

COMMENCEMENT 2008



Seniors Drop Classes To Pursue Their ISPs

By JENNY GORELICK (IV)
and JENN SOONG (IV)

Beginning April 28, 123 seniors dropped their classes in order to pursue their interests through Independent Study Projects (ISPs). Seniors experimented with everything from art and internships to research and volunteer work, many presenting their projects on June 4 at the annual ISP Night.

ARTS Music

Hoping to pursue her musical interests, **Rebecca Behrman** spent her ISP preparing for an hour-long vocal recital. She not only learned classical songs in English, Italian, French, and Latin, but also a series of Broadway songs. In addition, she studied the composers' backgrounds and explored how their culture influenced many of their major works.

Parul Agarwal extended her skills in playing the sitar, a classical stringed instrument of India. Receiving daily instruction from a disciple of Pandit Ravi Shankar, she learned new techniques and was able to practice at her temple.

Having played the flute for nine years, **Lynn Mas-sengill** recorded several mu-

sical pieces onto a final CD. She worked with a private teacher to polish her skills and techniques. Throughout the process, she also learned how to use a composition computer program to record an "idea" as well as longer pieces. Aside from this, **Mas-sengill** also spent her ISP pursuing a private pilot's license at the Morristown and Somerset Airport.

Luke Beshar engaged in extensive CD recording, performing, and editing. Using specific tactics and strategies, he learned how to achieve the best sound on both the drums and bass guitar. For several days, **Beshar** shadowed **Lori Halivopoulos** of Group RCI in order to learn about business and marketing.

For her ISP, **Midori Wada** spent time organizing the DAT tapes that Pingry students have recorded in the past and editing the tracks with ACID software. She also spent time on the road with the touring band, the A.K.A.S. By working with a group that promotes records on more grassroots levels, **Wada** was able to study music promotion and merchandise. She also teamed up with the A.K.A.S. to bring awareness to HIV/AIDS in Malawi and the construction work in New Orleans.

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Venerated Teacher Retires After 45 Years

By DIANA JIANG (V)

Mr. Fred Fayen is retiring after 45 years at Pingry as a devoted teacher, coach, college counselor, and advisor.

Mr. Fayen taught in California for two years before moving to the East Coast, where he was attracted by Pingry's "quality, culture, and especially its Honor Code." Once he started working here, he grew more and more fond of his supportive colleagues and students. What also stood out to him was the school's tuition remission program, which benefited the faculty's children by paying for their education at Pingry. "What better way to show respect to the faculty than to show respect to their kids?" Mr. Fayen says.

Pingry's structure as a country day school was another plus for Mr. Fayen, who enjoyed the opportunity to "wear many hats" and "have contact with students in many ways." He goes on to say that "the student in class is different from the student on the athletic field." By developing close relationships with students both in and out of the classroom, he got to "meet people as people, and know them better" in the process.

Mr. Fayen has always been an active member and

leader of the school's community, contributing to a wide range of programs and activities. He has taught seventh, eighth, tenth, eleventh, and twelfth grade history to generations of eager students. Mr. Raby, Miss Wolfson, and Dr. Murray, Mr. Fayen's colleagues in the history department, all remark on his extraordinary "wisdom," which they will miss tremendously.

"He's our institutional memory," Dr. Murray says.

In the ten years since he has worked with Mr. Fayen, Dr. Murray has been pleasantly surprised each year to see student evaluations describing Mr. Fayen as "challenging," but also "warm and supportive."

Kaela O'Connor (III), a former student in his seventh grade history class, recalls, "He was one of the most difficult, but best teachers I've ever had!"

Dr. Murray also admires Mr. Fayen's unique teaching skills. He sat in on one of his classes a couple years ago, a day when Mr. Fayen was teaching geography. "I couldn't imagine anything drier," Dr. Murray comments. "However, he taught it in such a way that the kids were visibly excited about longitudes and latitudes. He has that magical touch that

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Committee Instates New AP Exam Policy

By DARINA SHTRAKHMAN (VI)
and EVAN ROSENMAN (VI)

Early in the month of May, Mr. Leef announced the new Advanced Placement (AP) testing policy, effective next year. The policy, which requires students of every AP course to sit for the respective exam, was voted upon by the Academic Committee, made up of Department Heads and school administrators. They were advised by a subcommittee, which was formed by Mr. Charles Coe, Dr. James Murray, and Mr. Miles Boyd.

Beyond simply requiring students to take all of their AP exams, the new policy includes a penalty for those who do poorly. The rule, adopted by the Academic Committee on April 21, reads, "Any student with a first-semester grade of B or better is expected to earn a passing grade (a 3 or above) on the AP exam. If a student with a first-semester grade of B or better earns a 1 on the AP Exam, the AP designation will be removed from the student's transcript and replaced with an Honors designation, and colleges will be sent an amended transcript."

This also holds true for students who refuse to sit for any of their exams. In addition, those students would be required to complete a Pingry final exam or project, and the resulting grade would be incorporated into their final year

averages. As a result of the new policy, the Independent Study Program (ISP) will begin on the first day of AP exams rather than at the end of April, thereby allowing students more time to study for these tests. The policy has engendered some controversy among the underclassmen, who will now have to contend with both an extra week of classes and the inability to slack off during AP season. As junior **Evelyn Cheung** said, "I feel that the new policy may be over the top. Students are doing AP level work all year; their grade should not be determined by the test."

As Dr. Murray said, the new policy "grew out of a few different things." The AP audit process that occurred at the end of the 2007 school year was the most significant catalyst, however. The process required all teachers of AP classes to submit a syllabus and a class description to the College Board, which, in turn, decided if the class's level of rigor was up to the AP standard. While Dr. Murray described the audit as "long, laborious, and irritating," he also said it gave teachers "an opportunity to think seriously about our continuing relation-

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What I Really Want To Say Is Thanks

Confession: this is my fourteenth version of this editorial. I think I wrote my first one at the end of sophomore year, by which point I had pretty much confirmed (to myself anyway) that I would be Editor-in-Chief as a senior. At different moments since then, I have put pen to paper to write about my Pingry experience. Some versions are chock full of advice, others are dripping with nostalgia, and still others are highly critical of the way our school functions. There were a million things I wanted to say, and no one draft seemed to encompass them all.

As Graduation Day approaches, however, I have discovered the basic flaw in all of these drafts: none was written at this critical point, this impossible limbo, where seniors find ourselves now. We are removed from Pingry in such a way that we can no longer feel the burdens so often placed on our shoulders, but we are also not yet alumni, people who look back on their experience through the inevitable rose-colored glasses. In some ways, this is the most powerful position of all; right now, we are able to speak out honestly without facing any real consequences or justifying past actions.

So here I am attempting to write an ingenious final editorial... last minute. Two years of planning, and I'm writing this piece just before the deadline.

It's just now hitting me: this is what we here at Pingry do. We spend an infinite amount of time trying to leave our mark on our school. Each student has his or her own ambitions, whether it is to earn the highest GPA, break an athletic record, or put out a perfect publication. I would say that the Class of 2008 has managed to leave a very impressive legacy here, but does that make all the stress worthwhile?

People tell me that this is a product of the media, of the changing times, but I'm fairly certain that at least in my case, the rush to 'win the race' is a product of the Pingry education. Given the chance, there are many things I would change about our school—administration policies, exam schedules, the dress code—but most of all, I wish that we could stop focusing on the end. Life at Pingry is pretty good by any standards, and instead of speeding toward graduation, I wish our school would foster a community that would enjoy the process.

And yet, all criticisms aside, there are an infinite number of little things that I will miss about Pingry, the things that made the day-to-day routine here worthwhile. I'll miss classroom moments: the camaraderie of German class, the hilarity of Mrs. Landau's life lessons, and the combination of fear and laughter evoked by hearing Trem say, "Shut up." I'll miss Mr. Keating's stories, Mr. Fayen's sage advice, and Mr. Romano's inspirational speeches. I'll miss discussing everything from Virginia Woolf to theater props with Mrs. Grant, and planning alumni events with Mrs. Sullivan. I'll miss the hugs and words of support from the beloved Short Hills faculty and the kindness extended to me by so many Martinsville teachers who have never even taught me.

I'll miss the Record office—brainstorming with Dr. Dineen, great discussions with some of my favorite classmates, and trying to live up to the standards of editors past. I'll miss tech weeks, drama traditions, and conversations in the dressing room. I'll miss leading Blue Key tours with Hallie, my other half, and explaining to prospective students what this institution means to us. Most of all, I'll miss being surrounded by people and places that are familiar and beloved.

E.E. Cummings once said that it takes courage to grow up and become who we really are, and I now understand just how right he was. As much as I declare that I am ready to leave high school behind, Pingry has been my entire life for ten years, my security blanket and second home for more than half of my life. Even as I spoke with faculty members about the underclassmen who would take on my positions as editor and stage manager next year, I had a sinking feeling: I don't want to be replaced. There is something comforting about coming back here, year after year, knowing that you will be warmly welcomed and embraced by this school and everyone who is a part of it. After a semester (and maybe more), of dreaming about college, I realized lately just how deeply I will miss Pingry. For the last decade, this school has been my entire life, and that's hard to leave behind. I could not have imagined a better high school experience for myself, and I can say that now in full confidence. A year ago, I would have been much too stressed out to say that, half a year ago I would have been too anxious about my college prospects, and even as recently as a month ago, I was too excited for ISP and graduation to evaluate my time here clearly.

I'm realizing now that the reason I wrote all those drafts is because this is such a big moment for me, one of the biggest. In typical Pingry overachiever fashion, I wanted to make it amazing—I wanted to teach underclassmen how to make the most of their Pingry experience, speak my piece about the times that this place has made my life hellish, and discuss all the things I would want to change here if given the chance. But condensing all that into less than 1000 words would require perfection, and if there is one thing Pingry has taught me, it's that perfection is something we should strive for but will rarely attain.

So instead of profound advice or intense criticism, I'm going out on a sincere note—with a sense of gratitude to Pingry and everyone who is a part of it, whether I expressed that sentiment along the way to you or not. To those teachers and students who helped me, challenged me, guided me, supported me, inspired me, and taught me everything I know about myself and the world—I am forever indebted to you. Maybe I'll look back at this sometime and laugh at my own naïveté, chuckling at my hopes and criticisms, my jingoism and aspirations, but right now, at this moment, a "thank you" for ten incredible years feels right.

—Darina Shtrakhman

The Record editors would like to thank the following seniors—without their random acts of kindness and moral support, this issue would not have happened in time: Biff Parker-Magyar, Adrienne Spiegel, Jess Zhao, Kerry Bickford, Jenna Devine, and Ricky Zacharias.

The Best Way to Have Spent My Youth

By EVAN ROSENMAN (VI)

For the past six years, I've had a ridiculously easy commute. As in, it's a bad day if it takes me seven minutes to get to school. Sometimes I can make it in five if traffic is light. And as I leave the campus each day, I secretly gloat—realizing that while my friends are traveling on 78 and 287, I'll be crashing on the couch and watching TV.

Yet a few days ago, I had a strange experience while waiting at the four-way intersection in front of Panera. Turning left, I would hit Mountainview Road and quickly reach my house. Going straight, I would continue on Martinsville Road and arrive at Pingry. Both seemed viable, obvious options.

I turned left and headed home, knowing I had work to do. But I consciously realized that the natural choice—the "homier" choice—was to stay straight and continue on toward school. I think that might have been the moment I realized just how much I'm going to miss Pingry next year. Far more than my actual house, Pingry has become my home.

And when I sat down to write this reflection, the sheer enormity of this realization struck me. How, in just a few hundred words, could I sum up a decade of Pingry experience? How could I articulate the vast reservoir of sentiment that I hold for Pingry? How could I express my admiration and affection for the people that populate this institution?

But then I told myself to relax. I realized I could never convey my whole life at this school in one opinion piece—so why try? Instead, I think I'll share what Pingry has come to mean to me.

Pingry has been my greatest

challenge, and it has never allowed me to settle for less than my best. Looking back, my high school years have often been marked by stress, hyperventilation, and a sense of impending doom. Yet I can envision my panicky, freshman self—freaked out about an Honors Bio project or an English paper—with a smile, just as I can feel a great sense of pride when I remember morning cram-sessions for Dr. DeSimone's tests.

True, the environment at Pingry can sometimes push students to go a little overboard—and as I've said in previous op-eds: please, fellow overachievers, calm down and enjoy high school! Yet Pingry's atmosphere of laid-

back intellectualism, whether it manifests in a discussion of the election on the senior couches or in a spontaneous conversation

in a foreign language, has been truly wonderful to experience. Pingry has taught me the value of knowledge as an end in itself, and it has encouraged me to explore my own interests and to inaugurate my own intellectual pursuits. Yet most of all, the challenges presented to me in my hardest classes have taught me to never accept my own limitations, because, inevitably, they can be overcome.

I suppose what I'm trying to say is that Pingry has helped me to achieve many of my intellectual dreams. But strip all ambition away, and my Pingry experience would still define my life. Why? Because Pingry has also brought me into contact with so many truly amazing individuals, so many people who have changed

me indelibly.

First: the faculty, to whom I will always be indebted. Four years ago, I spent much of my time cowering in fear of Mrs. O'Mara or avoiding meeting my other teachers' stares in the hallways. These days, I've come to realize just how unique and incomparable my teachers truly are. I have a feeling a lot of people will be mentioning it, but AP Euro Period 3 is a prime example. We've spent approximately 2.7% of the year actually discussing European History, but the remaining time has constituted a strange mixture of discussions on politics, world events, cultural trends, and, inevitably, the Dutch. And it is only because Mrs. Landau has allowed

us to be so free (and occasionally, ridiculously misbehaved) that we have all learned so much from a class that ostensibly teaches on a single subject.

My experiences with my English teachers, Dr. Dineen and Mrs. Grant, have been similarly amazing. Both have invited me into their offices, often with the intended purpose of doing schoolwork, but with the eventual outcome of a long discussion about something completely non-school-related. I cannot begin to say how much I have learned from these two amazing women, and how their wisdom and insight (in matters pertaining to English and to everything else) has helped to shape my character. Yet these are only two of a long list of amazing instructors. From Mrs. O'Mara (who, it turns out, is awesome) to Mr. Trem (who taught me the true value of sarcasm) to Mr. Coe (whose

friendliness made AP Physics fun) to Mr. Keating (whose life stories have brought levity to the classroom), I have had so many amazing experiences with adults who are supposedly my teachers, but are truly my role models and my mentors.

Yet Pingry would be nothing without its incredible student body, and it is here that I am truly lost for words. How can I possibly describe the amazing Pingry students who have become my best friends, my confidantes, and my family? It's almost ironic that despite ten years of Pingry education, despite the endless vocabulary quizzes and essay assignments, I am simply unable to express my appreciation for the class of 2008. All I can say is that nothing makes me prouder than to graduate with these 122 incredible human beings. In long hours spent on the senior couches, Saturdays consumed by the "triumvirate of four" in the Record office, and infinite trips to Starbucks and Panera, I have come to love '08 more than I can possibly say.

So in the end, I can only look back at my time and Pingry and say, "Thank you." I've spent the better part of my life as a Pingry student, and many of my most cherished memories have, in some way, been associated with this school. I have grown up within the walls of this institution, and, in the process, I have made amazing friendships, had countless amazing teachers, and formed a lifetime's worth of memories. If anyone ever asks me what it was like to go to a school like Pingry, I know how I'll respond:

Yes, I spent the majority of my youth attending this school. And I can't imagine any better way to have grown up.

Far more than my actual house, Pingry has become my home.

I Will Never Forget the People Here

By HALLIE BIANCO (VI)

I am confident that I could have gotten just as good of an education at lots of other schools besides Pingry. I am also confident that I would have had the same opportunities, applied to similar colleges, and had similar results. But I can honestly say that my experience at Pingry was unique, not because of the classes I took, the books I read, or the extracurriculars. The thing that Pingry has that made my experience so incredible is the people. I have made friends here that I know I will have for the rest of my life. I've made connections. I know that if I had gone to another school it could never have lived up to Pingry simply because I never would have met all of the incredible people here, both students and faculty.

At Pingry, we are told that our fellow students will be the people running the multi-billion dollar companies and running for major political offices. They will be the doctors curing cancer and the people inventing artificial intelligence. It's even possible that one of my fellow classmates could become president. And that possibility doesn't worry me. I am comfortable and confident because I know that my fellow students are some of the best and brightest. Not only are they all intelligent, they're good people. I'm not worried about them making decisions that affect millions of people because they're all people that have in some way changed my life. I have gotten to know so many kids in my time at Pingry and each one has touched my life

in some way. Sometimes great, other times only a little, still each person I have known has had a lasting effect on me and made me who I am.

I have also been touched by the fabulous faculty at Pingry, and I know that I will truly miss them in the coming years. There are no words to describe how incredible the adults who fill this school are. There are some who come from over an hour away to spend their days listening to us students complain about tests and college and sleep deprivation only take us in and attempt to give us something that will prepare us for life after Pingry.

And they never stop giving. I know I could not have been better prepared by a more dedicated and caring group of individuals. It is clear that the entire faculty come to Pingry because they love teaching and they love their students. Knowing Mrs. Grant, Mr. Keating, Mr. Romano, Dr. Dineen, Mrs. Runge, Mrs. Romankow, and so many others has made me who I am

and I love each and every one of them. They are people who I can always come to, whose cell phone numbers I have saved in my phone in case I ever need them. They have made me who I am and I

know I will never forget them.

When I come back to Pingry ten years from now, I won't remember what the integral of inverse sine is and I won't know in which year the cotton gin was invented. What I will remember is standing backstage before every single Pingry play waiting to enter and crying as I realized each one was over. I will remember screaming fits in the Record office as we tried to figure out how we could possibly get everything done. I will remember the first time the Balladeers ever sang "Bohemian Rhapsody" without messing up once. But even more important than those, I will remember the first time I ever looked at each of my friends and knew that these were people I would know and love for the rest of my life.



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Finding My True Self Beneath The Shadow of the Clock Tower

By JESS ZHAO (VI)

In reflecting upon my time spent at Pingry, I've come to the conclusion that I've acquired some variation of Stockholm Syndrome, when prisoners develop loyalty to their captors. Students are supposed to long for the final bell so that they can rush out of their classes to freedom, but in the last year or so I've felt a strange and growing attachment to Pingry, such that I would end up sitting at the couches talking to people long after sports had ended on Friday evenings.

Even now, on ISP, I sometimes find myself driving a mile out of the way to satisfy the emptiness left in me, now that I no longer have the languid long CP's or the lazy contentment of lounging around with my peers. At night, the lamps are always lit, casting shadows on the clock tower, and I've always found it to be an incredibly lonely sight, one that fills me with nostalgia. Yet, there's also a comfort in knowing that it still stands tall, ever that odd teal hue.

I'm not sure why I feel this way. I came to Pingry freshman year an awkward thing, scared out of my mind and desperate to fit in – at the time, I thought it meant polos and pastel. I felt out of place, painfully aware of everything that I was not. I wasn't sure if I'd made the right

choice in applying, enchanted as I had been by the idea of a private school; the first time I visited and saw the clock tower looming up above me, I realized I had no idea what exactly I was getting myself into.

But you know how people talk about "finding themselves"? I believe I did just that during my time at Pingry. That must

Once intimidated, now nostalgic, no matter where I will be, I will always look back with profound gratitude and affection.

be why I never feel like leaving the school – my attachment to Pingry is a result of how much it has taught me, both in and out of the classroom, and also how comfortable I've become with everything within its aesthetically-questionable walls. I have come to love it here, and I feel an immense gratitude toward all that I have taken from my time at Pingry.

It's the things like playing wiffleball on the back lawn, working (and not working) on Vital Signs late into the night, having XC practice at Gabriel's

Fountain, getting dinner before drama performances, advisor group and three years of class with Trem, attending the AP Euro party at Mrs. Landau's, and of course, lounging around on the senior couches – the pinnacle of the Pingry experience – that keep me hanging around, even long we've been released.

