pursue Passions During ISP (Cont'd)

Continued From Page 17

particular, **Alice Symington** shadowed an equine veterinarian to gain practical experience in veterinary medicine, a field she is considering studying in college in order to one day work as a veterinarian herself.

Miscellaneous

Mael Corboz and **Lee Barker** took five overnight hikes on the New Jersey's



This carrot cake, recipe via Jonathan Freinberg, was among the recipes tested by Margaret Morash and Christine Kumar during their ISP.

Courtesy of M. Morash

part of the Appalachian Trail. The pair researched hiking safety and familiarized themselves with common flora and fauna. Throughout their ISP, Corboz and Barker kept journals recording their procedures, experiences, and encounters. The boys also read "Walden," "Walking," and "On the Road" and wrote essays relating each novel to their experiences with nature.

For the first part of his ISP, **Josh King** worked at Pingry and helped Mr. Burkhart with a project for the Computer Science classes. Afterwards, King went to Anson, ME, where he helped his friends, who were missionaries in Northern Kenya for 20 years and started a missionary called Cutting Truth in Maine after moving back to the US. King helped them to clear land and build a house for a new spiritual ministry project.

Emily Haselton is an EMT, so she spent the first two weeks of her ISP on call to respond to medical emergencies with the Bernardsville Fire Department's First Aid Squad. Then, she travelled to North Carolina to shadow Mr. Matthew Morrissey, a computer playback supervisor on movie sets.

Maggie Morash and **Christine Kumar** worked in the lab of a medical devices company called TYRX. They also collected recipes from Pingry students and faculty and compiled them into a comprehensive Pingry cookbook.

Music

Connie Wang prepared a senior piano recital, of roughly forty-five minutes in length, and created a CD recording of the pieces she will perform at her recital. Hoping to continue her piano performance career after high school, she will be polishing pieces she has played before in addition to studying new pieces that she will perfect in college.

After finding out that recording companies or signed artists will only consider hiring a songwriter if he or she has written at least twenty lyric sheets, **Tori Campbell**, who had written four full songs before her ISP, set out to write sixteen more for a full portfolio. Campbell also spent four days learning basic chords on the piano and two days co-writing a song with her brother, Ryan.

Science

Will Saulnier interned at the Liberty Science Center in Jersey City. Along with supervising many exhibits, Saulnier worked with members of the staff to ensure that all of the almost 2000 students who came to the center each day had a wonderful experience.

Sarah Meyers worked in a Rutgers University research lab, where she learned about Nanotechnology and worked on a nanostar synthesis. When she had time to spare, Meyers came back to Pingry to work on metalworking. She experimented with different patinas for metal like Copper, giving her the opportunity to incorporate chemistry into the art component of her ISP.

Brian Yan, Silas Taylor, Jason Ring, and Ed Xiao, all of whom are interested in pursuing a math, science, or engineering degree in college, worked together to build a go-kart completely from scratch. By doing so, they gained experience in the field of applied science.

Doug Ober spent his ISP helping Pingry teacher Mr. David Maxwell with a project that involved transforming Arabidopsis with a fungal virus so that the plant would be resistant to the fungus when exposed to it.

Sports/Fitness

Longtime football fan **Michaela Ennis** helped Mr. Shilts analyze Pingry football game tapes. First, she created an Excel spreadsheet containing all of the data from the games, and later, she produced a full written analysis of the data she collected.

Talented soccer player **Shayna Blackwood** trained male and female high school-aged players, particularly those of Somerville High School, in the sport. She exposed her players to more advanced aspects of soccer little by little while getting her players in shape

through fitness and conditioning routines.

Ben Ballintyn has always wished he could fly, so as soon as he turned eighteen, he began learning how to skydive. He trained with Freefall Adventures in Williamstown, NJ, and took a course called the "Advance Freefall Program." After Ballintyn performed all twenty-five jumps required for an "A" license, he became a certified skydiver.

Jamie Ogden helped Coach Shilts transfer last year's game tapes onto a website for football coaches and players. Then, he helped the team's coaches to analyze the tapes to help them organize strategies for next year.

Pingry Varsity Golf Captains **Logan McGowan** and **Jacob Green** enhanced their golfing skills by discovering and playing on a variety of golf courses across the state. They also incorporated their love for writing into the project by reviewing each course.

Patrick Lackey interned at Cutting Edge Ice Academy in Elmwood Park, NJ. Lackey accomplished his two main goals: working directly with kids and learning about the business aspect of his favorite sport, hockey. When he wasn't working as a skating trainer or hockey coach, Lackey helped organize the calendar of daily lessons that the facility will offer this summer.