Someone once told me, "You won't ever be back here again or be the same after college." Of course I'll be back to good old Jersey, and to visit Pingry, but it's true that I won't ever be back to this point in my life, and I certainly won't be the same person that I am now – just as I've changed from the nervous freshman walking under what seemed like a monolith of a clock tower.

Now that I'm a senior, on the cusp of the next great phase of my life, I am eagerly moving forward, but it's all I can do to stop myself from sneaking glances behind. Once intimidated, now nostalgic, no matter where I will be, the one thing I can be sure of is that I will always look back upon that uniquely colored clock tower with profound gratitude and affection.

So thank you Pingry, and all those who have passed in and out your doors during my time here – you have made these last four years incredible. I wouldn't have had it any other way.

Life Lesson From Fourth Grade: Learning to Stand Up for Myself

By MEREDITH SKIBA (VI)

Apple : Seed as _____ : Pit. Eight years ago, this was the analogy given to my fourth grade class. While most of my classmates chose the obvious answer peach and a few others chose the less common plum, I chose nectarine. My teacher, Mrs. Irish, glanced at me trying to figure out where my answer came from; according to her, nectarines had "a gazillion seeds." However, I was positive (as nectarines are my favorite fruit) that a nectarine does in fact have a pit and therefore would fit into the analogy. Nevertheless, after over a half an hour of arguing, I realized that Mrs. Irish was confusing a tangerine with a nectarine.

For me, the issue here was not truly about proving my knowledge of fruit, but standing by my opinion against my teacher's. In many situations, debating with an authority figure would be deemed as disrespectful. However, as seen in Pingry's motto "Maxima, Reverentia, Pueris Debetur" – The greatest respect is due to the students – it is prized. When I was younger, I always wondered why this is Pingry's motto, thinking that a school's motto should

encourage respect for faculty. Only recently, have I realized that this "respect for the students" is what makes this school so special. In many of my classes, the most important and memorable lessons

This is one of Pingry's greatest gifts: the environment in which everyone has the opportunity to share their opinions.

I have learned have not been from reading a textbook, but from the debate and discussion, which has gone on in the classroom. I cannot mention how many novels I have read during English classes, initially struggled to find a purpose in and disliked, and then later – after a 44 minute discussion – been able to appreciate and sometimes even like.

This is one of Pingry's greatest gifts: the environment in which everyone has the opportunity to share opinions and learn from one another, as well as our teachers. By putting your ideas out there for your peers, you can learn so much and occasionally will have a very different opinion on an issue at the end of a discussion. Whether

you join in on a discussion or just sit back and listen, you will get something out of each day.

My education at Pingry has been so much more than the hundreds of pages I have stayed up late at night reading for homework, or the math problems for my afternoon class that I finished during my morning free. Without the classroom experience, something would be missing: where else can an introduction to a European history class lead to a heated debate about the bombing of Dresden? Where else can a reading of Thoreau's "Civil Disobedience" spark a dialogue on the American education system?

Personally, I would like to thank all of my teachers for opening up their classrooms and occasionally altering their plans if something interesting came up, whether it be related to the class or not. Pingry has taught me much more than how to solve Hardy Weinberg equilibriums and conjugate irregular French verbs. It has taught me how to think intelligently. I will be eternally grateful for the patience and respect given by each faculty member to every student in this school as they listen to our thoughts and reason with us, no matter how ridiculously wrong we may be, giving us all the chance for our ideas to be heard.

Being Inspired by the Pingry Community

By JACK DIMASSIMO (VI)

At 4:18 PM Eastern Standard Time today I closed my AP Physics exam, completing all of my academic requirements for high school. It took me a while to understand the magnitude of the moment, to understand just how close I am to graduation, how close my time at Pingry is to ending.

Before driving home, I walked around the school to clear my mind, scrambled from hours of testing. The halls were empty – everyone was either at athletics or gone for the day – and I found myself thinking about the effect Pingry has had on me. I thought back to what I was like as a freshman: hopeful, but still awkward and naïve. Did my Pingry experience fit all of the expectations freshman me had? Of course not. That would be impossible.

Sure, the knowledge I have gained in the last four years is immense, certainly more than I ever expected. I can derive the

speed of light from Maxwell's equations, demonstrating its wave nature. I surprise myself every time I realize that I still remember some obscure fact from American history. I can walk through the phases of the French Revolution and analyze their significance in my sleep. However, I have come to realize that what I have learned in my academic subjects represents only a small part of what a Pingry education has come to mean to me. What has been far more important is my intellectual development and the people I have met.

The teachers who have taught me have done an incredible job in emphasizing the joy of learning: the pursuit of knowledge for the sake of self-enrichment. I've often gone to Dr. Dineen with the intent to talk about an assignment, only to find myself debating health care policy or John Ed-

wards' merits more than an hour later. I have come to appreciate the excitement that my teachers have about their subjects: Mr. Coe's love of physics is infectious. Mrs. Landau's fabulous third period AP Euro class has been an incredible experience. Although we rarely followed the AP syllabus, we were constantly engaging our minds with discussion on an incredibly wide variety of topics. It is because of classes like Euro that, as I roll myself out of bed each

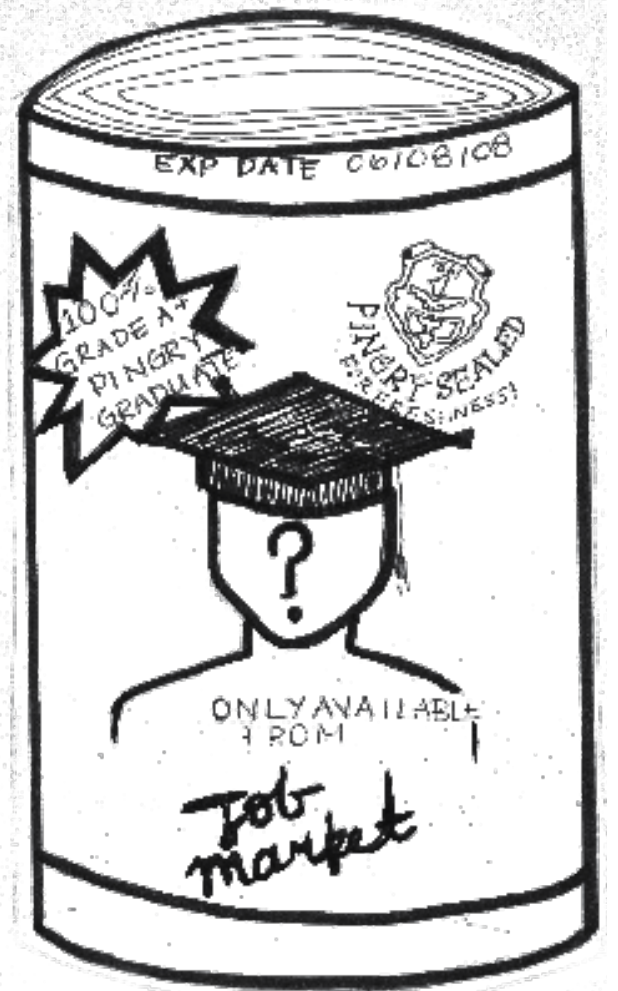
morning, no matter how little sleep I got the night before, I look forward to another day.

What makes Pingry a truly exceptional place is not the number of volumes in the library or the shiny statue out front, but instead the people who are a part of it. The faculty and staff are incredible, and I am honored to have the privilege to have spent

so much time with the Class of 2008. At times it felt like I never left the building; there was a day earlier this year where I got to school at 6:45 AM for morning swim practice, and then I didn't leave until 10:30 PM after a full day of classes, another swim practice, and work on Vital Signs. Then I started my homework. However, I realize now that I subjected myself to all of this because of how much I loved the time I spent in the building, largely because of who I was spending it with. It was stressful at times trying to manage academics, athletics, and Saturdays putting out The Record. However, all of the work only made me a stronger person.

I want to thank everyone for making my time at Pingry incredible. This past year has been an emotional roller coaster and I wasn't always sure that I would make it through intact. I'm proud to be able to call myself a Pingry graduate, not because its name will be on my diploma, but because of all of the people it has allowed me to meet.

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By CHAR CONWAY (VI)

Faculty: What Will You Miss About the Class of '08?



DR. DINEEN

"Their intelligence, humor, and humanity. They keep on keeping on."



MR. COE

"The intellectual energy and passion that they brought to not only academics, but to everything."



MRS. LANDAU

"The fantastic group of wonderful kids."



MR. KEATING

"How they manage to stay so tight as a class and still find so many ways to express their individuality."



MRS. GRANT

"The larger than life personalities and the people who are constantly visiting, debating, and having fun."

Looking Back on Five Years Here: All the Things I Will Remember

By OLIVIA DELIA (VI)

Sitting here trying to recall the quintessential moments of my high school experience, a few things come to mind—images of my coaches wearing pink fairy wings from Halloween's past; a slow-motion sequence of Mr. Hata throwing dry-erase markers at Zach Carr; the quiet sweetness of putting around with friends in the front yard during these last weeks of May.

And then, of course, there are the traumas.

Like the cold November evening freshman year, the night before an Honors Bio Project was due, when I stumbled into Mrs. O'Mara's office to make an innocuous request for her home number.

I had just enough time to swing by her office before I ran to catch the bus to the Prep State cross country meet, and I was still at a complete loss for how alpha and beta chains were significant to protein function. I was bound and determined to find out. With Mrs. O'Mara's help.

I remember her animated reaction—"You want WHAT?! I HAVE CHILDREN TO TAKE CARE OF!"—and the way I staggered to the bathroom, choking back hot, indignant tears.

And then there were the other incidents—

My general inability to speak my freshman and sophomore years without turning a brilliant shade of red.

The overwhelming desire junior year to quit Honors Physics, and then to quit AP US, and then to quit school.

And there was this fall, when I feared I would degenerate into a caricature of a human being, attempting and reattempting to capture my essence in a single 500 word essay that began with a few appalling jokes about my extracurricular activities.

As awful as they were at the time, these moments are now snuggled up in my mental file of favorite memories (alongside the surprise cross country trips to Gabe's Fountain, sumo wrestling Jess Zhao in a fat suit at Spring Fling, etc).

Every memory is a snapshot that reminds me of how much everyone at Pingry—through tough lessons and through easy ones—has helped guide me along the epic trek that is high school.

All of the memories I am taking away with me are also proof of how awesome you guys are.

As Jillian Lubetkin wrote in her senior reflection last year, "I will remember..."

Spending countless CPs in the Bio office with Mrs. O'Mara—my advisor, teacher, and eventual life coach—and, under her and Mr. Hata's tutelage, maturing into the self-sufficient biology enthusiast/human being that I am today.

I will remember...

The relief of tag-teaming morning meeting with Taylor Sankovich for our interminable series of Spanish Club announcements. The potent sense of victory after announcing an upcoming pizza day in spite of the flush in my cheeks.

I will remember...

Mrs. Kinney and Mr. Lear tirelessly cheering me on through my perpetual college breakdowns. Their extraordinary ability to make anything and everything OK with a lot of love and a little pizza.

I will remember...

Advisor group with Mr. Raby, Mr. Horesta, and Mr. Raby's clementines. And Mr. Horesta's refusal to accept my invitation to Snow Ball (it's OK, Mr. H, I'm cool with it).

I will remember...

I am who I am because you guys have been here rooting me on.

Running over a squirrel on Martinsville Road with Kathleen Soo Hoo.

David Yang's unflagging willingness to help me with Physics junior year, and the impromptu buoyancy bathtub lab he coached me through at 1:00 AM via AIM the night before a test.

I will remember...

Trem's giggle. Missing math class for a Green Group meeting, and hearing afterwards that Trem announced, "Delia skipped class to go march in a peace parade."

I will remember...

Cape-filled cross country spirit days. The ENTIRE track team cheering on the 4x400 relay team as we fought to defend our seventh consecutive state championship last spring. And then winning with a comfy five point lead.

It would be impossible to share all of my fondest memories of Pingry in this space, but I want to acknowledge all of the friends and teachers who have contributed to me and my fellow classmates over these past four years. You guys make our lives wonderful. AND I LOVE YOU!!

I Wouldn't Change a Thing

By JENNA DEVINE (VI)

This past week—my last week of high school classes ever—I had this odd feeling that I needed to be doing one last thing before I left, I just couldn't put my finger on it. I feel the same way about writing my senior reflection. I know there's something important I want to tell everyone before I go, I'm just not sure what it is.

I suppose it was so hard for me to write this reflection because I have such mixed feelings about Pingry. You could call it a love/hate relationship. There were times here that I remember with utter joy—each Fall Play, for example—and times that you could not pay me enough to live through again—second semester junior year comes to mind. I felt like I never had enough time to pursue some of the things I really loved. Sometimes I wondered if I'd be happier at an arts school. But now

I realize all I would have missed had I gone that route. I never would have had the chance to sit at Mr. Keating's table and type in "The Devil Wears Prada" as one of his

Even though there were times when I wanted to torch my textbooks, my experiences at Pingry, both good and bad, have made me who I am today.

favorite movies on his Facebook profile. I never would have been (affectionately) called a fathead in Trem's BC Calc class. I never would have almost passed out trying to hold back laughter the day we tried to get Mrs. Landau to say "shenanigans" in third period AP

Euro. I never would have brought back the Golden Age of Pingry theater with Drama V in "Amateurs." These are the memories that make me certain that Pingry was worth it. Even though there were times when I wanted to torch my textbooks and move to Alaska, my experiences at Pingry, both good and bad, have made me who I am today. And as I've found out over these past four years, I like the person I'm becoming.

So I guess what I'm trying to say to the underclassmen is to take the good with the bad and have faith that eventually, something wonderful comes from that. (And by the time you're a senior on ISP, any bad memories will have faded anyway.)

Love the process. There were times when I was so focused on making it past my next deadline that I let the everyday good things slip by without appreciating them—grilled cheese for lunch, an assembly that got out early and gave us some free time, a particularly exciting class discussion. Look for things like this. It's easy to get caught up in the frenzied pace of Pingry life, but just don't let it affect you so much that you start to miss the good moments, however small. Seek out happiness; don't wait for it to find you.

Lastly, take care of each other. As Mr. Bugliari said to the seniors, we may leave Pingry, but Pingry never leaves us. Each of you has some influence on the people around you and will change their lives, even if only slightly. Let your mark be a good one.

And one more note of gratitude before I go. Amanda, you've got it figured out way more than I did at your age. Thank you for showing me what an idiot I can be sometimes. I love you, sis. To my teachers: thank you for having a profound influence on the way I think and making me feel ready to go out and face the world. To the Class of 2008: thirteen years later, I wouldn't change a thing. Thank you all.

The Transition from Pingry to ISP

By BIFF PARKER-MAGYAR (VI)

It's 10:16 AM on April 28, 2008, and here I am, sitting in the library after just e-mailing in my final paper to Dr. Dineen, attempting to contemplate the finality of my no-longer-incomplete status. When I handed in my form to Mrs. Hearst, I received an enthusiastic high-five and best wishes for ISP, meaning that I could have left the building. I could be on my way home right now, yet for some reason, I find myself in the library, surrounded by about 20 still incomplete seniors.

In fact, I could have been complete yesterday, Sunday, as I wrote all but a half-hours worth of my final paper before 2 PM. Instead, I spent most of the day finding reasons not to work on my paper, dreading the moment when I would have no excuse to come to school. It's not that I am

someone who genuinely looks forward to waking up at 7 o'clock every morning on a minimal amount of sleep and I know my ISP will be fun, but I cannot help but think about what I will miss when tomorrow I report to a newspaper office in Bernardsville instead of the senior couches.

I will miss what has clearly been the highlight of my senior year: AP Euro, Period 3, the greatest class ever assembled. In that class, from 10:19 to 11:03 AM Monday to Thursday, I learned more than I have in any other class, albeit very little of that new knowledge is European history. Each class began with Mrs. Landau's valiant effort to teach us

some of the material, but slowly dissolved into a (usually) equally academic discussion on some other topic. Regardless of how we were off topic, we always were.

At one point, Mrs. Landau became so frustrated with our lack of progress in early February (we were stuck in what she calls 'the tar-baby of history,' the 19th century), that she gave up altogether and made each of us take turns teaching the class. That assignment should have taken our class six days, yet it took us more than three weeks. Mrs. Landau, frustrated yet persistent, taught us what we needed to know to dominate the AP exam while simultaneously fostering some

of the most random, funny and stimulating class discussion I have had in my time at Pingry.

I will miss the comfort level that teachers have with students which was best exemplified in that third period bastion of excellence, but transcended the class into almost every facet of my high school career.

What separates Pingry is our teachers' willingness to talk about life outside the classroom; they aren't content with just grading your papers and returning them in a timely fashion. Whether it was Mme. Castaldo's gateau on our final day of class, hanging out in Mrs. Grant's office or stopping to talk with Mrs. Landau in the hallway, I have always felt that my teachers are there to support me, and I know that I am going to miss that support system tomorrow when I show up in Bernardsville.

I will miss the comfort level that teachers have with students which was best exemplified in that third period bastion of excellence.

The Incomparable Comfort of Being a Pingry Student

By ADRIENNE SPIEGEL (VI)

Anyone who has had Mr. Keating will surely be familiar with Oscar Wilde's description of his high school years as "vaguely detestable." This description wonderfully captures teenage angst. It brings to mind the classic Hollywood depiction of high school as made up of two distinct groups: the popular kids, who will never be quite so loved and envied as during high school, and the misfits, for whom high school is daily torture. Such a high school makes for a very formative experience, allows for a true embrace of everything awful about adolescence. But regrettably, I must admit that I did not have a terribly awkward and unfortunate high school experience. If I had, I would have been able to crawl into music and literature that spoke to me, I would have wallowed in glorious self-pity, raged against everything and nothing, and run to college with open arms. But instead I was cursed with a great institution and a great experience.

Pingry has become increasingly comfortable over the past few years, and as I've settled into Pingry, I've also settled into myself and the people around me. I'm only just finding myself where I want to be— with a liberal translation of "place," please. I know that in the end

the journey is the destination, and obviously my bushwhacking journey through Pingry was a certain end in itself. Yet it turns out that here at the destination, the end of senior year, graduation drawing closer with every lazy day of ISP, it's pretty darn nice, too. And it's from this perch, jaded by relative leisure, that I'll look back on Pingry now. So there's your disclaimer, cynics.

Pingry, in one way or another, has affected in me almost every emotion from elation to misery, and I can say I'm glad for almost all of them because it took the struggle to really appreciate all the good stuff. In fact, it's been during exhausting weeks of papers and practices that I've been shown glimpses of what Pingry's really about. For example, this fall, suffering the usual ailments of seniors around November, the Vital Signs staff spent a week working on layout late into the night, Ling Ling containers strewn around Room 340, various magazines spread out on the floor for inspiration; it was during this period that I really got to know a group of people who have become central to my life at Pingry.

That experience might have affected me so profoundly simply because it was the first time I spent a significant amount of time at Pingry during non-school hours. I mentioned how comfort-

able Pingry has become earlier, and I mean it now quite literally. Senior year it's been all too easy to lounge around somewhere in the building only to find myself too comfortable to move—too comfortable with the general mood, with the people around me, with the conversation and the couches. I don't know if this is a universal experience, this treatment of Pingry not

Pingry has become increasingly comfortable over the past few years, and as I've settled into Pingry, I've also settled into myself and the people around me.

only as a place of study but as a social hangout and a hub of extracurricular activity. If not, I encourage everyone to spend just a little more time here when you don't have to. Or if that's too much, just don't dread the extra time you have to be here to see a teacher or wait for a ride.

I have discovered so many different spaces at Pingry in which to release different impulses, and these spaces have made me want to be at Pingry much more than I'd imagine

most people want to be at school. From faculty offices, to couches, to athletic fields, it is at Pingry that I decompress, have political discussions, fall asleep, eat my meals, and just run around outside. So I guess it's really the physical place I'll miss the most. Leaving everyone here is hard—I've had teachers and coaches who have touched my life in ways I'm sure they're unaware of. I've made friends with whom I can talk about anything and everything. But it's the building that represents all of these people and experiences. It's the hideous clock-tower, the conspicuous lack of traditional-high-school enclosed hallways or staircases, the cafeteria with the inexplicable "J.D.'s Grill" sign, the blue couches that litter the hallway, the dimly-lit Record office. I've walked through the building for the past six years noticing these features but thinking little of them. I exist in Pingry casually and comfortably. I am familiar with most of what I see. I am at least familiar to, if not acquainted with, many of the people I see.

Over the past few weeks I've seen some recent graduates return to Pingry to catch up with teachers and friends. They walk in and head toward their destination, recognized by a few students, and greeted eagerly, I'm sure, by the teachers they visit. But I can't help but see them and

think with a twinge of premature nostalgia that that'll be me next year. I'll only be at Pingry to say hi to my teachers and maybe an underclassman or two if I happen to bump into them. I won't stroll through the hallways as before, wandering where I will, meeting a friend along the way, heading to the tech lab, thinking better of it, sitting on the couches, and taking out a book as a prop, since more than likely, I'll spend the next hour just talking anyway.

It is this nonchalance, familiarity, and spontaneity that Pingry inspires that I will miss. I suppose common advice in reflection pieces like this one is: try not to take [insert value here] for granted. But the appropriate advice in this case seems to be the opposite. I don't thank my mother for the furnishings of our home nor for dinner table conversations. Of course thanks is due to Pingry for providing me with all that it has, but there's something nice about accepting without question couches and conference period, the bookstore, the tech lab, teammates and teachers. Taking something for granted requires a certain level of comfort, an expectation that something will continue to exist for your sake. Pingry has given me that comfort; it has allowed me to forget how unusual so many of its features are. So thanks for letting me take it all for granted.

Transcending High School Stereotypes

By PETER CORRIGAN (VI)

No matter how much every senior says “man, I can’t wait to go to college,” or “yeah, I’m ready for a change, Pingry is too small,” every single one of us is going to miss some aspect of our respective high school career. Whether it is time spent in the classroom (probably not), time on the sports field, or time spent with friends outside school, everyone is going to be experiencing something different than high school next year. (Except Dan.)

When I came to Pingry as a freshman, I came with a group of friends from Peck, and quickly integrated into my new surroundings. At first I worried that I didn’t have a niche, a small group of people just like me, but I now realize what a good thing that was. Only at Pingry could I have, among my best friends, both the leading all-time basketball scorer and the captain of the Quizbowl team. Only here could I be both considered both a nerd and an athlete.

It is no doubt because Pingry is such a small place that these things are possible, but at times that small size becomes a hassle. For instance when an individual gets, say, his eyebrows shaved off at a party, he can’t really hide it. But Pingry even makes events like that, one of the slightly more embarrassing of my life, tolerable. Teachers, though they poked fun, mostly ignored it, apart from Mr. Trem who, for the life of him, I don’t think could figure out what was wrong with me, and kids, while they had their fun too, weren’t too bad about making fun of me for looking like a serial killer.

Leaving for college in the summer not only makes us all excited, it makes us remember all the stuff we will be leaving behind, namely, the people. I’m not going to be able to go out to lunch with the same guys every day anymore; not going to have the little tiny baby sophomore rubbing his head on me in the huddle asking to run “Trips 24” so he can get the ball; not going to get to see Jeremy get his foot run over while trying to push Will’s car over the icy mountain road. I am also not going to give Grace a one armed hug, hear Mr. Boyer say “just play football,” or listen to any of Derbs’ more-than-mildly-awkward comments about girls on the baseball trip. Everything

is going to change.

That’s both scary and good. There’s a time when we are all ready to leave behind administrators breaking into our cars to see who we are, but also a time when it is going to be weird hearing a history professor call Afriker—as we know it should called (right Mrs. Landau?)—

Every single one of us is going to miss some aspect of our high school careers.

Africa. The people, not the school, are what make it hard to be excited about leaving. Friends and even just classmates make sitting through a test you know you are failing bearable, make coming to practice early in the morning after a late party okay, make dancing to Italian techno fun, and make taking Latin cool. Well, as close as Latin can get to cool.

In the end, leaving behind the friends and teammates, exes and crushes, and teachers and coaches is scary, but what transition will we be thinking about four years from now?

Tipping Our Hats to the Amazing Faculty

By TREVOR TOPF (VI)

Being a second semester senior and having nothing better to do, I found myself idly wondering what life would be like outside of Pingry. No easy task. Pingry has been such a large part of my life over the past six years that trying to envision life without it is difficult. The change is simply too great for me to comprehend without actually experiencing it. So I attempted a smaller scale.

Never more will I inhabit these senior couches...nope. No response: I’m still aiming too high.

No more assemblies? Nothing. I wonder why.

No more grilled tilapia? Ah. A slight twinge there. (But of what emotion?)

No more of Mr. Leef’s monologues? Okay... now I’m beginning to feel it.

No more idle chitchat with my favorite teachers (inevitably never about class?) Excuse me for a moment while I break down and sob.

I should have known that would be the last straw all along. What makes this school so special is not its physical manifestation. The building, the classrooms, the grounds, and the food are certainly part of the Pingry experience, but they aren’t what make it what it is. Likewise, our underlying

principles are important, from the uncompromising commitment to academic excellence to the embracing of athletics as a fundamental part of life, but they aren’t the key either. Even our much-touted Honor Code, necessary and positive as it is, does not define the essence of the Pingry experience.

So what is it? What makes Pingry so special?

In the end, it is the people who inhabit it that make this school the place that it is. Certainly a large part of that is the student body, but I’d like to take this moment to tip my hat to the faculty. As much as the students may love the school, it is the faculty who in many cases have chosen to spend fourteen or even forty years at Pingry rather than four. As much as students may believe in the Honor Code, it is the faculty who have made it their business to instill it in the hearts of every new generation under their tutelage. And as hard as students work for their futures, their teachers labor just as mightily not for their own futures, but for the futures of their students.

Why do they do this? Because they care. They care about teaching both on the abstract level of feeling

the responsibility to educate the next generation and frequently on a much more personal level as well. I for one have had several teachers who’ve gone out of their way to be

something more to me—mentors, role models, and counselors—and I know that the same is true for my fellow seniors as well. Imagine the strength of spirit it must take to pour one’s heart and soul into the well being of another, knowing full well that in four years or less they’ll be gone. This is what your teachers do every day of every week of every school year. This is how

they have chosen to spend their lives. Can you comprehend that? Can you begin to understand what that must be like or, like me trying to imagine life without Pingry, is it just too big to grasp?

And so, to the faculty of Pingry, my mentors and all those like me, I would like to express my heartfelt thanks and convey my admiration for what you do. As much as it saddens me to be leaving all of you, I take comfort in the fact that while I may not remember the details of what you taught in class, I will always remember the support and care you have provided and the life lessons you have imparted. I will carry with me for my entire life the pieces of yourselves that you so generously and selflessly have given to me.

To the faculty of Pingry, my mentors and all those like me, I would like to express my heartfelt thanks.

The Blessing of A Pingry Education

By DAVID YOUNG (VI)

It is finally over—all the college application frenzy.

Twelve years of continuous effort. Thirteen, if we count kindergarten.

I guess there is relief more than joy with moving on.

Next year, with college comes a new environment, and with it new challenges, all over again. For now, I just want to bask in that rare feeling of relief...

... and to enjoy, really enjoy, my last days at Pingry.

After all, the years that I spent here—Short Hills and Martinsville—feel like an eternity—molding me as well as many of my memories since I was seven.

It seemed only yesterday when I joined Pingry’s

second grade, a chubby child often with no sense of direction—or purpose. As I recall, my transition from a Catholic school turned out to be painless. Small classes. Great teachers. Smart classmates. Great sports. Earlier, having gone through two schools often feeling unchallenged and bored, I had finally found a niche of excellence.

The next five years only confirmed my intuition.

There was Mrs. Irish, who laid down for me my interests in sciences and math. There was Dr. Pearlman (our dear Dr. P), a bundle of energy, who taught me English for life, along with Mrs. Gibson, Mr. Corvino, and so many others.

Then came a two year hiatus with my family moving to Taiwan and my getting transferred to Taipei American School for middle

school. I was in for a culture shock! Socially, it was wonderful, and I was among many Asian Americans like myself. My eyes had been opened to a new world of possibilities, and I was introduced to a global stage—the stage that I will certainly be involved with later in life.

Academically, however, it was something else—perhaps a good two years behind. Into my 8th grade, I would lobby my parents to allow me to go back to Pingry.

Back to Pingry for high school, I was a different student. I no longer took anything for granted as I had before. I cherished every opportunity to learn, to participate, to explore. I knew now how privileged I was.

In fact, many of the faculty now had become my mentors. I would be remiss if I did not name Mr. Fayen, Mr. Li, Ms. Wolfson, Mr. Trammontana, Dr. Murray, Mr. Coe, Mr. Maxwell, Mr. Keating, Coach Facciani, to just mention a few. They have taught me by example.

As for the rest of us, the graduating seniors, I’m continually amazed at how talented we all are—with our own peculiar interests and strengths, obviating any peer pressure or the need to compete among us. I trust that in many ways this feeling of camaraderie is reciprocated largely throughout my class and may explain largely why the class has achieved so much.

These are just a few memories that come to mind when I think of Pingry. Looking back, I can only say that I have been thoroughly blessed through this association.

I cherished every opportunity to learn, to participate, to explore.

An Unexpected Welcome: Random Acts of Kindness

By CAROLINE PINKE (VI)

I was forced, against my will, to come to Pingry in 7th grade. I had gone to Peck from Kindergarten through 6th grade, and had every intention of graduating with my class as a lifer after 8th grade. But my parents had a different plan for me. On my last day at Peck, I cried hysterically and frantically ran around the building hugging my friends, teachers, and acquaintances from the past seven years of school. On my first day at Pingry, I also cried, but alone this time, and then went home to conference call my three best friends from Peck to tell them how terrible the rest of the year was going to be.

After a few days of this melodramatic behavior, I came to the sad realization that it wouldn’t get me anywhere. There was no way for me to go to back to Peck; I was stuck. Resigned to this terrible fate, I decided I should at least open my mind to the prospect of making friends. So far, my classes had been bearable because they at least provided a structured setting, with a prearranged group of kids and even prearranged topics for discussion. But lunch and free periods were another story. Their

unstructured nature only accentuated my isolation, and instead of facing my fear and conquering my inhibition, I had begun skipping lunch altogether. Instead, I would wander around the building to avoid interaction.

On the third or fourth day of school in 7th grade, I decided that I was going to have to start eating lunch. I took a while to find something to eat, and then courageously

I have been continuously challenged, socially and academically.

walked toward the intimidating crowd of middle schoolers to find a seat among them. But an unexpected obstacle arose. I had taken so long to get my food that there was not an available seat, at a welcoming table at least, in sight. Enter my savior: Blaire Smith. Blaire recognized my lost and frightened gaze and got up from her own lunch and table of friends. She spotted a stray chair a few tables over and, with chair in hand, heroically weaved her way

around tables, chairs, and people. She told her already full table to make room for one more person, and, putting the chair down next to her, called me over to sit down with them, immediately including me in their conversation.

Maybe making room for a friendless 7th grader at lunch doesn’t seem so heroic to you, as I’m sure it didn’t to Blaire. But I still remember that lunch period from six years ago because of the surprising impact it had on me. Blaire’s casual act of kindness in those first few days made me give Pingry a chance. I’m truly thankful for that, because once I did, I was able to start taking advantage of, and appreciating, all that Pingry has to offer.

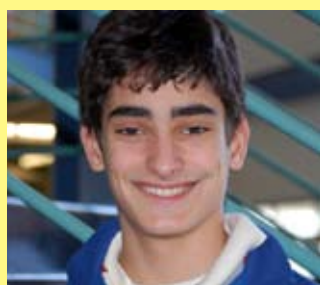
Over the past six years, I have been continuously challenged, socially and academically. My teachers at Pingry have stimulated and inspired me. My friends have kept me sane—for the most part—in this sometimes frenzied and overwhelmingly stressful atmosphere. And I approach graduation feeling prematurely nostalgic, but confident and ready to enter another completely unfamiliar place, this time, though, with a positive outlook and an open mind.

Underclassmen: What Will You Miss About the Class of '08?



JENNY GORELICK (IV)

“Louis Riccardi and Kris Mazara.”



GIANCARLO RIOTTO (V)

“My friends.”



KAELA O’CONNOR (III)

“Trevor can hurt anyone who is mean.”



MAX DECHIARA (IV)

“The seniors from the musical and play.”



SCHUYLER BIANCO (III)

“My sister, who is a senior.”



M. Skiba (VI)

Mrs. Cassidy Moving to Head Savannah School Math Dept.

By SAM BARON (IV)

Mrs. Katherine Cassidy, who has taught at Pingry for the past 18 years, will become the Math Department Chair at Savannah Country Day School in Savannah, Georgia, this coming fall.

Mrs. Cassidy will be remembered for her motherly style, both in teaching and personality: warm, approachable, committed, and impassioned, but demanding at the right times.

"I love the fact that I can walk up to her and chat about TV shows or just pop into her office to say hi," said Lillie Ricciardi (IV).

During her 18 years, she has taught nearly every course that the Math Department offers. She currently teaches Algebra 3 and Trigonometry, AP Statistics, and AP AB Calculus. Her nearly full schedule would swamp many teachers, but she is always available for extra help, even for students of other teachers.

Jeff Baum (III) said, "She always offered help when we needed it. For the first time in a long time, I looked forward to math class and learning trigonometry."

Mrs. Cassidy watches "The Office" religiously, and her students could always look forward to the following Friday's conversation. Her sense of humor is tinged with elements from the series, and her students and colleagues will attest to her love for awkward moments and silence.

"With a smile and an 'Office' joke, she is able to captivate and engage her students, making learning math almost 'fun,'" said Bozhena Lisko (IV). "She has a natural talent for teaching and a very special relationship with her students."

Courtney Hulse (IV), agreed. "Her students appreciate her dry sense of humor and her abuse of the freshmen making noise in the hallway, and we'll miss her next year," she said.

Mrs. Cassidy will also be

remembered for her "house-keeping" announcements. The school, when left in disarray, could always count on her to remind everyone of their responsibilities. For this reason, students revered her as a role model and for her caring, stentorian authority.

When asked about any advice she has for the student body and faculty, she spoke of her concern for students' welfare.

"Always look at the big picture, the big perspective," she said. "We take things too seriously and too personally. We have to laugh at ourselves; life is nothing if you can't," she said.

She went on to say that

grades are not a reflection of character.

Of all those who spoke about Mrs. Cassidy, all mentioned her undying commitment to the students and her cohesive personality.

Mrs. Cassidy has many favorite Pingry memories: SAC videos, the Button-downs and Balladeers, and this year's April Fool's joke played on her by her AP Statistics class. She continually emphasizes that, for her, it has truly been all about the students.

She is "not moving out of dissatisfaction," she explained, "but just trying something new. It's an adventure."

Lewis Leaves to Study in Boston

By EMILY XIA (IV)

After one year of teaching Latin to seventh graders in the Middle School, Ms. Emily Lewis will be leaving Pingry to pursue a degree in teaching this September.

A member of Bryn Mawr College's Class of 2007, Ms. Lewis spent the year filling in for Ms. Margaret Kelleher '01, teaching Latin 1A and 1B. She also served as assistant coach for the girls' ice hockey team, and ad-

vised "thirteen wonderful seventh graders," as she described them. Ms. Kelleher will be returning next year, so Ms. Lewis will be leaving for Boston University in Massachusetts, where she was born, to study in the Master of Arts in Teaching program and work towards her teaching certificate. She hopes to continue teaching in the future.

Of her Pingry experience, Ms. Lewis said that she "loved it." "Every person, everything I did. I

took on a lot this year," she reflected. "And I really didn't regret it." Even coming in knowing that she would only be staying for a year, Ms. Lewis found that she "became a lot more attached to Pingry than [she] ever expected."

"I'm really sad to be leaving here," she said.

Ms. Lewis will be remembered for her sense of humor, her caring words, and her cheerful personality.

Victoria Lee (IV), a member of the girls' hockey team, described Ms. Lewis as "a great person to talk to because she always manages to cheer up the team or bake amazing cookies." "I speak for the entire team when I say that girls hockey will miss her guiding ways and smiling face next year," she said.

Neha Srivastava (IV), also a member of the ice hockey team, said, "Ms. Lewis was an awesome coach! Her encouraging and cheerful words and her passion for the sport were evident every day, whether on the ice or in the locker room."

Ms. Lewis' most memorable experiences at Pingry were taking students to Red Bank for Rufus Gunther Day, watching a struggling student get a perfect score on a Latin test, and going on the ice hockey trip to Pittsburgh. Ms. Lewis said, "The whole year was incredible. Goodness knows I am going to miss you all!"



M. Skiba (VI)

History Teacher Alan Stanfield Moving to Boise, ID with Family

By ANDREW YOUNG (III)

After two productive years of teaching at the Pingry School, Mr. Alan Stanfield is leaving at the end of this year to teach and coach at Timberline High School in Boise, Idaho. His wife will work as a church pastor at a local congregation there.

Prior to working at Pingry, Mr. Stanfield taught four years in North Powder, Oregon, followed by completion of his K-12 Administrative License at Whitworth University in Spokane, Washington, a process which took two years.

According to Mr. Stanfield, he is returning to the Northwest because his family enjoys and prefers the mountains there as well as a more outdoor oriented lifestyle. He also says that he will be moving closer to both his and his wife's families, who live in the area.

Mr. Stanfield has been an active member of the History department during his tenure at Pingry. Last year, he taught the freshman course World History 9, and this year he has taught the sophomore World History 10 course as well as World Religions.

As a teacher, he is perceived by students as both creative and effective. Many noted that he always tried to make his class as interesting as possible.

Sam Baron (IV) commented that he has "always enjoyed being in Mr. Stanfield's class and [that he] really enjoyed his teaching." Dr. Murray, History Chair, adds, "Alan, of course, is from Oregon, and most of his teaching experience prior to Pingry has been in the public education world, so he has brought to us a fresh, new perspective."

Besides teaching, Mr. Stanfield has made important contributions to Pingry's sports programs. He was the head football coach for

two years, assistant track coach for one year, and assistant basketball coach for one year. Asked about the more memorable moments of his coaching experience, Mr. Stanfield said, "I especially enjoyed the Friday night football games! I have always thought that high school football should be played under the lights."

Of the other teachers-coaches who worked with him, Mr. Stanfield had only the highest compliments: "John Crowley-Delman, Tom Boyer, Jon Leef, Jason Murdock, and Chris Shiels were all people that I connected well with through coaching football together."

About other memorable experiences at Pingry, Mr. Stanfield adds, "I have fond memories of my daily interactions with my students, and I really enjoyed teaching the World Religion course for the first time. The science department golf event was a ton of fun."

Asked about Pingry's strengths, Mr. Stanfield comments, "I think Pingry is an outstanding place to teach and the student performance is excellent. I can't imagine teach-

ing in a more rigorous environment where students thrive and teachers maintain the highest of expectations."

In terms of advice for Pingry students, Mr. Stanfield says, "The student body at Pingry is enormously talented and the students should feel compelled to use those talents in a way that blesses the people outside the Pingry community."

About his leaving Pingry, Mr. Stanfield adds, "I told [Upper School Director] Jon Leef when I resigned that I wished I could export my Pingry experience to the northwest. I have been blessed to work here."

Dr. Murray notes, "Although he has only been with us for two years, Alan has had a real impact on his colleagues in the History Department, as well as on his students. He will be missed."