Jillian Ward worked at the Powerflow Yoga studio in Chatham, where she was able to clear her mind, become more focused, and gain the ability to connect with herself. She also created a yoga postures book, allowing her to research and become comfortable with a variety of yoga poses.

Nick Branchina researched concussions and head trauma. He also participated in several workouts specifically designed to reduce the risk of concussions by strengthening the neck, spine, and shoulders. Some of these workouts took place at Pingry's fitness center and others at the Extra Edge Academy in Pine Brook, NJ.

Theater

To understand what goes on behind-the-scenes of a theater production, **Madi Taylor** and **Justen Haynes** interned at the Paper Mill Playhouse in Millburn. In addition to editing scripts for next season's shows, the pair helped out backstage during Press Day, Tech Week, and performances of "Once on this Island."

Sam Gelman directed



Cailee Cassidy, Grace Putman, and Elise Lang volunteered on the farm at Natirar. Here, Cassidy holds a baby lamb.

Courtesy of C. Cassidy

a play called "I Hate Hamlet," which was shown at Pingry on May 23, 24, and 25. Gelman casted and directed the play in addition to managing the set and the technical aspects of the production. **Eleanor Johnson** helped design and build the show's set. The experience strengthened her problem-solving skills, taught her to manage a budget, and gave her the opportunity to hone her creative abilities and her leadership skills. Coached by a Pingry mother, Johnson also spent time recording a demo in New York City.

Writing

Molly Greninger completed a novel she began last spring in Creative Writing entitled "Fireworks," which is written in Southern dialect from the points of view of four teenage boys living in Texas. The novel revolves around the relationships that the boys have with each other, their families, and society, and deals with issues such as abuse, love, and coming of age.

With Ms. Davlin as his mentor, **Dylan Sun** pursued his passion for creative writing and worked on finishing a novel that he started writing last year. In addition, he worked on a few shorter pieces on the side.

After visiting 42 schools during her college search, **Caroline Zee** decided to write a book called "The College Process: A to Zee." Zee wrote from her own experience in addition to interviewing several of Pingry's college counselors, independent college counselors, college admissions officers, parents, and high school juniors and seniors about their takes on the process. Zee's book details how to begin the college search process, forming a list of potential schools, visiting colleges, interviewing, writing essays, finding the best books to guide soon-to-be college students through the process of applying, dealing with parents, and, finally, a section listing the colleges with the best website, the best food, etc.



The Pingry Outing Club has a blog!
This year, the Outing Club has hiked in the Berkshires, Vermont, the Delaware Water Gap, and the Catskills. Read accounts and see photos of all our adventures at:
www.pingryoutingclub.wordpress.com

James Ross Dives Into Stanford University's Division I Swim Team

By ALYSSA BAUM (IV)

When James Ross was 10 years old, Stanford Graduate and 2000 Swimming Olympian Tom Wilkens spoke at his swimming club. Ross said, "I remember

Ross has been swimming since he was five years old. When he lived in Pennsylvania, he swam for the Upper Main Line YMCA, and now he swims for the Somerset Hills YMCA team and Pingry's Varsity Swimming

I was also friends with. As I got older, it was the opposite. I've liked being able to help younger swimmers during my later years on the team."

Ross has enjoyed being coached by Mr. Bill Reichle,



who stepped down from his position of Head Coach at the end of the 2012 season. Ross said, "Mr. Reichle is very good about coaching towards instilling values instead of towards winning." He continued, "Coming in as a freshman, I had a big

him as being a modest and kind person, and since then, I've wanted to go to go to Stanford." Eight years later, Ross achieved his goal; he has been recruited to swim at Stanford University in the fall of 2012.

team. "Pingry swimming is different from my club in that it has a closer-knit team atmosphere," Ross said. "As a younger swimmer, it was fun to have people on the team to look up to who

head. Mr. Reichle helped me gain modesty while being able to build true self-esteem instead of the false, hollow self-esteem I had when I first came to Pingry."

When asked about the highlight of his final season swimming

at Pingry, Ross replied, "I think the highlight would be winning counties this year." At that meet, Ross won the 50-yard freestyle in 21.22 seconds (a meet record) and won the 100-yard freestyle in 47.41 seconds. Ross was also a member of two of the three winning relay teams.

At the Meet of Champions in March, Ross won the 50-yard freestyle race in 21.03 seconds, his first individual Meet of Champions title. Ross was also part of a Pingry relay team that swept all three of the relays at the meet (the 200-yard medley relay, the 200-yard freestyle relay, and the 400-yard freestyle relay). On his club team, Ross currently holds the record for the 15-18 age group long course 50-yard freestyle.