The Pingry community wishes the best of luck to Mr. Stanfield as he leaves Pingry to enter a new chapter in his life. His hard work and influence on students and faculty alike will always be remembered.



M. Skiba (VI)

Mr. Stephen Kovacs Departs for Wall Street

By EVAN ROSENMAN (VI)

Sixth grade humanities teacher Mr. Stephen Kovacs will be departing after one year at Pingry. A former securities trader, Kovacs will be returning to Wall Street next year to work in business.

Kovacs graduated from Columbia University, where he majored in history and was also a three-time NCAA All-American and Academic All-American. He captained the NCAA National Champion fencing team and was the head sabre coach at the Clinton Fencing Club for two years.

Though he has tutored in the past, his time at Pingry represented his first intensive teaching experience, and he said it was "professionally, the best year of my life." He went on to say, "It was far more difficult than I imagined—in a good way. I didn't realize how intellectually aware eleven-year-olds can be."

He also said he learned a lot about time management through his experiences.

In addition, Kovacs enjoyed his work at a Pingry fencing coach, although he learned that "it is very hard to teach a technical sport in brief time intervals with individual kids."

Indeed, Kovacs was a favorite among the fencers because, as senior captain Liz Lynch put it, "He bridges the gap between best friend, father, and teacher. He genuinely cares about the kids he teaches and coaches."

Yet as much as his students and fencers will miss him, Kovacs will also be missing Pingry. As he said, "I really loved this group of kids. They were so special—genuine, sincere, boisterous, thoughtful, and generous. I'll miss them. I'm definitely going to keep in touch."



A. Kogut (V)

Fred Fayen Retiring After 45 Years

Students and Faculty Reflect on His Contributions

Continued From Page 1

can take any material and make it come alive."

Mr. Fayen's engaging teaching abilities also awed Mrs. Landau when she visited one of his seventh grade classes. "It was a joy to watch this masterful teacher lead a class discussion in which the students were invited, coaxed, and challenged to think critically," she says.

Mr. Raby adds, "Mr. Fayen has been one of the giants in Pingry's history. I consider him an eminent scholar, and an exemplary human being, at home with all students from middle schoolers through seniors."

Mrs. Geacintov believes that Mr. Fayen has made a great impact on all his students. "[He] expected only the best that each student in his own way could deliver," she says. "His comments about students went directly to their cores, and those comments showed a

favorite memories, he heard someone walking down the hall outside his office. "You hear who's walking by?" he asks with a smile. "That's Mr. Bugliari. I can never forget that voice." He met Mr. Bugliari soon after he arrived at Pingry, and with one soccer game left in the season—albeit the most important one: the State Prep-A Championships—he willingly accepted Mr. Bugliari's offer to become the assistant coach. During the game, Mr. Bugliari began arguing with a referee, but Mr. Fayen soon ended the conflict by telling him that if he kept arguing, the ref would have to send him back to the bus. "I looked at him," Mr. Bugliari chuckles, "and he gave me a look that said, 'Please don't make the ref do this. Make sure you stay in the game.'" With that encouragement, the team went on to win the trophy.

Dr. Richardson, who coached Varsity girls' soccer with Mr. Fayen, recalls that "he was always the voice

advisor under Mr. Fayen's careful guidance. "I remember him giving me advice after a difficult meeting I had with an advisee's mother," she says. "He calmed me down and gave me some perspective, which I badly needed at the time."

Mr. Sluyter has been very appreciative of all the help Mr. Fayen has given him. "When I came to Pingry," Mr. Sluyter says, "I immediately recognized him as one of the people to look to when I wanted to understand what the school stood for and what we're trying to accomplish."

As a college counselor, Mr. Fayen has helped match many seniors with the colleges they fit best into. "It's not about what I tell them to do," he says. "It's about their achieving the goals they set for themselves," he says.

Mr. Fayen is, as Mrs. Bruning says, "the epitome of Pingry's founding motto: 'Greatest respect is due students.'"

Mr. LaValette's daughter was one of his seventh grade students and later on, his college advisee. "He treated her like his own daughter," Mr. LaValette says. "I appreciated his sincerity, attention, and candour throughout the entire process."

The Pingry Administration has frequently looked to Mr. Fayen for his ideas and opinions. "What I respect most about him is that he is never afraid to go against the prevailing thoughts on a subject," Mr. Leef says. "He is also always keenly aware of the longer-term ramifications of the decisions that we contemplate."

As Secretary of the Cum Laude Society, Mr. Fayen has offered valuable counsel to the committee. "Cum Laude was the perfect organization over which someone of Fred's caliber should be presiding," Mr. LaValette says. Mrs. Geacintov adds, "He exemplified Honor, Justice, and Excellence," the three traits that characterize members of the Society.

Mr. Fayen has countless favorite memories from his long years here. One of them is when he received the Stifel Award, which was presented to him because he "exemplifies the characteristics exhibited by Henry G. Stifel III '83 in the years since his accident: courage, optimism, compassion, and spirit."

"It was a tremendous honor," he says, "because I greatly respect Henry G. Stifel and those who have received the award." He was also deeply touched by a speech Paul Scudato '78 gave on his behalf during the Alumni Reunion Weekend. Having been his advisor and college counselor, Mr. Fayen was "awestruck by his speech" and says, "He's one who I'm extraordinarily proud of."

In the many years that he has played a central role at Pingry, he has touched many faculty members'



lives. Mr. Tramontana, who has worked with him for the past 44 years, says, "He was a great influence on me as a new teacher, and I wanted to follow in his footsteps. He was a great inspiration, a friend, and a leader."

"Faculty sought Mr. Fayen for his wisdom, his knowledge of the school and its history, and depended on the strength of his character to do the right thing," Mrs. Geacintov says.

Ms. Ananya Chatterji has also valued him as a mentor. "We have had so many good, hearty conversations," she says, "from everything involving food, family, travel, work, and life in general. He is a terrific role model for me."

Teachers have had a variety of favorite memories with Mr. Fayen. While Mr. Li will always remember "having a Peking Duck dinner with him, his wife, and his daughter Blake," Mr. Tramontana will remember living with him at his bachelor house, where they "had dinner parties and would do all the preparing and cooking."

Mr. Allan, who worked with him for 40 years both as a fellow guidance counselor and as a history teacher, remembers when they were next-door neighbors for seven years. "He and I were major participants in the neighborhood kids' touch football and softball games in our backyards."

"He has been a major contributor to my professional (and personal) development," Mr. Allan adds. "His friendship and our interrelationship were and are invaluable to me." Mrs. Grant says, "Something that always both fascinated and amused me was Mr. Fayen's love of Robert's Rules of Order, which he and Mr. Li would both explain and enforce in faculty meetings over twenty years ago."

Dr. Richardson will most "miss his ability to listen. It is a rare thing in an environment where everyone is moving so fast," he says.

Another aspect of Mr. Fayen's character that many faculty members recall with pleasure is his keen sense of humor. "He has a joke or anecdote for almost every situation," Mr. Lear said. Mrs. Lionetti will especially miss "his sly chuckle after

telling a joke or a story, an indication that he has had as much fun in telling it as the listener has had in hearing it."

When asked what Mr. Fayen's legacy will be, faculty members and students responded with an array of opinions.

"Mr. Fayen's legacy will live on in how he guided and advised Form V and VI students about colleges and their futures," Miss Wolfson says. "As much as [he] helped to mold students in the 7th grade, his guidance and assistance about colleges really help to mold students into the adults they will be and into the leaders and contributors of tomorrow."

come to feel, could benefit from more Mr. Fayens," she said. "We need more people who have his measured manner, his willingness to listen, and his unwavering commitment to putting the next generation first in our list of priorities," she says. "He is, simply put, a class act and one of the greatest gifts Pingry has ever given me."

"I personally can't imagine what it will be like next year without him here," Mrs. Barbara Edwards says. "His presence is too big for any one person to fill."

Fisher agrees, "He is the first person I have seen leave who I really think is irreplaceable." He and other students have been deeply influenced by Mr. Fayen,



great respect for the process of learning and personal growth."

Sam Fisher (IV) personally benefited from his classes, remembering the times he spent in his office in seventh grade memorizing maps. "I failed the first few quizzes," he says, "but after countless hours of studying, I began getting A's."

Lexi Bocian-Reperowitz (III) always looked forward to his classes because, she says, "Every day I would walk into his classroom knowing that I was not only going to learn about the current book we were reading, but I was also going to learn about honesty, integrity, and respect, along with numerous other life lessons."

Mr. Fayen has also been actively involved in the sports department. He has been the head coach of JV girls soccer, as well as both middle school and freshman boys' soccer. He was assistant coach of Varsity girls' soccer, and even had a stint as a swim coach.

When pondering his fa-

of calm in the midst of the biggest catastrophes."

Mr. Fayen has been, and still is, a trusted advisor and college counselor. He created the guidance program at Pingry, which is one of his greatest accomplishments here. He was also the Head of Guidance, during which time, as Dr. Richardson notes, "He made the guidance system much more responsive to the individual needs of students, and he brought in a consulting psychologist to help students who were struggling."

To his fellow advisors, Mr. Fayen is truly an inspiration. Mrs. Lionetti is grateful for the "encouragement and counsel" he offered her when she first became an advisor, one who "patiently helped me navigate the difficulties a new adviser can encounter. He inspired me to pursue the field of psychology in graduate school and is one of the main reasons I am a counselor today," Mrs. Lionetti says.

Mrs. Roxbury was another teacher who became an



and will greatly miss their teacher who has grown into their confidante.

As for Mr. Fayen, he will take away the countless valuable friendships he has made with both his colleagues and his students. But he'll "leave behind his files," he chuckles.

Dr. Richardson concludes, "Mr. Fayen's greatest legacy is the thousands of former students who are out there doing better because of his guidance and kindness."

"Pingry would be a far lesser school without Fred Fayen!" Mr. Allan says.

Mr. Fayen, who has contributed so much to so many parts of Pingry's program, will be sorely missed by all.

Ms. Kooheli Chatterji was privileged to have Mr. Fayen as her college counselor when she was a student, and as a colleague when she returned to Pingry to become a teacher. "The world, I've

missed his ability to listen. It is a rare thing in an environment where everyone is moving so fast," he says.

Another aspect of Mr. Fayen's character that many faculty members recall with pleasure is his keen sense of humor. "He has a joke or anecdote for almost every situation," Mr. Lear said. Mrs. Lionetti will especially miss "his sly chuckle after

and will greatly miss their teacher who has grown into their confidante.

The 1902 Emblem

The Class of 1902 Emblem is awarded to Jessica Westerman of the Class of 2008, who, while in The Pingry School, by the efficiency and the amount of service and loyalty of attitude has done the most for the school, and who has been judged therefore by schoolfellows and faculty to have shown of them all the greatest amount of school spirit.

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



JESSICA WESTERMAN

Years at Pingry: Four

Trademark Characteristics: Energetic, hardworking, friendly, happy, outgoing

Activities: Student Government, Honor Board, Swimming, Softball, Blue Key, Peer Leadership

Summer Plans: Summer camp counselor for preschoolers at Pingry (where else), weekends at the Jersey shore

College Plans: Princeton University

Career Possibilities: Writing, teaching, law

Faculty Mentors: Mrs. Hearst for her guidance and companionship, Ms. Chatterji for her thoughtfulness, Mr. Lear for his wit and great

advice, Dr. Dineen for her creativity and insight, Mme Jordan for the incredible challenge, Dr. DeSimone for his endless wisdom, and Mr. Reichle for his encouragement and care

Favorite Pingry Memory: Giving an address at Convocation was the most awesome way to start senior year; any time on the senior couches is always time well spent; and the "Jailbreak" Homecoming dance was some of the most fun I've ever had at school.

What I'll Take Away: The people around you are what make or break your experience anywhere. Get to know them, learn to love them, make the most of your time with them. The people at Pingry are the best ones anywhere, and I'll take them with me everywhere I go.



KERRY BICKFORD

Years at Pingry: Four

Trademark Characteristics: Laid-back, friendly, optimistic, helpful, always asking for other people's blood

Activities: Vital Signs, running blood drives, Fencing, Peer Leadership, Blue Key, Tennis, Girl Scouts

Summer Plans: I'll probably be hanging out at the beach, seeing friends, attending a family reunion, and maybe volunteering or getting some sort of job

College Plans: Northwestern

Career Possibilities: Curator, teacher, book editor, one of those experts on "Antiques Roadshow"

Faculty Mentors: Mr. Keating, Mrs. Kinney, Mrs. Landau, Mr. Li, Mrs. Lionetti, Dr. Richardson, Mr. Thomson and many others

Favorite Pingry Memory: AP Euro field trips to the Metropolitan Museum of Art, fencing spirit days and movie nights, late night Vital Signs layout sessions, making a horror movie in Mr. Delman's film class, and the Peer Leadership retreats

What I'll Take Away: Some fantastic friends, a strong sense of self, a solid education and a lot of laughs. I've been lucky enough to get to be a part of an incredible class of people at Pingry who always made the stress and craziness easier to handle, and I'll never forget what it was like to be in such a tight-knit community. Congratulations, Class of '08!



JENNA DEVINE

Years at Pingry: Eleven

Trademark Characteristics: Being everyone's mom (whether they like it or not), spending entirely too much time in the theater, obsessing over grammar, speaking in weird accents

Activities: Fall Play and Winter Musical, Track and Field, Peer Leadership, Vital Signs, Calliope, dance

Summer Plans: Getting a job, traveling, starting my novel, and finally taking a minute to breathe for the first time in four years

College Plans: Princeton University

Career Possibilities: Writer and/or English teacher. Hopefully something that won't leave me living in a cardboard box after college.

Faculty Mentors: Mr. Keating, Mr. LaValette, Mr. Shilts, Mrs. Grant, Mrs. Landau, Mr. Romano

Favorite Pingry Memory: Taking my final bow in "The Good Woman of Setzuan." Getting Double Sixes in Drama V. Every moment of AP Euro period 3, including the time Mrs. Landau said "Dutch" 34 times in 11 minutes.

What I'll Take Away: A great education. A deep love and respect for the truly amazing teachers and friends I've met and the feeling that no matter where I go in my life, I can always come back here. Perhaps the most useful thing I'll take away: the ability to write a ten-page paper the day before it's due while simultaneously watching Gossip Girl and Facebook-stalking.



JACK DIMASSIMO

Years at Pingry: Four

Trademark Characteristics: Crazy hair sometimes bleached blond from chlorine and living in the Record office and constantly being called on to do layout.

Activities: The Record, Swimming Captain, Water Polo Captain, Vital Signs, Bacteriophage Research in Room 102

Summer Plans: Working in a lab at Rockefeller University. When I'm not nerding out, you'll find me hanging out with friends and maybe even doing a bit of traveling.

College Plans: The University of Chicago

Career Possibilities: I'm hoping that in four years I'll actually be able to answer this question. Right now, I don't have the faintest idea...

Faculty Mentors: Dr. Dineen, Mr. Hata, Mr. Coe, Mrs. Landau, Mr. Reichle, Mrs. O'Mara, Dr. DeSimone, Mrs. Lee, Mr. Bourne, Mr. Burns, Mr. Droste, and many, many more.

Favorite Pingry Memory: It's a tossup between winning the state championship in swimming senior year and all those late nights putting The Record out. Oh, and Period 3 AP Euro, of course.

What I'll Take Away: Great memories, an excellent education, the ability to survive without sleep, and a good work ethic. Well, at least I had a good work ethic last semester.

**SCOTT ECKENTHAL****Years at Pingry:** Four**Trademark Characteristics:** Imagine the would-be lovechild of Woody Allen and George Costanza. That's me.**Activities:** Fall Play, Winter Musical, Buttondowns, Men's Glee Club, Blue Key, SAC, Gay-Straight Alliance, Props, Admissions Tours, LJV**Summer Plans:** I'll be staffing a day camp in the Warren area and continuing to watch and review movies as I did during my ISP.**College Plans:** Trinity College in Hartford, Connecticut**Career Possibilities:** I'm strongly considering a career as a rabbi, but I also wouldn't mind being involved in teaching, film, or journalism.**Faculty Mentors:** Mr. Sluyter, Mr. Romano, Mr. Keating, Mrs. Romankow, Mrs. Lionetti, Dr. Richardson, Dr. Moore, Mrs. Asch**Favorite Pingry Memory:** Dressing up in my duct tape suit on Rufus Gunther Day as a freshman and getting the most applause. That, or the Peer Leadership retreat.**What I'll Take Away:** The satisfaction in the fact that although I wasn't the strongest student academically, I took advantage of everything Pingry offered me, whether it was incredible facilities, caring faculty, opportunities in the arts, opportunities to give back, or awesome friends that will last long after we don our caps and gowns**ABBY MACHERNIS****Years at Pingry:** Four**Trademark Characteristics:** You can usually catch me with a smile on my face and laughing.**Activities:** Chairperson of Honor Board, Peer Leader, Blue Key, Water Polo, Swimming, Track & Field**Summer Plans:** I plan on mixing business with pleasure by making some money before I go to college and spending quality time with family and friends.**College Plans:** Franklin & Marshall**Career Possibilities:** Hopefully an aquatic animal trainer at a place like SeaWorld.**Faculty Mentors:** Mrs. Hearst and Mrs. Hymas have emotionally and academically supported me throughout my years at Pingry and it would not have been the same without them. All my other teachers and advisors have greatly influenced me as well.**Favorite Pingry Memory:** Being covered in baby oil and doing the slip'n' slide at Spring Fling junior year, Mrs. Chatterji and Mrs. Kinney's unannounced visits to our cabin during dance parties on the senior retreat, and standing with Jess at the beginning of the year for Convocation.**What I'll Take Away:** Friendships that will last a lifetime, caring teachers that I can always come home to, and an unbelievable education that will guide me through the next four years of my life and beyond.**ANGELA RAMIREZ****Years at Pingry:** Four**Trademark Characteristics:** Overly optimistic, always up for a good time, willing to take chances and often ending up in bad situations, individuality, famous for giving short, inspirational speeches.**Activities:** Cross Country, Ice Hockey, Track, Peer Leadership, Blue Key**Summer Plans:** To find myself a job so as to not lie on a couch all summer**College Plans:** Yale University**Career Possibilities:** International relations or business**Faculty Mentors:** Dr. Murray, Mrs. Wolfson, Mme. Castaldo, Ms. Lebowitz, Mme. Jordan, Mrs. Grant, Mr. Maxwell, Coach Bob**Favorite Pingry Memory:** Our late night adventures on the senior retreat, everyone looking beautiful at prom, and of course the times we managed to stay out of sight for a whole day so as to not get in trouble for short skirts.**What I'll Take Away:** I will never forget the friendships I enjoyed here. High school was a time of tremendous personal growth for me and I cannot imagine that happening without my friends. I am confident, ready to venture into life, and well prepared for the challenges ahead. It was all a blast. I couldn't have had a better education anywhere else. Senior couches, I am already missing you.**DARINA SHTRAKHMAN****Years at Pingry:** Ten**Trademark Characteristics:** Living in the Record office and the dressing room, being extremely obsessive-compulsive, taking on major organizational endeavors, freaking out and then laughing it off.**Activities:** The Record, Fall Play, Winter Musical, Vital Signs, Blue Key**Summer Plans:** Perhaps an internship, and certainly traveling and catching up on all the sleep I've lost in the past two years.**College Plans:** Columbia University**Career Possibilities:** Probably something that entails running a major operation, hopefully a publication or some cool business. Maybe a small country.**Faculty Mentors:** Dr. Dineen, Mrs. Grant, Mrs. Landau, Mr. Keating, Mr. Romano, Mr. Fayen, Mr. Trem, Mrs. Everett, Mrs. Irish, Herr LaV, Mr. Smith, Mr. Corvino Sr., Dr. Dickerson, Mrs. Romankow, and Mrs. Lionetti.**Favorite Pingry Memory:** The final performance of "The Laramie Project," late nights and weekends spent in the Record office, and the craziness that is A.P. Euro every day.**What I'll Take Away:** A passion for writing, amazing memories, and a strong work ethic. Most of all, knowing that this is a place where I can always return, whether to see my old friends or teachers. The love and support I have found here is something I will remember forever.**MEREDITH SKIBA****Years at Pingry:** Ten**Trademark Characteristics:** Being red-faced, having an uncontrollable laugh, making ridiculously long review sheets, and being the designated baker for all classroom celebrations.**Activities:** The Record, Softball, French Club, Wind Sinfonia, Blue Key**Summer Plans:** Working somewhere or taking some chem classes — if I'm really motivated. I'm not really sure, but definitely attempting to relax at some point.**College Plans:** Lafayette College**Career Possibilities:** Debating between being some type of pediatric doctor or an Iron Chef on Food Network, but that could change.**Faculty Mentors:** Mme. Castaldo, Mrs. Grant, Dr. Dineen, Mrs. O'Mara, Mrs. Newman, Mrs. Irish, Mrs. Landau and everyone else.**Favorite Pingry Memory:** When Adrienne and Biff "suspended" habeus corpus during AP Euro period 3. Overly productive Record weekends. Gateau days in French III. Almost winning The Great Pumpkin Pie Bakeoff. Getting yelled at almost every day during freshman bio with Mrs. O'Mara. France '06. Florida softball trips.**What I'll Take Away:** Many friends, great teachers, a desire to learn, an intense work ethic, the ability to multitask. The question is what *won't* I take away: I cannot thank Pingry enough for all the wonderful things it has given me.**TREVOR TOPF****Years at Pingry:** Six**Trademark Characteristics:** Saying whatever's on my mind without thinking about whether or not it's socially acceptable, listening to strange music, and generally acting like a crazy person.**Activities:** Wrestling, Honor Board, Blue Key, Peer Leadership, and work on the set whenever I have time**Summer Plans:** Working at Brooks Brothers in between sunning myself on a cruise and rafting the Colorado River in the Grand Canyon.**College Plans:** Georgetown University**Career Possibilities:** You're kidding, right? I mean... you're kidding, right?**Faculty Mentors:** Mrs. Grant, Mr. Keating, Mr. Burns, Mrs. Hearst, Mr. Facciani, Dr. Richardson, Mrs. Lionetti, Mr. Coe**Favorite Pingry Memory:** Oddly enough, I can't think of one memory that I like best. The best moments are the quiet little conversations during which everything from the composition of bubblegum to the meaning of life is picked over endlessly. In the end, the thing that makes this place truly special are the people you meet here and the time you spend with them.**What I'll Take Away:** Myself, literally. Pingry has made me the person I am today. By opening myself up to the ideas and ideals of those I have met along the way I have grown as a person more than I thought possible.

Senior Awards

Art, Drama, and School Service Awards

| | |
|---|---|
| Director's Award for Achievement in the Dramatic Arts | Jenna M. Devine |
| Special Director's Award for Technical Theater | Melinda S. Zoephel |
| Drama Department Award for Stage Managing | Darina A. Shtrakhman |
| Michael E. Popp Photography Prize | Angela I. Hui, Blaire R. Smith |
| B. Jerry Donahue '79 Memorial Prize for Fine Arts | Charlotte A.M. Conway, Melinda S. Zoephel |
| B. Jerry Donahue '79 Memorial Prize for Pottery | J. Tanner Combias, Gordon Peeler |
| Barbara Berlin Prize in Art History | Robert S. Blatt, Elizabeth N. Lynch |
| Music Award | Elizabeth I. Homan |
| Michael Jupka, Jr., '76 Blue Key Award | Christopher J. DeMeo, Scott A. Eckenthal |
| Community Service Award | Meredith A. Skiba, Brittany K. Waser |
| Paul R. Leary '90 Award | Abigail F. Machernis |
| John Taylor Babbitt '07 Award | Elizabeth K. Parker-Magyar |
| Student Government Achievement Award | Taylor A. Sankovich, Jessica L. Westerman |
| C.B. Newton Pingry-Princeton Scholarship Prize | Craig J. Limoli |

Justin Society

Poetry: Jenna Devine, Evan Rosenman (First Place), Rachel Naar (H.M.)
 Prose: Jenna Devine (First Place), Samantha Melligon (Second Place)

Cum Laude Society

| | | | |
|----------------|-----------------|-------------------|-------------------|
| Parul Agarwal | Jenna Devine | Angela Ramirez | Trevor Topf |
| Kerry Bickford | Martha Gross | Evan Rosenman | Samuel Williams |
| Robert Blatt | Wyatt Komarin | Taylor Sankovich | Andrew Willinger |
| Andrew Cala | Lauren Kronthal | Darina Shtrakhman | David Young |
| Zachary Carr | Ryan Maxwell | Meredith Skiba | Richard Zacharias |
| Olivia Delia | Caroline Pinke | Adrienne Spiegel | Jessica Zhao |

Melinda Zoephel

Athletic Awards

| | |
|--|--------------------------------------|
| Cheerleading Award | Karen L. Thomson |
| Girls' Cross-Country Award | Olivia R. Delia |
| Boys' Cross-Country Award | John D. Soo Hoo |
| Andrea Montague Field Hockey Award | Jordan F. Shelby |
| Tom Boyer Award | Cary N. Corrigan |
| Michael Jupka, Jr., '76 Football Award | Scott A. Lalli |
| Timothy C. Cornwall '64 Boys' Soccer Sportsmanship Award | Eric A. Hynes, David L. Miller |
| Dick Gradwohl Boys' Soccer Cup for Most Team Spirit | John P. Patrizio, Grant W. Schonberg |
| Elizabeth Allan Smith '83 Girls' Soccer Award | Kimberly M. Kroll |
| John R. Dufford, Jr., Tennis Trophy | Alexandra G. Kerr |
| Water Polo Award | Gordon Peeler |
| Frank L. Romano Boys' Basketball Award | Jeff M. Tanenbaum |
| Joe LaValley Boys' Basketball Award | Tyler J. Parsels |
| David M. Allan Memorial Girls' Basketball Award | Kaitlyn V. Occhipinti |
| Virginia Nazario Fencing Award | Parul Agarwal, Craig J. Limoli |
| Pingry School Varsity Boys' Ice Hockey Award | Jay T. Sogliuzzo, Daniel L. Weiniger |
| Girls' Ice Hockey Award | Toland C. Lawrence |
| Girls' Ski Team Award | Kelsey E. Hiscano |
| Boys' Ski Team Award | Luke M. Beshar |
| Boys' Squash Team Award | Brian F. O'Toole |
| Girls' Squash Team Award | Alexandra G. Kerr |
| Boys' Swimming Award | John J. Guiffre |
| Ashley G. Marsh and Family Swimming Award | Abigail R. Hone |
| Michael Jupka, Jr., '76 Wrestling Award | Michael L.G. Martinson |
| Class of 1935 Graham Churchill Baseball Award | Brian F. O'Toole |
| Boys' Golf Award | Daniel L. Weiniger |
| Girls' Golf Award | Alexandra G. Kerr |
| Richard C. Weiler Boys' Lacrosse Award | C. Henry Burchenal |
| Pingry Girls' Lacrosse Sportsmanship Award | Shelby A. Bartlett, Jordan F. Shelby |
| Pingry Girls' Lacrosse Cup | Leslie D. Springmeyer |
| Pingry Softball Award | Elizabeth K. Parker-Magyar |
| Boys' Tennis Award | Garrett J. Schuman |
| Boys' Track Award | Tyler D. Reichert |
| Richard G. Gradwohl Girls' Track Award | Martha M. Gross |
| Cipriano Family Scholar-Athlete Award | Olivia R. Delia, Jeff M. Tanenbaum |
| Twelve-Letter Award | Casey L. Rupon, John D. Soo Hoo |

Advanced Placement Scholars

| | | |
|------------------|-------------------------|-------------------|
| Parul Agarwal* | Toland Lawrence | Jordan Shelby |
| Kerry Bickford | Elizabeth Lynch | Darina Shtrakhman |
| Robert Blatt* | Abigail Machernis | Meredith Skiba |
| Andrew Cala | Elizabeth Parker-Magyar | John SooHoo* |
| Zachary Carr† | Ryan Maxwell* | Kathleen SooHoot |
| Peter Corrigan | Gordon Peeler | Adrienne Spiegel |
| Megan Craighead* | Caroline Pinke* | David Urbanowicz |
| Olivia Delia | Angela Ramirez | Taylor Walsh |
| Jenna Devine* | Evan Rosenman†** | Brittany Waser |
| Angela Hui | Taylor Sankovich | Andrew Willinger* |
| Alexandra Kerr | Garrett Schuman | Jessica Zhao |

* With Honors † With Distinction **National Scholar

Edward J. Bloustein Distinguished Scholars

| | | | |
|----------------|---------------|------------------|-----------------|
| Kerry Bickford | Jenna Devine | Caroline Pinke | Samuel Williams |
| Andrew Cala | Ryan Maxwell | Evan Rosenman | David Young |
| Olivia Delia | Gordon Peeler | Adrienne Spiegel | Melinda Zoephel |

2008 Presidential Scholar

Jenna Devine

National Merit Scholarship Program Commended Scholars

| | | |
|------------------------|-------------------------|-------------------|
| Eliza Adams | Angela Hui | Caroline Pinke |
| Parul Agarwal | Alexandra Kerr | Oliver Rogers |
| Andrew Bennett | Wyatt Komarin | Taylor Sankovich |
| Victoria Bianco | Lauren Kronthal | Jordan Shelby |
| Kerry Bickford | Craig Limoli | Darina Shtrakhman |
| Andrew Cala | Grace Lin | John Soo Hoo |
| Cary Corrigan | Elizabeth Lynch | Kathleen Soo Hoo |
| Peter Corrigan | Michael Martinson | Adrienne Spiegel |
| John DiMassimo | Ryan Maxwell | David Urbanowicz |
| Ana Duarte-Silva Barry | Evan Mendelsohn | Jessica Westerman |
| Andrew Gross | Erik Moss | Samuel Williams |
| Martha Gross | Brian O'Toole | David Yang |
| Elizabeth Homan | Elizabeth Parker-Magyar | Richard Zacharias |
| Abigail Hone | Danika Paulo | Melinda Zoephel |

National Merit Scholarship Finalists

| | | |
|--------------|--------------|-------------|
| Robert Blatt | Jenna Devine | Ijeoma Eboh |
| Olivia Delia | | Trevor Topf |

National Merit Scholarship Recipients

| | | |
|---------------|------------------|--------------|
| Zachary Carr | Garrett Schuman | David Young |
| Evan Rosenman | Andrew Willinger | Jessica Zhao |

National Achievement Scholarship Winner

Ijeoma Eboh

National Hispanic Recognition Program

Angela Ramirez, Adrienne Spiegel – Scholars
 Ashley Acosta, Kristopher Mazara – Honorable Mention

Magistri Laudandi Award

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

Brian O'Toole

Nominees

| | | |
|----------------|-------------------|-------------------|
| Kerry Bickford | Ije Eboh | Meredith Skiba |
| Olivia Delia | Bif Parker-Magyar | Adrienne Spiegel |
| Jack DiMassimo | Evan Rosenman | Jessica Westerman |

All-School Awards

| | |
|---|---------------------|
| Pingry School Parents' Association Women's Sports Award | Taylor A. Sankovich |
| Centennial Cup — Gift of the Class of '61 | Jeff M. Tanenbaum |
| Class of '26 Reese Williams Award | Andrew J. Cala |
| Special Prizes to AFS Student | Matthias Tinzi |
| Senior Improvement Prize | John V. DiMassimo |
| Charles B. Atwater Valedictory Award | Evan T.R. Rosenman |

College Placement

| | | | |
|---|---|--|--|
| ASHLEY ACOSTA Cornell University | IJEOMA EBOH Harvard University | EVAN MENDELSON Washington University in St. Louis | KAREN SILBERMANN Bucknell University |
| ELIZA ADAMS Brown University | SCOTT ECKENTHAL Trinity College | DAVID MILLER Hamilton College | MEREDITH SKIBA Lafayette College |
| PARUL AGARWAL Boston University | ANDREW GROSS Bucknell University | MARGUERITE MOLE Vanderbilt University | BLAIRE SMITH Franklin and Marshall College |
| ALI APRUZZESE Drew University | MARTHA GROSS Massachusetts Institute of Technology | KRISTIN MOLINARI Boston College | JAY SOGLIUZZO College of William and Mary |
| SHELBY BARTLETT Sewanee: The University of the South | JOHN GUIFFRE Williams College | KATHERINE MORASH Moravian College | JOHN SOO HOO Northwestern University |
| BRITTANI BARTOK UNC at Chapel Hill | KELSEY HISCANO Hamilton College | ERIK MOSS Tufts University | KATHLEEN SOO HOO Carnegie Mellon University |
| REBECCA BEHRMAN Bryn Mawr College | ELIZABETH HOMAN University of Richmond | JEREMY MYKULAK Washington and Lee University | KATRINA SORIANO Wellesley College |
| ANDREW BENNETT Washington and Lee University | ABBEY HONE University of Richmond | RACHEL NAAR New York University | BENJAMIN SPICEHANDLER Colgate University |
| LUKE BESHAR University of Southern California | SHADORAH HOWARD Rider University | BRIAN O'TOOLE Dartmouth College | ADRIENNE SPIEGEL Yale University |
| VICTORIA BIANCO College of the Holy Cross | ANGELA HUI Wellesley College | KAITLYN OCCHIPINTI The College of New Jersey | LESLIE SPRINGMEYER Brown University |
| KERRY BICKFORD Northwestern University | LINDSAY HYMAN Trinity College | ELIZABETH PARKER-MAGYAR Hamilton College | GEORGE STEINER University of Wisconsin, Madison |
| SCOTT BISSINGER UNC at Chapel Hill | ERIC HYNES Gettysburg College | TYLER PARSELS Pennsylvania State University | SARAH STRACKHOUSE Lehigh University |
| ROBERT BLATT University of Pennsylvania | ALEXANDRA KERR Yale University | JOHN PAUL PATRIZIO Carnegie Mellon University | KATHRYN STRANGFELD Middlebury College |
| W. TUCKER BOURNE Washington and Lee University | WYATT KOMARIN Middlebury College | DANIKA PAULO Wake Forest University | JEFFREY TANENBAUM Wesleyan University |
| MAUREEN BRADY University of Richmond | KIMBERLY KROLL American University | GORDON PEELER Georgetown University | KAREN THOMSON Franklin and Marshall College |
| WILLIAM BRUNDAGE University of Colorado at Boulder | LAUREN KRONTHAL Georgetown University | CAROLINE PINKE Princeton University | TREVOR TOPF Georgetown University |
| CHARLES BURCHENAL Hamilton College | SCOTT LALLI University of Colorado at Boulder | ANGELA RAMIREZ Yale University | PATRICK TROUSDALE Georgetown University |
| ANDREW CALA Dartmouth College | EVAN LAMMERTSE Rochester Institute of Technology | TYLER REICHERT Bowdoin College | DAVID URBANOWICZ New York University |
| ZACHARY CARR Massachusetts Institute of Technology | TOLAND LAWRENCE Georgetown University | NICHOLAS RESCOE Villanova University | MIDORI WADA Northeastern University |
| JULIA CIPRIANO Franklin and Marshall College | CRAIG LIMOLI Princeton University | LOUIS RICCARDI Villanova University | TAYLOR WALSH Emory University |
| J. TANNER COMBIAS Wake Forest University | GRACE LIN Boston College | STEPHEN ROACH Villanova University | BRITTANY WASER Bucknell University |
| EDWIN CONSTANTINO Northeastern University | JUSTIN LOUIE Babson College | OLIVER ROGERS Wake Forest University | DANIEL WEINIGER Phillips Exeter Academy |
| CHARLOTTE CONWAY Pratt Institute | ROCQUAN LUCAS Emory University | EVAN ROSENMAN Harvard University | JESSICA WESTERMAN Princeton University |
| CARY CORRIGAN Vanderbilt University | ELIZABETH LYNCH Tufts University | CASEY RUPON Rutgers University | SAMUEL WILLIAMS Dartmouth College |
| PETER CORRIGAN Rice University | ABIGAIL MACHERNIS Franklin and Marshall College | TAYLOR SANKOVICH Yale University | ANDREW WILLINGER Dartmouth College |
| MEGAN CRAIGHEAD Boston College | MICHAEL MARTINSON University of Notre Dame | GRANT SCHONBERG University of Richmond | DAVID YANG Swarthmore College |
| OLIVIA DELIA Williams College | LYNN MASSENGILL Boston College | GARRETT SCHUMAN Tufts University | DAVID YOUNG Massachusetts Institute of Technology |
| CHRISTOPHER DEMEO Saint Joseph's University | RYAN MAXWELL Georgetown University | SURAJ SETHI American University | RICHARD ZACHARIAS University of Chicago |
| JENNA DEVINE Princeton University | KRISTOPHER MAZARA Boston College | JORDAN SHELBY Washington and Lee University | JESSICA ZHAO Cornell University |
| JOHN DIMASSIMO University of Chicago | MATTHEW MCCURDY Boston University | OLIVIA SHELTON Villanova University | MELINDA ZOEPHEL Cornell University |
| ANA DUARTE-SILVA BARRY Princeton University | SAMANTHA MELLIGON Wake Forest University | DARINA SHTRAKHMAN Columbia University | |

As of June 3, 2008

Students Engage in Independent Study Projects

Maureen Brady and **Jenna Devine** studied the art of flamenco primarily through dance and rhythmic clapping. Along with taking classes in New York and then practicing in Pingry's dance studio, the two also spent time researching the history of flamenco. They also attended The Feast of Sarah, a Gypsy Festival presented by the Alborada Spanish Dance Theatre, at the end of May.

Visual Arts

Tanner Combias pursued his interest in pottery by shadowing Mr. Freiwald at Pingry. Having had some exposure to clay throughout high school, he was able to improve his throwing skills with porcelain. He also learned how to trim, repair, add handles, and mix glazes for his final pieces. Combias also got involved in the classroom by assisting the clayworking classes during the school day.

Eliza Adams expanded her work in Portfolio Art by working with multimedia mediums such as oil paint, paper, thread, acrylic gels, and other textural elements. Inspired by artists like Dali and personal experiences volunteering in Vietnam, she also took lessons at the New Jersey Center for Visual Arts in Summit.

Combining her interest in art and helping the environment, **Kelsey Hiscano** completed a "green" art project. Along with using recyclable and organic materials in her work, she helped promote eco-friendly tips for art students who are constantly using natural materials. She also helped start a green program in the Middle School among the younger students.

Having collected students' class doodles throughout the second semester, **Martha Gross** was able to expand her interest in conceptual art. She spent her ISP organizing the many doodles by cropping and matting. She then arranged the doodles by subject categories and placed them around the school accordingly.

Beth Homan delved into drafting and architecture during her ISP by attending the Drafting I and II classes at Pingry. In addition, she studied CAD manuals and familiarized herself with architectural computer software. Homan used Frank Gehry's work as her main inspiration to create her own original designs.

Culinary Arts

Grace Lin and **Sam Meligion** attended fine cooking classes at the Institute of Culinary Education in New York City. Through the demonstrations, lectures, and class involvement, they broadened their knowledge of fundamental cooking techniques. In addition, they compiled a collection of classic recipes that they experimented with to make their own cookbook. They also

sold their homemade goods in order to raise money for Share Our Strength's Great American Bake Sale, an event dedicated to eliminating hunger in America.