In addition to swimming, Ross was inducted into the Cum Laude society in the fall, won the Rensselaer Math & Science Award, won the Clay Working prize, and was named Somerset Hills YMCA Youth Volunteer of the Year for his work in the Saturdays in Motion program.

Although Ross admits that he will "miss Pingry next year," he is looking forward to the next chapter of his life at Stanford.

Leib Continues Onto Middlebury Teams

By BEN KAMINOFF (IV)

Kate Leib (VI), captain of the Varsity girls' Cross Country and Track and Field teams, will be attending Middlebury College this fall. There, she will be a part of the school's Division III Cross Country and outdoor Track teams, competing in events like the 5000 meter, 1500 meter, and 800 meter distance races.

While going through the recruitment process, Leib felt that Middlebury was a natural fit for her. "In addition to the good vibes from the Cross Country team and coach, one of the deciding factors that helped set Middlebury apart was their renowned environ-

runner, she attributes much of her success to her teammates and coaches, including girls' Varsity Cross Country and Track Head Coach Mr. Tim Grant. She said, "Having my teammates push me to be a better runner and learning a great deal about training technique and racing strategy from my coaches has helped me succeed." Leib also feels that her experiences on the cross-country and track teams have taught her a lot, saying that "No matter how many people underestimate you, the only person who can determine your performance is yourself."

When asked about her favorite memory running for



Sarah Williams to Sail at Dartmouth

By SARAH PARK (VI)

Sarah Williams, who will be sailing at Dartmouth College next year, has had sailing in her blood from a young age. She grew up watching her older siblings sail

and was first introduced to the sport by her father when she was young. By the time she was eight, Williams was entering races.

However, it wasn't until middle school that Williams started to view sailing as more than just

a hobby. She committed to an intense training and competing program, and since then has continued to sail almost year-round.

Although it became more difficult to sail as often as she used to once she began high school, Williams still made time to practice on weekends and over breaks and holidays. Over the summer, she sails almost every day. Even with her crazy schedule, Williams also managed to play field hockey for two years and lacrosse for all four.

When Williams first began looking at colleges, she knew that she wanted to find a school that "had a good sailing team, but also great academics." What stood out to her at Dartmouth was the enthusiastic, positive, and laid-back yet hardworking attitude of the team, as well as the coaches' emphasis on improving skills rather than solely on winning. Besides the sailing program, Williams "loved the atmosphere on campus" and knew that she would be happy there even if she "broke a leg and couldn't sail."

Williams currently trains with a small group of high school students from the East Coast and is coached by Olympic sailor

Elizabeth Kratzig. When she races outside the United States, Williams sails with the International 420 Team USA. Some of her recent achievements and awards include first place at the U.S. Sailing Women's Double-handed National Championships, fifteenth place and top American sailor at the 2011 European Championships in Portugal, and third place at the 2011 Co-ed U.S. Sailing Youth Championships.

Many aspects of the sport contribute to Williams's passion for sailing. She enjoys the "technical aspect of [it] because it takes a lot of measuring, math, and precision," but she also loves "getting out to the racecourse, deciding on a strategy, and executing [her] plan."

Sailing has also provided Williams with the opportunities to travel to over ten countries including Israel, Peru, and Italy, and to meet several interesting people. At times, she has "second-guessed why [she devotes] so much time to [sailing]," but in the end believes that "it was all worth it," and if given the chance to do it all over again, she wouldn't "spend any less time sailing."



In this photo, an ad for Laser Performance, Sarah is at left.

Justin Shangold Joins Bucknell Bisons on D-I Football Team

By MARISA WERNER (VI)

Justin Shangold (VI) is looking forward to playing Division I football at Bucknell University next year. Shangold, who committed to the school in December, explained, "I chose Bucknell because I thought it was a place where I could fit in well both athletically and academically, and I could get along with the other players on the team." Bucknell was not the only school interested in Shangold as a potential player for their team. Some of his final options were Princeton, Lafayette, Columbia, and Dartmouth.

Shangold began his football

career in the fourth grade for a Pop Warner League team, which eventually led him to play for Pingry. He recalls, "Senior year was much different than freshman year playing football, mostly because of how much I was actually playing in the games. Back then, I would get in from time to time in several games but I was not involved as nearly as much as I was this year. This year for almost the entire season I had to start on both offense and defense, as well as play on special teams to return kicks or punts."