To learn the necessary

Hallie Bianco combined her interests in photography, fashion, and Photoshop to organize a photo-shoot in which she used her friends as models. Inspired by famous ads, she recreated many



H. Bianco (VI)

Hallie Bianco did fashion photography.

skills for working in the kitchen, **Taylor Sankovich** and **Leslie Springmeyer** took classes at the King's Super Market in Short Hills. The subjects of the classes ranged from Knife Skills to Mastery of European Cakes. Additionally, they shadowed professional pastry chef Mrs. Deb Barrett and helped her create desserts at the Sunrise Market.

FILM

Photography

Liz Lynch compiled photography, poetry, and prose into a project to explore sociology through art. Using inspiration from the works of Studs Terkel, Garry Winogrand, Kevin Connolly, and Peter Beard, she took photographs and conducted interviews with subjects in New York City and Westfield. In her project, entitled "In Plain Sight," she tried to capture raw human emotion and interactions on film and then translate them into words.

For her Independent Study Project, **Ana Barry** took photos in and around Pingry. Another series of photos, which focused more on people, was compiled during her trips to New York City and Morristown. Her photos focus on faces.

well-known shots and then used Photoshop editing to make them her own. She specifically focused on angling, lighting, and color versus black and white.

As her ISP, **Casey Rupon** studied action photography and particularly focused on sports. Her photos are displayed in series which translate the motion of the subject through still images.

Movies

Scott Eckenthal conducted a classic film study and critique. Watching movies such as "Citizen Kane," "Casablanca," and "Modern Times," he delved into how motion pictures come to be considered classics. He compiled his thoughts into a catalog on his own blog.

For their ISP, **Gordon Peeler** and **Ryan Maxwell** explored how surfers are impacted by their locations. Specifically, they compiled footage of various surfers along the East Coast and collected interviews with local surfers to produce a documentary. Both avid surfers themselves, they ventured to find out how surfing on the East Coast has influenced these surfers' lives.

Kris Mazara and **Louis Riccardi** created a "mockumentary" parodying the

making of a traditional ISP movie. The film, which centered on the daily lives of Riccardi and Mazara, was composed of humorous ten-minute episodes.

INTERNSHIPS

Business

Interning at A.J Perri Inc., **Erik Moss** gained insight into running a business. Here, he gained practical training in economics and was able to write a formal business plan which addressed a new aspect of the Heating-Cooling-Plumbing industry.

Nick Rescoe learned about real estate and the economy at his internship with Keller Williams Realty. He contributed by preparing housing contracts, entering data into computers, visiting open houses, and filing paperwork. He also worked with company owner (and Pingry alum) Howard Bunn as well as marketing director Julie O'Sullivan.

Hoping to broaden her understanding of the everyday operations in a country club, **Kristin Molinari** interned at the Trump National Golf Club. There, she helped out at the tennis and golf pro shops, planned events, worked at the reception desk, and oversaw the kitchen staff organization. In the future, she hopes to get more involved in the business and fashion retail aspects of the field.

Lindsay Hyman worked at Seraphina, a fashion clothing store run by Pam Hendricks. Interested in both design and business, Hyman was involved in marketing products for teenage consumers. She also got to pick out clothes and accessories and learned how to take inventory.

Merging her fashion and business interests together, **Jess Zhao** interned at the

Microsoft Word and Excel to analyze reports and financial matters.

Scott Bissinger interned with the Van Wagner Sports sales organization in New York City. Working with every MLB and NBA team, the company allowed Bissinger to assist in the monitoring of the Proof of Placement rotational signage. He also helped create custom sponsorship packages and contacted new clients.

For his ISP, **Patrick Trousdale** interned at Summit Associates, a land developing company. He familiarized himself with the real estate development process, which not only includes site selection and feasibility analysis, but also property acquisition, property design, leasing, construction, and sales. Trousdale specifically gained knowledge by shadowing Diego Visceglia, a formerly practicing lawyer.

Financial

Andrew Bennett held an internship at an investment-banking firm on Wall Street called Miller Buckfire. Spending time in New York and at home, he was able to build economic models using both computer programming and knowledge of economics.

Legal

To gain a deeper understanding of political campaign development, **John Guiffre** worked on the congressional campaign of Martin Marks, mayor of the Scotch Plains Township. Throughout the process, he participated in political events, conducted surveys, distributed campaign literature, and developed campaign planks. He also spent time learning the

court sessions and worked with law clerk Tara Dunican to broaden his knowledge of the law.

Helping out at the Morris County Democratic Headquarters, **Evan Mendelsohn** was able to expand his interests in politics. He helped potential voters, both on the phone and in person. He also did extensive research for fundraising efforts in order to encourage voting throughout Morristown.

Following Brian Fahey, a lawyer and real estate developer, **Scott Lalli** participated in three land development cases. The cases included Pannetoni vs. NJ Turnpike, Parone vs. Borough of Middlesex, and a Primrose Partners land deal in Harding. From a business perspective, Scott also learned about the functioning of a development firm.

Art and Design

Melinda Zoepfel interned at the Rosen Group, an architectural firm in Summit and Madison. She focused specifically on residential design and hopes to use her experiences for future architectural pursuits.

Hoping to help architect Tim Culbert with his Japanese-inspired architectural designs, **Wyatt Komarin** spent his ISP interning at the Imrey Culbert firm. Having traveled to Japan in April, he was able to use his personal experience while researching the country's architectural influence as well as its unique methods of construction.

Kerry Bickford interned at the Metropolitan Museum of Art and explored the field of curating. She hopes to use this experience in college as she plans to major in the study Art History.

Culinary



Megan Craighead in front of the French Opera House.

Courtesy of Megan Craighead (VI)

Bloomington's buying office in New York. By shadowing a mentor, she assisted in daily tasks, observed department meetings, and studied the process of distributing merchandise into a store. She was also able to use

formulation of political strategies.

By shadowing Judge Faith S. Hochberg a federal judge for the US district court system, **Garrett Schuman** was able to get involved in the legal field. He attended

Ashley Acosta shadowed chefs at Italian and Ethiopian restaurants and compiled a cookbook with her favorite recipes. At both establishments where she worked—Divino in New Providence

With Reckless Abandonment of Classes in May

and Mesob in Montclair – Ashley learned how to make food that is simultaneously healthy and delicious.

To gain more experience in the fields of cooking and restaurant management, **Marguerite Molé** worked in Chatham at Restaurant Serenade, an eatery owned by friends of her family. She devoted time to cultivating her cooking skills as well as learning the business aspects of owning a restaurant. On ISP night, she ran a cooking station for the other attendees.

Stephen Roach and **Jay Sogliuzzo** acted as assistants for Mr. Drew Tobia, the owner, manager, and instructor of a chain of bartending schools, bars, and restaurants called Mix 'Em Up. In addition to learning about the skills necessary to run and manage a business, they also learned about alcohol responsibility and the legal ramifications of alcohol abuse.

Suraj Sethi worked for Mr. Ankit Kapoor at his Italian restaurant, Spuntino 360, in New Brunswick. Performing diverse tasks such as organizing the wine cellar, arranging the kitchen staff, laying out seating assignments, placing orders, and even helping out with payroll, Suraj got a taste of the many aspects of the restaurant world.

Kate Strangfeld interned for a private catering business, Carole Leone Catering. She helped with all aspects of production by acting as a server, setting up events, and cooking meals. In addition, she took private cooking lessons under Mrs. Leone and took a class at the Natural Gourmet Institute in New York City, an establishment that focuses on healthy vegetarian meals. As her final project, she catered her own dinner party and charged attendees a fee to raise money for charity.

Publishing

Darina Shtrakhman interned at Rizzoli Publications in New York City. By assisting Publisher Charles Miers, she learned about all aspects of book publication: the editing, printing, design, and promotion of a book. She hopes to continue her ISP over the summer, and pursue a similar career after college.

Sports and Marketing

Tyler Parsels worked for Pingry graduate Mr. Gordon Sulcer at First Choice Marketing, a sports and entertainment marketing agency. He also interned at Precision Sports Entertainment, First Choice Marketing's sister company that specializes in acquiring sponsorship for their clients. Working in their Chester and Madison offices, he was exposed to all aspects of the business, including account management, prospecting, research, presentation, sales, and marketing meetings.

Using her ISP as an opportunity to gain experience in high level coaching, **Brittani Bartok** worked alongside her grandfather as Director of Soccer Operations for Seton Hall University's men's soccer team. In addition to the technical work of

cal accuracy, he studied China's history at the time of the revolution and interviewed his family members.

Journalism

Rachel Naar and **Dave Urbanowicz** worked as re-

setting up equipment and assisting with the games and activities that comprised the daily gym classes. They helped teach lacrosse for the first few weeks, and later helped supervise preparation for Field Day.

With the intention of shar-

art instructor Debrah Pettiti teach children's studio art classes at Creative Hands Art Studio in Madison. Working in a variety of media, including natural clay, paper-mâché, acrylic paints, and pastels, Conway supervised children, assisted in technical lessons, created examples to use in class, demonstrated projects, and provided advice for the students. She was also able to develop some of her own pieces while contributing to the education of the emerging artists.

In order to learn how to facilitate the learning process and interact with children in their own environment, **Angela Hui** worked as a teacher's assistant at the Giving Nest Preschool in Martinsville. She helped to prepare classroom exercises and interacted with the children during activities. Additionally, she assisted in the preparation for the school's annual art show.

Lauren Kronthal worked with nursery students at Far Brook School in Short Hills. By setting up arts and crafts projects, teaching basic skills, distributing snacks, and engaging in music studies, she explored the possibility of pursuing a career in education by experiencing life as an elementary school teacher firsthand.

Ijeoma Eboh acted as a teacher's assistant at Westmont Montessori School in

understanding of the education process and the way children conceptualize lessons.

Caroline Pinke returned to her elementary school, The Peck School in Morristown, as an assistant kindergarten teacher. She observed classes, taught lessons, and supervised activities. In the process, she gained important experience as an educator, a profession she may pursue in the future. Additionally, she helped to coach young figure skaters from Peck and choreographed a routine for them. Finally, she organized a figure skating exhibition to raise money for the Weldon FOP Fund, in which she performed along with others from the Skating Club of Morris.

To further develop her love of the Spanish language, **Olivia Delia** taught Spanish to preschoolers at the Albrook Montessori School in Basking Ridge. She also studied the art of flamenco under the leadership of Toni Messina, the founder of the dance troupe Viva Flamenco.

For his ISP, **Trevor Topf** assisted in fifth grade classrooms. There, he helped the students develop public speaking skills.

RESEARCH

Matt McCurdy conducted a marine biology study with biologists Dr. Ken Able and Mr. Costa Vetriani from the Rutgers Marine studies program. He participated in activities such as the regulation and monitoring of inlet statistics, tagging and maintaining a striped bass and weakfish population near Atlantic City, and preserving fish beds in estuaries in Tuckerton.

Due to her interest in biology, **Danika Paulo** aided Ms. Mindy Ezra in using synthetic polymers for biomedical purposes. She assisted the Rutgers graduate student in making appropriate mixes of polymers to reconnect nerve endings and then testing them in mice. Each day in the lab, she produced tissue scaffolds, recorded and interpreted data, and aided in surgical procedures in the mice.

In order to formulate his own opinion, **Andrew Cala** delved into the study of global warming. With the aim of writing a paper on the subject, Cala researched and analyzed many available sources in various libraries. As global warming is a controversial and hotly debated topic, he hoped to gain insight into whether the phenomenon is actually occurring, and, if so, what dangers it poses for the modern world.

Jack DiMassimo performed laboratory research at Rockefeller University in New York City under the guidance of Dr. Sean Brady, the head of the lab, Mr. Jeff Kim, a graduate student, and Mr. John Bauer, a post-doctorate assistant. The focus of his study is to utilize the lab's technique for antibiotic compound discovery, as antibiotic resistance is rapidly becoming an issue of global importance.



K. Bendetti (V)

Jed Constantino and **Grant Schonberg** built a nature observatory.

editing footage of past seasons, reading player resumes and biographies of potential recruits, analyzing submitted player videos, coordinating travel plans for the coaching staff, and keeping track of equipment, she also was able to become familiar with coaching techniques.

Other

Julia Cipriano helped occupational therapists at Pediatric Potentials, a private practice in Livingston. She also took Pilates courses under the mentorship of Barbara Place, a trainer at the Chatham Club. In addition to participating in classes herself, she also helped schedule appointments, distribute equipment, and assist the instructor during private lessons.

WRITING Creative Writing

Tyler Reichert and **Andrew Willinger** co-authored a guidebook detailing the college admission process from a student's perspective. Consolidating the experiences, information, and advice they have compiled over the past three years, they hope to aid current juniors with their application processes.

Under the mentorship of Mrs. Grant, **Zach Carr** and **David Miller** continued their study of creative writing. In addition to finishing a novella, Carr explored various writing styles through the creation of short stories. Miller produced poems and short stories to submit for publication.

Drawing inspiration from author J.R. Moehringer, **Jessica Westerman** wrote a memoir detailing the events of the year that she turned sixteen.

David Yang put together a biography about his maternal great grandfather. With the goal of maintaining histori-

porters for the Recorder Community Newspaper in Stirling, New Jersey. Exploring the frontier of Internet journalism, they both blogged and wrote articles about current events, happenings in the town, and individuals in the community.

Biff Parker-Magyar and **Evan Rosenman** learned more about the process of creating a newspaper by interning at the Bernardsville News. Although they primarily acted as reporters covering topics such as community events and feature stories, they also explored copy-editing and layout design.

As Editor of the Broken Wreckord, Pingry's satirical newspaper, **Richard Zacharias** oversaw the creation of an issue as part of his larger goal of immersing himself in the study of comedy.

Oliver Rogers combined his interest in journalism with his love of music by investigating local music artists in Hunterdon, Morris, and Somerset counties. By conducting interviews, attending performances, and writing reviews, he was able to publish a number of articles for the Recorder paper. He also used photography and video footage of bands for the online paper.

EDUCATION

Bobby Blatt and **Peter Corrigan** aided Mr. Varner in teaching eighth and ninth grade Latin. In addition to leading exercises and assisting in class, they also prepared lesson plans. They hoped to expand their knowledge of the Latin language and gain experience as educators.

Evan Lammertse and **Andrew Gross** assisted Mr. Lafontaine and Ms. Miller in instructing physical education classes at the Short Hills Campus. Their responsibilities included gathering and

ing his literary knowledge with younger students, **Chris DeMeo** acted as assistant teacher for Mrs. Simon's ninth and tenth grade English classes. Assuming the position of discussion moderator, DeMeo facilitated conversation in addition to planning daily lessons, helping to



R. Hamm-Conard (V)

Martha Gross created a Doodle Gallery.

calculate grades, and aiding students with essay writing.

For his ISP, **Justin Louie** helped out as a music instructor at the Short Hills Campus. Along with working in the Buttondowns, he also assisted Mr. Thomas Berdos in sixth grade music classes. In addition, Louie traveled back and forth between the two Pingry campuses in order to help with Lower School PE classes.

Charlotte Conway helped

Mendham, an educational facility that focuses on the individualized learning of each unique child. She helped to supervise the preschoolers' activities in class as well as the kindergarteners' afternoon enrichment program.

Assisting his aunt, Mrs. Mary Lou Carter, **Brian O'Toole** acted as a teacher's helper at the Oak Knoll School. He aided his aunt by instructing her kindergarten students, and he gained an

Continued on Page 14

Seniors Pursue Passions

Continued From Page 13

LANGUAGE AND CULTURAL STUDY

Inspired by authors such as Lorca, Borges, and Unamuno, **Katie Morash** researched Spanish history, culture, art, and literature. She specifically studied how Spain's history has influenced

tion. Along with running that event, they created a photo book, promoted the event, and gathered gifts from sponsors. Not only were they able to raise awareness for Hypertrophic Cardiomyopathy, but they were also able to honor John Babbitt's legacy.

Abby Machernis and **Blaire Smith** helped the Kids' Cancer Research Foundation by organizing a fashion show located in the Pingry Middle

Williams volunteered at the Manhattan Yacht Club. During his time there, Williams helped in a community-based junior sailing program by attracting local children and organizing the boat storage docks and launching areas.

Katrina Soriano traveled to the Philippines to help feed impoverished children and to learn about improving nutrition. She also attended a Proper Hygiene

carrying stretchers, loading oxygen tanks, checking rigs for supplies, and even assisting C-Spine immobilization. He specifically worked in four-hour shifts, attended lectures, and prepared for skills tests.

Karen Silbermann observed the child life specialists of the Saint Barnabas Health Care System hospitals for her ISP. She was able to work with various patients, including patients in the pediatric intensive care unit and children in hematology/oncology outpatient center.

Shadorah Howard worked for the Better Chance Scholar Program, which prepares minority students from urban areas for private schools. She attended meetings and workshops, helped out with events, gave speeches, and sat in on panel discussions.

Volunteering at the Stepping Stones School, **Meredith Skiba** helped children ages three to nine with developmental disabilities. She rotated through the preschool and primary classrooms in order to work with a variety of teachers. She also attended many physical, occupational, and speech therapy sessions in which she became familiar with the children's behaviors.

For his ISP, **Craig Limoli** volunteered at the Somerset Hills Learning Institute in Basking Ridge. By shadowing various teachers, he familiarized himself with methods of communication that professionals utilize to teach autistic children. He applied the techniques he learned to help teach the students socialization skills.

Karen Thomson spent her

observed how the children handled their disabilities.

To give back to her community, **Toland Lawrence** volunteered at SAGE, a program whose focus is assisting senior citizens. She provided seniors without the ability to take care of themselves with meals and other services. In addition, she dedicated herself to the study of yoga by attending the Kripalu program in the Berkshires.

SPORTS

To gain an understanding of how stretching, conditioning, diet, agility, and strength factor into an athlete's performance, **Kimberly Kroll** shadowed trainer Robbie Arnold at the Annex Sports Performance Center at the Chatham Club. For her final project, she compiled a meal plan, which she documented in a food journal. With the objective of enhancing her athletic performance, she then conducted a series of speed and agility tests to record her progress.

Katie Occhipinti studied to take the certifying test for becoming an A.C.E. fitness personal trainer. Additionally, she wrote a manual detailing the most commonly asked questions and myths concerning women's health and fitness. In order to do so, she spent much of her time collecting data and conducting interviews with experts in the field.

Under the guidance of Coach Scott, **George Steiner** and **Dan Weiniger** pursued high intensity weight and strength training workouts to learn the most effective techniques. They compiled the knowledge they gained into a guide that dealt with the most common misconceptions associated with weight

Grant Schonberg constructed a nature observation platform around twenty yards into the Pingry woods. Having had to study tools and materials, the two explored the art of engineering and made a contribution that will be used in the future. Their hope is that the platform can be used by student photographers, artists, and science classes.

For their ISP, **Cary Corrigan** and **Will Brundage** designed and constructed a full 18-hole miniature golf course. They spent most of their time building the holes with raised wooden platforms and then constructing obstacles with wood blocks, plastic tubing, and other materials. The course has a Pingry theme.

OTHER

To gain a first and second hand experience of nature, **Adrienne Spiegel** expanded her knowledge of nature literature and films, wrote personal responses, and partook in a five-day expedition in New England. There, she explored the Gunks and Presidential Range of the White Mountains with a backpack full of hiking and camping equipment. She also composed a series of photographs, which were later put into a journal.

Olivia Shelton devoted her ISP to learning the basic principles of sailing. She specifically took three courses that taught safe boating, keelboat sailing, and basic coastal sailing. She concluded her project by taking three corresponding exams, practicing the sport, and obtaining a license.

Tucker Bourne took flying lessons in order to acquire a pilot's license. He spent over 40 hours practicing at the Lincoln Park Airfield. Bourne has had experience flying back when he was thirteen, and because of his ISP, he was ultimately able to achieve his dream.

Working with Mr. Burkhart, **Aly Kerr** developed a stock-market game computer program using techniques such as game theory and evolutionary algorithms. She used the Wall Street Survivor Online game, which supplies \$100,000 in virtual cash, as her main platform. Incorporating personalized market data, charts, earnings calendars, and stock histories into her program, Kerr was ultimately able to combine her interests in economics and computer programming.

As a way of becoming happier, healthier people through the combination of mind, body, and soul, **Jordan Shelby** and **Sarah Strackhouse** participated in many activities. First, for the mind, they wrote and illustrated a children's book inspired by *The Rainbow Fish*. Then, they did a daily training workout in preparation for multiple long distances runs, including the "Spring Lake Five" and the Susan G. Koman Race for the Cure for the body aspect. Lastly, for the soul section, they enrolled in yoga classes and donated a recorded version of their book to children's schools and the Methany School.



Courtesy of Kerry Bickford (VI)

Kerry Bickford, shown in front of sketch by Michaelangelo, interned at the Met.

the theme of life and death in many literary works. Not only did she continue to attend her Pingry Spanish class, but she also went to the library and completed a research paper on the topic.

Angela Ramirez also immersed herself in Spanish culture by improving her reading and writing skills with Mr. Victor Nazario. Performing research in the Pingry library, she studied literature, analyzed text, and wrote several papers. She also gave back to the community by helping ESL students improve their English language skills at the Albert Einstein Academy School in Elizabeth.

For her Independent Study Project, **Megan Craighead** traveled to Montpelier, France and participated in a short, intensive program at the EuroLingua Institute. She not only improved her French verbal skills and traveled extensively, but she also researched the cultural diversity of Montpelier.

Kathleen and **John Soo Hoo** traveled to Shanghai to explore the culture, language, and educational systems of China. Having spent some time prior to the trip learning Mandarin, they were able to interact with local students and stay in a university dorm. The trip also included visits to the Shanghai Museum and daily journal entries.

COMMUNITY SERVICE

Eric Hynes, **Jeremy Mykulak**, **JP Patrizio**, and **Jeff Tanenbaum** helped plan and organize the second annual Walk With Heart for the John Taylor Babbitt Founda-

School.

Getting involved with the Susan G. Komen Race for the Cure, **Shelby Bartlett** created and edited a documentary of the actual race. She attended organization meetings beforehand to collect footage. Interviews with breast cancer survivors were also included in her final project.

Ali Apruzzese worked with the Christopher Reeve Foundation, which helps fund research in order to find a cure for spinal cord injuries. During her ISP, she worked to contact donors, send out invitations, find a location, set a date, and brainstorm ideas for a dinner fundraiser.

Mike Martinson helped support troops in Iraq and Afghanistan by participating in numerous community service projects. He helped raise money through organizing games, planning a fundraiser walk, selling products, and collecting donations from people in the community. He also played a part in writing soldiers letters and advertising for his events.

Volunteering for the Women's Association of Morristown Memorial Hospital, **Abbey Hone** and **Taylor Walsh** participated in the annual Mansion in May Project. They specifically helped organize the redesigning of the chosen mansion's rooms and gardens. At the end of their ISP, the mansion was put on display and the public was allowed to visit for an admissions fee. The proceeds then went to the expansion of pediatric oncology service at the hospital.

As a competitive dinghy sailor and U.S. Sailing Level 1 certified instructor, **Sam**

lecture, which allowed her to partake in rice and clothing distribution to locals. Her other activities included assisting Barangay Lahug Health Workers in weighing malnourished children.

Having initiated a housing project in Guatemala and discovered a simple polymerization reaction that produces inexpensive cement, **David Young** contributed to his ISP in several ways. He prepared brochures, created a website, perfected his cement reaction, and worked at the Laboratory of Nano-Materials.

During his ISP, **Henry Burchenal** volunteered at the Overlook Hospital in Summit. He was specifically inspired by Mr. Dean Sluyter's morning meeting talk that encouraged people to open up to the immense suffering around them.

Rocquan Lucas decided to intern at the American Red Cross, which provides relief for natural disasters, health care, military support, and food for needy families. Organizing fundraisers and distributing pamphlets, he was able to help set up several blood drives and charity benefits.

Having received her Emergency Medical Technician's license recently, **Brittany Waser** volunteered at the Clinton Rescue Squad. She learned about ambulance operations and was able to get first-hand experience in helping victims. Waser also helped out by completing post-call paperwork and managing rig checks.

Also riding on an ambulance squad, **Ben Spicehandler** learned valuable emergency skills such as



M. Skiba (VI)

Jack DiMassimo worked at Rockefeller University.

ISP at the Summit Speech School in which she helped children who are deaf or hard of hearing. She learned about the therapeutic aspects of the classroom and how it can help to make each student comfortable and confident. She also learned alternative communication skills and

lifting. In addition, they created a Pingry Dining Guide of Pingry students' favorite restaurants, including detailed reviews for each establishment.

CONSTRUCTION

Jed Constantino and

Senior Class College Application Summary

This year, 123 seniors submitted 885 applications to 163 different colleges and universities. The average was 8.9 applications per student (excluding single applicants), which is consistent with the trend revealed in the past few years. Mr. Lear, Head of College Admissions, stresses that this means "students are making sound decisions about their applications despite all outside pressures."

86% of the class applied via one or more early application plans; these options include Early Action, Early Decision, Early Decision II, or Single Choice Early Action. 61% of the class was admitted through one of these early programs, a decrease from the 67% last year. However, only 47% of the class enrolled in a school to which they were accepted early.

The Ivy League sent Pingry students a combined total of 44 acceptances, which were

spread over 24 students. 22 of these students chose to matriculate.

Overall, Pingry had 100% acceptance rates for four-year universities. However, one student has chosen to take a post-graduate year at Philips Exeter Academy.

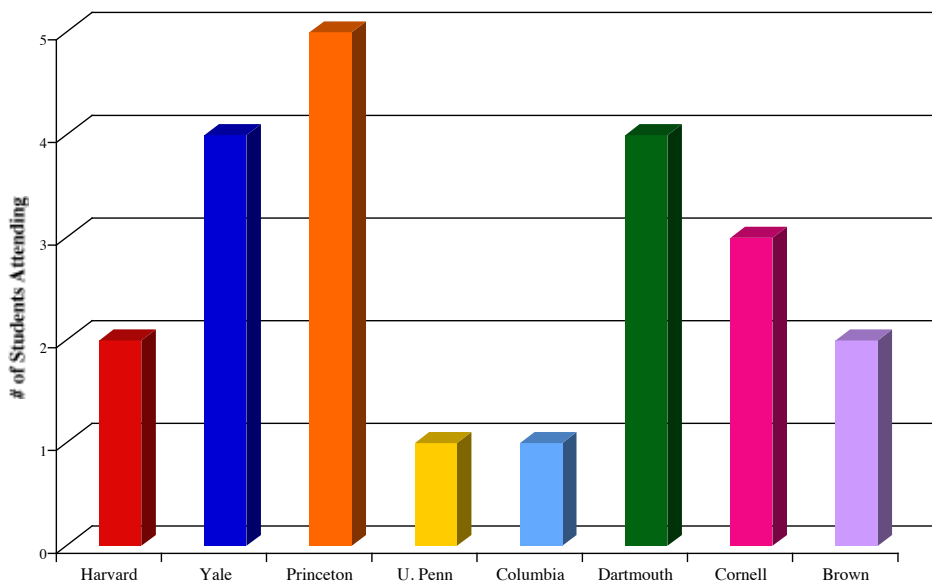
Mr. Lear is pleased with the Class of 2008's overall admissions process: "The admissions cycle is so unpredictable, but this class was very good and took the process seriously. These students held it together and performed well, taking both good and bad news in stride. By any measuring stick, this was the most competitive year for admissions. There were certainly some disappointments, but overall the students did incredibly well. The colleges where they are matriculating are all incredible schools."

The following graphs highlight some of the interesting statistics from the Class of 2008's college applications.

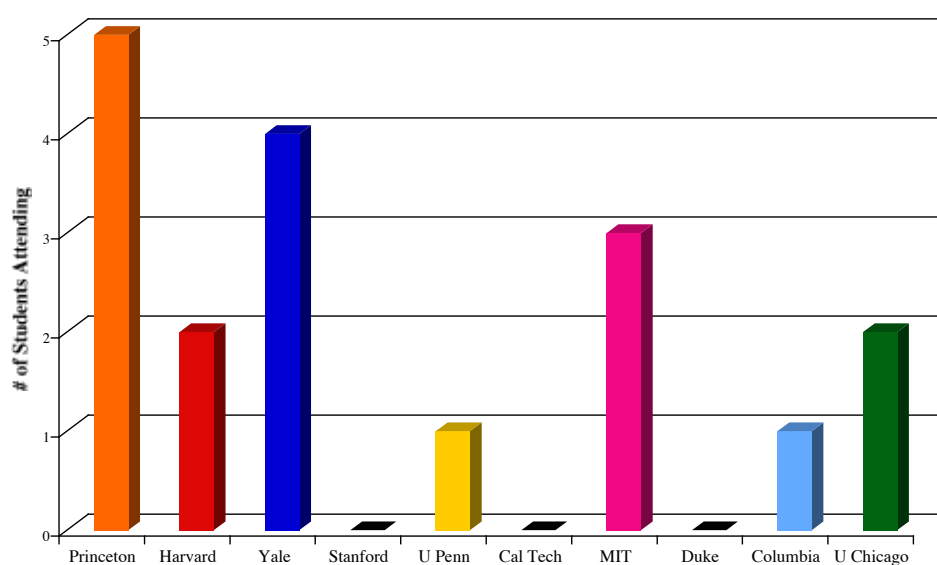
Record Breaking Admissions Stats

- 16 students were admitted to Boston College, the highest total in over a decade.
- 7 students were admitted to Dartmouth College, the second highest total since 1999.
- 12 students were admitted to University of Richmond, the highest total in over a decade.
- 21 students were admitted to Villanova University, the highest total in over a decade.
- 7 students were admitted to Emory University, the highest total since 2002.
- 9 students were admitted to Wake Forest University, the highest total in over a decade.
- 14 students were admitted to Georgetown University, the highest total since 2001.
- 3 students were admitted to MIT, the second highest total in a decade.
- 7 students were admitted to Washington University in St. Louis, the second highest total in a decade.
- 8 students were admitted to Princeton, the highest total in a decade.
- 7 students were admitted to The University of Chicago, the highest total since 1999.
- 4 students were admitted to Notre Dame, the highest total in over a decade.
- 8 students were admitted to Washington and Lee University, the highest total in over a decade.

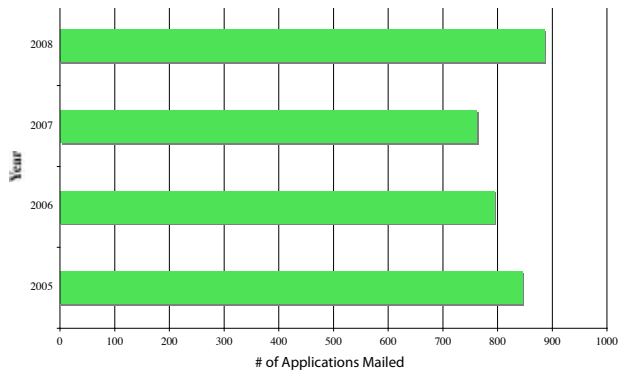
Ivy League Matriculation Distribution



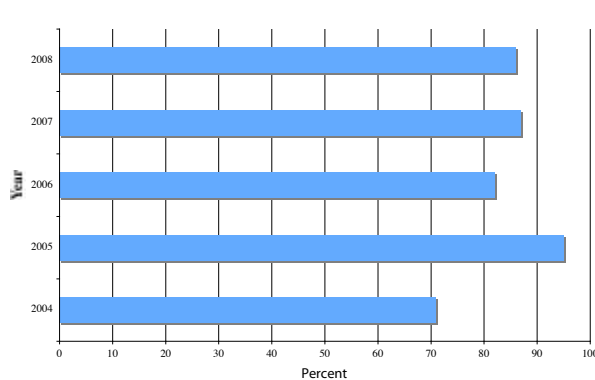
Top 10 Matriculation Distribution As Ranked By US News and World Report 2008



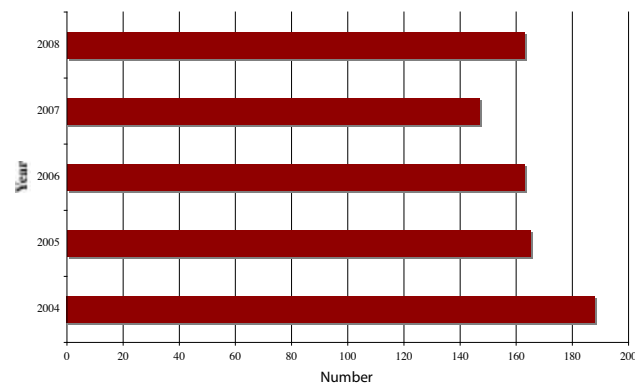
Applications Mailed by Students



Percent of Class Applying Early

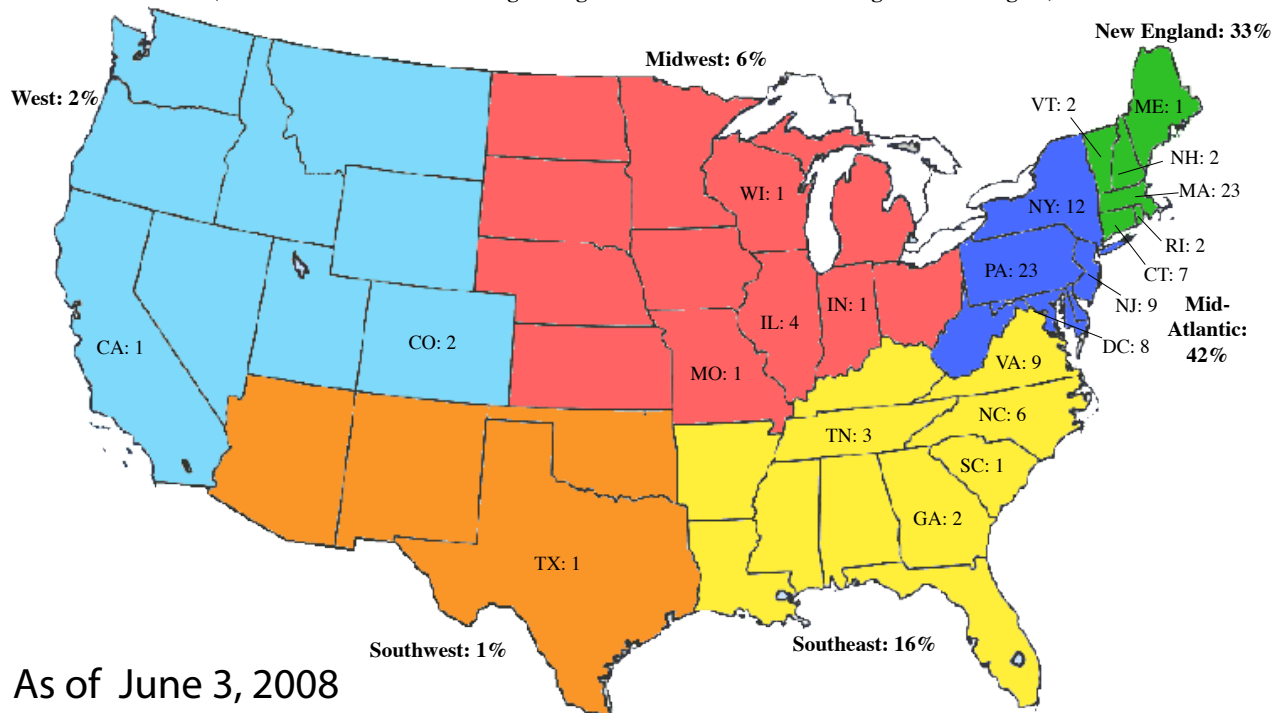


Number of Different Colleges Applied to by Students



Matriculation by State and Region

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



As of June 3, 2008

Highest Matriculation

The following four-year institutions have the most students from Pingry matriculating this fall.

- Georgetown University: 6
- Boston College: 5
- Princeton University: 5
- Dartmouth College: 4
- Franklin and Marshall College: 4
- Hamilton College: 4
- Richmond University: 4
- Villanova University: 4
- Wake Forest University: 4
- Washington and Lee: 4
- Yale University: 4



Courtesy of The Development Office

Middle Schoolers Perform African Folktales

By KATE DREYFUSS (IV)

On May 22 and 23, 2008, the Middle School performed its annual play. Compiled and directed by Mrs. Trisha Wheeler "At the Crossroads" was composed of many folk stories from Africa, Asia, and America. The play also included an African dance choreographed by Mrs. Wheeler and an Indian dance choreographed by Zara Mannan (V).

The stories, which averaged from five to ten minutes apiece, varied in topic and theme. The opening story, "All Three of Us," depicts the exploits of three traveling players, played by Molly Schulman (II), Kevin Sampaio (II), and Eleanor Johnson (II), as they make a deal with the devil, played by Conor Malloy (I). Other highlights included the "Farmer and the Money Lender," a humorous tale from India about a conch shell that grants wishes, and "Our Lady's Child," the final piece that teaches the consequences of lying and not accepting the consequences of one's actions. The stories were both comedic and dramatic in nature and taught vital life lessons.

Johnson commented on the experience by saying, "I really like the show because we have made it our own. We were given the script, but then we got to make the scene ours by adding interesting things to it like the blocking, props, and, of course, facial expressions." Assistant directors Katie Ogden (IV) and Jenny Gorelick (IV), and musical director Mr. Vince DiMura, who wrote all of the original music, aided Mrs. Wheeler.

Ogden and Gorelick both performed in the Middle School play when they were in 7th and 8th grade and have transitioned from being cast members to assistants who offer acting advice and help with sets and costumes. Ogden loves being an assistant director because

she "likes to bond with the kids." She also felt that this opportunity "created a liaison between the Middle and Upper Schools."

Mrs. Jane Asch designed the set, which was composed of a large platform and moving stairs, with help

from Mr. Tom Varnes. The students also contributed to the construction.

The cast of "At the Crossroads" consisted of 20 students from the 6th, 7th, and 8th grades, who performed enthusiastically and made the play an enjoyable one

for all who attended.

Overall, the actors were pleased with their production. Johnson said, "It has been really fun getting to know everybody and putting the play together; it is nice to see what we have come up with since March."



Courtesy of The Development Office

Lower School Students Invite Grandparents and Special Friends for a Day of Festivities

By JENN SOONG (IV)

On Thursday, May 8, the Lower School students and faculty participated in the annual Grandparents Day event. Every year, hundreds of grandparents and close family members take part in this Pingry classroom experience. Fifth grade English teacher Dr. Joan Pearlman called the event "a big success," and said, "Grandparents loved spending time with their grandchildren and seeing them in action."

This year, the day began with a school assembly in the gymnasium. Short Hills Campus principal Mr. Ted Corvino gave a short introduction about the changes the school has undergone, including

the move of the sixth graders to Martinsville. Then the kindergartners performed four songs, which were followed by an introduction of the fifth grade opera. Inspired by the story of Pandora's Box, fifth graders explained how they incorporated Act I and II overtures and excerpts into their piece. The actual opera was later performed during the Short Hills Spring Concert.

After the all-school gathering, students brought their grandparents to separate classrooms for planned activities. Dr. Pearlman said that "there were even some classes with more than thirty grandparents," including her own.

Students in first grade had their family members write about

their favorite memories, while the attendees of the second grade activities played a game of "Jeopardy," which incorporated facts about women in history. Third grade students put on a display of musical instruments that they each created, and fourth graders recited poems about the U.S. Presidents. Fourth grader Mark Shtrakhman said that students also "sang a song about immigration, which was taught by sign language teacher Mrs. Colm Keogh." Afterwards, they "showed grandparents their immigration posters, which explained their family histories through documents and photos." Those in fifth grade participated in various games; some played grammar games and completed

Holocaust Assembly Reflects on Tibet

By COURTNEY HULSE (IV)

On Friday, May 2, Pingry was privileged to have Gander Thurman, the director of special projects at Tibet House in New York, speak at the annual Genocide assembly. Thurman, the son of Buddhist scholar, Robert Thurman and brother of actor Uma Thurman, came prepared for a discussion rather than a speech. He quickly opened the floor for questions about Buddhism and the conflict between China and Tibet.