Aside from getting more playing time, Shangold explained that as a senior, he had a completely different mindset

than he had as a freshman. As a senior, he wanted to make

an impact, but as a freshman, he was satisfied with simply



playing in a game whenever he was needed and watching the seniors make their plays. But this year, Justin served as one of the captains and led the team every day, a duty which included getting the final word in practices and preparing the team both mentally and physically for games. Shangold said, "I love being a leader and giving my teammates someone they can look up to and count on anytime."

Looking back on his football career at Pingry, his favorite moment was this year when the team won their final game. They held on to a close lead against St. Anthony's in Jersey City and ended up winning the last game of the 2012

season as well as the last of the seniors' high school careers. Shangold recalled, "It was sad because we knew this group would never play together again, but we were happy that we went out with a win."

Shangold will always remember how much each of the members of the football team truly cared about each other and the coaches.

As he begins his season next year, he will always remember Pingry football's motto, "The most important guy in the room is the one next to you," which underscores the close bond that the players share and demonstrates how much they truly care about the program.

Mael Corboz Stays Close to Home, Will Play Soccer for Rutgers

By TANAY GUPTA (IV)

Senior Mael Corboz has been recruited to play soccer at Rutgers University in the fall, where he intends to pursue a degree in the School of Engineering. After narrowing down to his top five college

choices to Rutgers, Harvard, Princeton, Dartmouth, and Georgetown, he chose Rutgers mainly because he likes the coaching staff and "their style of play."



choices to Rutgers, Harvard, Princeton, Dartmouth, and Georgetown, he chose Rutgers mainly because he likes the coaching staff and "their style of play."

cer Academy (NJSA). During his time with NJSA, he won three state cups, two regional championships, and a national championship in 2008, during which he also won the "Gold-

en Boot," or MVP of the game. Since his junior year, Corboz has played for the New York Red Bulls Academy alongside Columbia-bound Forward Freddy Elliot (VI).

Corboz said that former French Real Madrid Midfielder Zinedine Zidane, who is regarded throughout the world as one of the best soccer players of all time, has influenced him throughout his life.

Soccer has taken Corboz to faraway parts of the globe, like Holland, Scotland, and Spain. Elliot recounts staying up late with Corboz the first night of a soccer trip to England in the summer of 2009. As rising sophomores, they were "intimidated by the older kids" and unsure whether they would be able to start in matches, but their skills proved valuable as soon as the season began and the two of them have started every game since then.

Recalling his experience under Coach Mr. Miller Bugliari '52, Corboz said it was "an honor to have played for Coach Bugliari because of all the success he's had for over 50 years." He added that Coach Bugliari's expansive knowledge of the sport was what made him such a great coach.

Christian Fechter (V) commented that Corboz is an all-around solid soccer player. His composure under pressure was evident when he scored a penalty kick against Delbarton to take Pingry into overtime in a key game this season. Pingry lost the game, but Corboz proved that he is a strong captain, both on and off the field.

Now, Corboz is looking forward to a successful freshman season at Rutgers University. As for a career after college, Corboz said, "I'm definitely doing everything I can to go pro."

his skills with outside teams, including the NJ Mariners, the Flor-Mad Legion, the NJ/NY Outlaws, and the NJ Super 17. He has also worked on his athleticism outside of the diamond as a multidimensional athlete, excelling at basketball in addition to baseball. In fact, during his senior year of basketball, he was named to the Skyland Conference Boys' All-Stars Second Team.

In addition to Bucknell, Keller also received an offer to play at Lafayette College. Keller chose Bucknell because he "really liked the campus the most, and because their athletics are historically very strong."

He also felt that the existence of a turf field added to the school's appeal. "There's always an opportunity to win the Patriot League and go to the NCAA tournament, and that's what really drove me to find a Division I school I could play at," Keller said.

As for beginning his college career, Keller is "a little nervous about stepping into a group of

Annie Vreeland Off to Vanderbilt to Play Division I Lacrosse

By RACHEL LIMA (V)

Annie Vreeland (VI), the captain of the girls' Varsity lacrosse team, is getting ready to attend Vanderbilt University this fall. Vreeland was recruited to join the lacrosse team early by Vanderbilt and committed in January of her junior year. She visited several different schools the summer before, but after seeing Vanderbilt in September of her junior year, she knew it was the school for her. "I loved the campus and the lacrosse girls," she said.

Vreeland began her lacrosse career early, playing for a Millburn recreational team coached by her own mother. As she got older and became more serious about lacrosse, Vreeland joined a club team, Metro Magic, in sixth grade and played with them until her senior year.

Recalling her Pingry career, Vreeland's favorite memory is the preseason trip to California in 2012. "We beat the number one team in California when we scrimmaged them, which was amazing," she said. "Plus, we also got to hear

our head coach, Carter Abbott, sing 'Call Me Maybe' every time she drove us around in the van."

Becoming captain after four years of varsity lacrosse was also an incredible experience for Vreeland, who loved being a leader this year. "I love being captain because I am a very vocal person on and off the field. I like to pump people up or get people focused before a game," she said.

As a captain, she is proudest of how her team has changed and grown since her freshman year. "I cannot express how different our team is now than it was four years ago. Looking back, we really struggled to build a good team dynamic," she said, "but the team has gotten a

lot closer and our successes have increased as a result, which makes it all the more fun."



Vreeland has a lot to do before arriving at Vanderbilt in the fall. She has a workout routine to follow over the summer and she also plans to keep her skills sharp by participating in a tournament in Vail, Colorado to help her prepare for college.

Now, as a veteran of the college recruiting process, Vreeland has some advice for other Pingry student-athletes applying to colleges. "It's never too early to start looking at schools and reaching out to coaches. The best way to make a coach remember you is to make the effort to get into their office," she said. "Also, you must be persistent," she added. "For example, calling or e-mailing a coach with updates or tournament schedules will remind them that you are interested and will keep him interested in you."

team that Damstrom enjoyed. "I've had the opportunity to go to some really cool places with my PDA team," she said.

College will be a lot of work, but Damstrom, who played for the Pingry girls' Varsity Soccer team all four years of high school, will undoubtedly find a way to balance her hectic soccer schedule and schoolwork and still make time for an exciting social life. "I'm really looking forward to playing with my new team, of course, but besides soccer, I'm looking forward to living the college life," she said. "Everyone says it's the best four years of your life, so I'm really excited."

After attending Pingry for the last eight years, Damstrom admitted that she is sad to finally leave. "I'll probably miss the people the most," she said. "It's going to be hard, because for the last four years, I have spent almost every day with the same group of people, and now I'm moving on. That is definitely going to be the toughest part."

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Emily Damstrom Heads to Villanova

By KASIA AXTELL (V)

Soccer standout Emily Damstrom will be heading to Villanova University next fall after being recruited to play for the

top schools in the country during her junior year, which made her decision tough. "I knew I wanted to stay close to my family, so the three colleges I ended up narrowing it down to and choos-



ing from were Villanova, Georgetown, and UPenn," she said. In the end, she chose Villanova, a member of the Big East Conference, because of its competitive soccer program as well as proximity to her home.

In addition to soccer, Damstrom grew up playing basketball and lacrosse. However, soccer, which she started playing around four or five, "has

been my whole life since I was about ten," she said. To take her game to the next level, Damstrom began playing for the Players' Development Academy (PDA) nine years ago, and her team, Charge, practices three to four times a week and has games every weekend. It is tough to balance the PDA schedule with school, but there are also some nice perks to being a part of the

school's women's soccer team. Damstrom, who has wanted to play college soccer for as long as she can remember, was highly recruited by some of the 30 new teammates and being a little freshman," but knows that all the practicing and training he will have to do in the fall will prepare him to take on the season eagerly and optimistically. While he may be moving on to the next level, Keller will still miss the Pingry baseball family. "Most of all, I'll miss the hilarious coaching staff, who always have us laughing at something while at the same time getting under our skin and pushing us to work hard," he said.

Keller Pitches His Way to Bucknell

By VINITA DAVEY (V)

Dan Keller (VI) has been playing baseball since he was a young boy, and now he is excited to play at the NCAA level at Bucknell University. His love affair with the sport began when he was in elementary school, playing tee ball at the age of four and actual baseball when he was six years old. Years later, as a member of the Varsity boys' Baseball team, Keller's skill earned him a spot on the team under Head Coach Ted Corvino Jr. '94 for all four years of high school.

On the field, Keller is a standout as a pitcher and was rewarded with a recruitment to pitch at Bucknell. That said, the talented athlete has experience playing a diverse range of positions on the team. At one point or another over his career, Keller has played every

position except for catcher and shortstop, including a lot of time in centerfield, and has played them all with impressive skill. That skill led to his being named First Team Raritan Division of the Skyland Conference his sophomore and junior years and Third Team Somerset County League, as a junior.

Besides his talent, one of Keller's assets that generated college interest in him was his maturity and leadership. A great example was his performance in this year's Skyland Conference Raritan Division Championship game. This year's win marks the first and last time Pingry has won the championship during Keller's time playing for the team, and their 2-0 victory over Somerville that day was largely facilitated by Keller's excellent plays at the plate and in the field.

Other than Pingry, Keller has spent a great deal of time honing



Congrats to all of the recruited athletes in the Class of 2012! We're sorry we couldn't feature all of you.

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