Thurman was especially knowledgeable about the politics in Tibet. After showing a clip from "Tibet: Cry of the Snow Lion," a documentary named for the snow lion on the Tibetan flag that has been banned by the Chinese, Thurman explained how Tibet's elevation of more than 13,000 feet and rocky terrain makes it one of the most isolated places in the world. Because the Chinese are not accustomed to the altitude, it is difficult for them to stay in the area for extended periods of time. But, with a population upwards of 3 billion, the Chinese still have an advantage over the 6 million inhabitants of Tibet.

Thurman told the student body that in 1950, Tibet forcibly signed over the country to China, adding itself to Chinese territories. There

is currently a youth protest for total liberation in Tibet, as well as an opposing movement for total assimilation with the Chinese. The Dalai Lama has been trying to promote a "middle way" allowing Tibetans rights and freedom without having their own country.

Thurman made it clear that he was not anti-Chinese in his view of recent events in Tibet. He said that the conflict was not black and white, but rather a complex topic of debate that has been evolving for more than fifty years.

After Thurman answered questions—including those from Mr. Raby, and students Phil Ryan (IV), and Ricky Zacharias (V)—the assembly moved on to Pingry's traditional Yom HaShoah candle-lighting ceremony. Six recognized descendants of Holocaust and Armenian Genocide survivors were called forward to light a candle, symbolic of those who we vow not to forget. Hopefully, next year, the entire auditorium will be inspired to light a candle to recognize the deceased, to recognize the terrible effects that genocide has repeatedly had on our world.

2008—2009 PEER LEADERS

Rachel Adeleye
Ned Adriance
Maya Artis
Andrew Babbitt
Godfrey Best
Yaadira Brown
Emma Carver
Brooke Conti
Auriel Dickey
Julia Donnantuono
Leah Dungo
Todd Feldman
Michael Fernando
Matt Ford
Charles Fraites
Becca Hamm-Conard
Jay Holman
Ian Martin-Katz
Averill Morash
Cassie Osterman
Maynard Pond
Katie Parsels
Brian Quinn
Jackie Reef
Eileen Roach
Liz Roberts
Wesley Salazar
Louis Schermerhorn
Colleen Tapen
Grant Thomas
Jimmy Tilson
James White

Peer Leaders as of June 3.

Spring Fling Rained Out, Still 'A Success'

By BRANDON BRIER (IV)

The annual Spring Fling was held on May 9 and, despite inclement weather conditions, was a huge success. Through the diligent efforts of the student government, students enjoyed an entertaining night filled with games, a performance by a hypnotist, and a movie.

Weather forecasts earlier in the week had predicted Friday's dismal weather. Last year, the same problem had caused the school to postpone the event, but many people could not attend the new date. This year, student government decided to avoid that situation by having Spring Fling indoors. Although this discouraged some students from attending, the majority who participated enjoyed the event.

Sam Baron (IV) said that "those who weren't able to go really missed out." Although last minute arrangements had to be made, student government member Colleen Tapen (V) believes "the event went quite smoothly" and according to plan.

As in years past, Spring Fling began with interactive games and a barbecue dinner. In addition to classic games like foosball, there were also jousting platforms and a sumo wrestling mat where students wrestled in giant padded suits.

During the games, booths were set up to raise money for the Memorial Sloan-Kettering Cancer Survivorship Initiative. The football team hosted a pie throwing station, in which stu-

dents would pay to throw pies of whipped cream at the players, as well as an arm wrestling station. The football team and Mr. Boyer, whose stepdaughter suffers from cancer, greatly appreciate those who participated.

After playing games and eating dinner in Bristol Gym, students headed to the Lower Commons to watch the hypnotist. Although some students doubted his powers at first, Sam Fisher (IV) says he "was hilarious and very talented." Some of the hypnotized students were accused of acting the part, but Baron, who was one of them, explains, "My mind and body just snapped into action, and what happened was a blur." He was not in an unconscious state, but instead felt "incredibly relaxed," as if he had "just woken from a full night's sleep."

Students who watched the performance found it incredibly entertaining as well; Will Evenson (IV) describes the scene as "hilarious," and Tapen would "like to see it again next year." Baron agrees and suggests that "it would be hilarious if we had the teachers hypnotized."

The night ended with the presentation of the movie "Happy Gilmore" in Hauser Auditorium. Due to the rain, it could not be shown under the stars, but was enjoyable nonetheless.

The student government hopes that with better weather, next year's event will be an even greater success.



R. Hamm-Conard (V)

Annual Walk With Heart Raises \$60,000

By BIFF PARKER-MAGYAR (VI)

On Sunday morning, the Second Annual Walk With Heart Fundraiser to benefit the John Taylor Babbitt Foundation was held on the track, attracted around 400 people, and raised about \$60,000.

The foundation is a non-profit organization founded in the memory of John Taylor Babbitt, who was 16 when he collapsed suddenly at a bas-

ketball game at St. Patrick's Church in Chatham from undiagnosed hypertrophic cardiomyopathy (HCM).

John was a junior here when he passed away on February 26, 2006, and a 2003 graduate of St. Patrick School in Chatham, a member of the Youth Ministry and a member of the football, basketball, soccer, and baseball teams at school.

This year, the event was run by seniors Eric Hynes, Jeremy Mykulak and Jeff Tanenbaum as well as John's parents, Joanne and John Babbitt, and his brother, Andrew, a junior.

It featured a 2.1 mile run, which was won by Babbitt's

former classmate Chris Scavone '07, as well as a walk and a fund-raising raffle. The event was held from 9:30 to 1:00 at school and was held mostly in perfect weather before it started to rain at around 12:45.

Hynes, Mykulak and Tanenbaum organized the event as part of their ISP.

"It was more meaningful doing this than anything else we could possibly have done," Mykulak said of the experience.

"It's been great because we have been able to give back to a cause that's very close to our hearts," added Tanenbaum.

The proceeds from the

fundraiser will go to support continued funding for genetic research of HCM, to raise awareness of the disease by providing education about its symptoms, and to support the organizations and schools that influenced John's life.

HCM is a genetic disease which thickens the heart muscle and can cause life-threatening arrhythmias. It is estimated that about 1 in 500 individuals have HCM and it is the number one cause of sudden death in young athletes.

Last year, the inaugural Walk With Heart was organized by seven of Babbitt's former classmates, and raised over \$95,000.

Cabaret 2008 Has Beatles Theme

By JENNY GORELICK (IV)

On May 19, Pingry held its annual Cabaret, a night of musical performances. Organized and run by Mr. Sean McAnally, the band director, all of the proceeds benefited the John Taylor Babbitt Foundation. This year's theme was music by the Beatles.

Maureen Brady (VI) said, "I was really excited about the theme. I think that everyone can relate to the Beatles because their music is timeless."

Mr. McAnally chose the theme for this very reason. He said, "When I listen to it from the

perspective of a composer or performer, I realize how well crafted it is; the melodies are beautiful, the harmonic progressions are often interesting and unusual, and they are willing to experiment with different forms. I also think that it is important for students who may not be familiar with The Beatles to be exposed to their music."

The performers were chosen after a rigorous audition process. Opening the evening were students Talia Hughes (V) and Eliza Ricciardi (V), who performed a duet of "All You Need is Love." Brady performed a stirring rendition of "Can't Buy Me Love," and Garrett Schuman (VI) sang "Yes-

terday." Lesser-known songs such as "If I Fell," sung by Beth Homan (VI), were also performed. Other vocalists included Rachel Naar (VI), Brian Hart (V), and Scotty Eckenthal (VI).

Regarding Eckenthal's performance, Lillie Ricciardi (IV) said, "You could really tell how much he loves music. His guitar playing really blew me away." She also added, "I thought everyone's performances were amazing."

Singers performed on Hauser stage, and the audience was situated at tables next to the singers.

Homan said, "Having the audience sit onstage with the performers made it a more personal experience."

The Jazz Band also accompanied the singers. Hallie Bianco (VI), who performed "Hey Jude," said, "It is always really fun to be accompanied by the Jazz Band. It makes Cabaret feel more professional."

Mr. McAnally was pleased with the performances. He said, "I thought the singers did a very good job. I hope they enjoyed the experience of singing with a band which is, sadly, not very common these days."

Many students volunteered at the event by helping to serve food and refreshments. They raised over \$500, which will be donated to the JTB Foundation. "Ms. Hartz and I have already met to brainstorm ways of building on that success into the future," Mr. McAnally said.

Cabaret not only raised money for a charitable cause, but also showcased some of Pingry's best talents.



Courtesy of Racheal Naar (VI)

Quizbowl Competes in Final Rounds of a Local Competition

By ANDREW SARTORIUS (V)

On Monday, May 19, Pingry Quizbowl returned to the Hotel Pennsylvania in New York City to tape the semifinal and final round of the Challenge, a local quiz show aired on New Jersey 12 and hosted by news anchor Brian Jenkins. The team, seeded twelfth out of thirty-two schools, began the campaign back in November by defeating Bishop Ahr. In February, spurred on by strong support from students, the team narrowly snuck by seventh-ranked St. Joseph's, before destroying tenth-seeded Rae Kushner Yashiva in the quarterfinals.

This time, Pingry faced eighth-ranked Summit in what was initially billed as a tricky encounter. "Going in, we knew they were going to be a tough team, particularly in the humanities, so we formulated a strategy that would play to our strengths and keep them away from their strengths," said captain Bobby Blatt (VI).

However, this time, as

a result of looming final exams, the team received minimal support. Also, starter Matt Laforgia (V) was unable to attend, forcing alternate Alex Daifoitis to step in and fill his role. "We could've used more fans," said Sam Fischer (IV), "but we never doubted ourselves and took care of business."

The team quickly jumped to a comfortable lead after the first round and never looked back. "I thought we took the life out of them in the opening minutes," said Blatt. "There was no way they were going to win." Despite a late rally from Summit, Pingry walked away with a solid 270-215 victory.

After initial celebrations, the team realized they would have to face Bergen County Academies in the finals, by far the most skilled team in the entire competition. Last year, Pingry had also made it to the finals and lost to BCA.

"We always knew it was going to be the toughest match," said Andrew Sartorius (V). "We came in hoping we could catch them off guard and maybe have luck on our side because that's the only way you can really beat them."

Pingry showed signs of nervousness in the opening minutes, allowing Bergen to gain a big lead. "I've honestly never seen a team with faster buzzer speed," said Fischer. "They were incredible."

By the second round, the team was forced into abandoning its carefully formulated strategy. Despite a slight resurgence in the third round, Pingry was picked apart by BCA on math and science questions. By the time the final buzzer had sounded, Pingry had lost 345-175. For the second year in a row, Pingry had finished second in New Jersey.

"We're disappointed to lose to Bergen for the second year," said Blatt, "but I have confidence that Sam, Andrew, Matt, and Alex will be back next year looking to win."

Art Teacher Mrs. Rosenblum Moving to CA AP Testing Policy Changed for Next Year

By MEREDITH SKIBA (VI)

Mrs. Arlene Rosenblum first came to Pingry by the recommendation of her neighbor Nikki Doggett, former Lower School teacher and Admissions Director. Twenty-two years later, after touching the lives of countless students in her art classes and enrichment programs at the Short Hills campus, Mrs. Rosenblum is moving to California to be closer to her daughter, a Pingry alum, and her family.

When asked how she will spend her time across the country, Mrs. Rosenblum is not positive but knows that she will do "something exciting with children." Mrs. Rosenblum's dedication and patience has made her class a Short Hills favorite.

Senior Elizabeth Lynch re-

members Mrs. Rosenblum's kindness: "When I came to Pingry in third grade, she made an immediate impact on me. She inspired me to become a better artist."

Throughout her time at Pingry, Mrs. Rosenblum has been an inspiration for many kindergarden through sixth grade students. She hopes that "I have given as much as I have received."

Charlotte Conway (VI), who will be an art major at the Pratt Institute next fall, describes Mrs. Rosenblum as a key mentor in her artistic endeavors. "She always supported my ideas and pushed me to work to my full artistic ability."

Jenna Devine (VI) recalls, "Mrs. Rosenblum always came up with creative projects and of course I cannot forget her trademark sneakers, which she

decorated herself."

Katie Bennett (IV) says "Mrs. Rosenblum was my art teacher for four years. I remember having a lot of fun with the mask project." The mask project, a Lower School favorite, is an example of Mrs. Rosenblum's creative projects. Pre-made paper-mâché masks are painted and placed on a backdrop.

Max Gatof (V) describes her class as always being "fun to attend."

Mrs. Rosenblum will not just leave her legacy imprinted in her student's minds, but also on the walls of the Lower School. The Class of 2004 through the Class of 2007 created a mural in the hallway when they were fourth grade students at Short Hills. Rosenblum explained, "We first created small paintings and then expanded it to a larger

painting on the wall. It will be nice to leave it behind as a lasting imprint."

Another memorable characteristic of Lower School art was Mrs. Rosenblum's jungle mural on the back wall of the classroom. While the mural was removed during renovations, current sophomore students recreated the mural on the shades of the art room during their lunch period, while they were at Short Hills.

Mrs. Rosenblum cites these students as examples of many Pingry students and their passion that she loves. "My students have been amazing. I have felt they have always been receptive to learning about art and all our projects. They were always enthusiastic about their work and willing to spend extra time."

Undoubtedly, Mrs. Rosenblum's presence will be missed by all. Mrs. Rosenblum credits Ted Corvino and Caroline Gibson for setting "a wonderful example for what this school is. They let the teachers be themselves and bring out their best qualities. It is truly fun to come to school everyday. I have been blessed to have this job."

AP Testing Policy Changed for Next Year

Continued From Page 1

ship with the AP program."

Out of this contemplation arose a number of serious questions. Dr. Murray described, "There were a couple of things we were concerned about. We wondered: what does a course have to do for us to feel comfortable using the AP label with integrity? And is this something for which we need to have a single school-wide policy?"

According to Dr. Murray, the continuing fear among the faculty was that, by not requiring the exam, teachers might be committing some kind of "fraud." Maya Artis (V) agreed with these concerns, saying, "I think it's disrespectful to the teacher to not take the exam." Furthermore, teachers feared that the lack of an exam requirement was causing students to favor AP courses over other classes that might be more in line with their interests.

Once it was decided that a change was necessary, the teachers involved in the crafting of the new policy debated

extensively with regard to its stringency. As Mr. Coe described, it was decided that even a score of two would not lead to a loss of AP designation. He said, "We were bending over backwards to support the student who may have just had a really bad day. We also talked about special cases, because they do exist."

Dr. Murray agreed, saying, "We tried to write the policy so that it would not penalize those students who were working hard."

The faculty does not expect the new policy to cause a revolution in course selections. Rather, they hope for a slight alteration in students' decisions when they are on the fence about choosing a class. Mr. Coe said simply, "My strongly held opinion is that these kids will be just fine."

However, student reaction continues to be mixed. As Ankita Agarwal (V) noted, "I'm not sure how things will work out. I guess we will see what happens next year."



M. Skiba (VI)

Fourth Grade Teacher Mrs. Kehoe Leaves to Interpret Sign Language

By MEREDITH SKIBA (VI)

Fourth grade teacher Mrs. Laura Kehoe '99 (né Cowan) is leaving to become an Educational Sign Language interpreter at Technology High School in Newark.

Mrs. Kehoe first started to learn sign language for her ISP during her senior year at Pingry. Since then, she has spent time taking classes while a student at Wheaton College and subsequently at Gallaudet University over the summers. Currently she is enrolled in an Interpreter Education Program. According

to Mrs. Kehoe, "I'm looking forward to this new career but will miss teaching and Pingry immensely."

Mrs. Kehoe returned to teach at Pingry five years ago. As she said, "I didn't know what to expect when I was hanging New Jersey posters and cursive alphabets in my room prior to my very first day of teaching. Now, I'll take away my admiration and appreciation for my students' mature time management and acceptance of their responsibilities. I won't forget the startling intellectuality that this age group can bring to discussions and

their writing. In my classroom, I saw kindness, disappointment, triumph and resilience."

Mrs. Kehoe will also take away what she calls "a newfound love of math, a gift from Chris Irish, who took away my fear and showed me the fascination of it, giving me the confidence and skill to pass my excitement on to children. Chris was my mentor throughout my time at Pingry and although she had children my age, we became the closest of friends by the end of my experience here."

Mrs. Kehoe has also brought her interest in sign language to the Short Hills campus. "One of my favorite memories was watching my students teach their buddy class, grandparents, and other students sign language in their own unique styles. It was rewarding to see both flailing arms and graceful movements convey meaning in such individual ways."

Although Mrs. Kehoe is now departing Pingry, she will always remember reading "The Sign of the Beaver" to her fourth grade class, building longhouses in Holmdel, visiting Ellis Island and hearing immigrant stories from her students, and the annual trip to Harmony House in Newark. Mrs. Kehoe notes, "I am excited to move on to a new challenge and adventure, but it will be a poignant farewell when I pack up those New Jersey posters and cursive letter for the last time."



M. Skiba (VI)

Williams to Become Social Worker

By MEREDITH SKIBA (VI) and EVAN ROSENMAN (VI)

Sixth grade math teacher Mr. Tom Williams will be leaving Pingry after 13 years to join his extended family in Massachusetts. According to Williams, "I'm going to take a year off and then start my masters. I was a business teacher, then a businessman, and then a math teacher, and now I've decided to become a social worker."

Mr. Williams has deeply appreciated the opportunities afforded him by teaching at Pingry. He described, "As a teacher, you're given a lot of freedom—how to teach, what to teach—which is great." He went on to say, "The kids are so smart and so motivated; it's really amazing to be able to teach here. The small classes and brilliant kids are a great combo."

Reflecting on his years in education, Mr. Williams said, "It's great when the lights go on in kids' minds and they get something, especially if they used to tell me that they hated math or if they thought they were bad at it. It's when the kids get excited—that's my favorite part."

In his career at Pingry, Mr. Williams has most enjoyed the annual house-building project that he completes with his students. The activity allows students to combine their math skills and creativity to build model houses. They calculate costs of materials used while staying in budget and figuring out areas of their three dimensional roofs.

Another one of Mr. Williams trademark characteristics is the language used in his classroom. For example, the phrase "shut up" is banned and instead replaced with "please cease your verbalization."

According to Mr. Williams, "I've really tried to be a good role model for my students, to show them that you can have fun and be serious, but still treat each other with respect."

Along with teaching, Mr. Williams helped out in sixth grade athletics this year by coaching ice skating and lacrosse. He was also a member of "The Toasters," a musical a cappella group made up of fellow faculty members Mr. Berdos, Mr. Buckley, Mr. Facciani, and Mr. Vehslage.



M. Skiba (VI)

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The Soundtrack to Sundresses, Sarongs, Sunglasses: Oh My!

By NICK RICE (IV)

Two years after making their first studio album, Islands, a Canadian indie band, kicked off the summer with the release of their new album, "Arm's Way", on May 20. "Arm's Way" utilizes more traditional rock band instruments such as the guitar as compared to the synthesized piano and strings of their earlier works. The lyrics and overall sound of the album has grown considerably darker and more intense in contrast with the upbeat, bright, and melodic songs of their first album, "Return to the Sea."

Also on May 20, Scarlett Johansson released her newest album, "Anywhere I Lay My Head." Johansson's album is a tribute to singer/songwriter Tom Waits and consists of Tom Waits covers, featuring David Bowie on two tracks. Just the idea of an actress-turned-pop-singer covering the songs of Tom Waits was enough to raise eyebrows. Critic Gary Graff once described Waits' voice as sounding "like it was soaked in a vat of bourbon, left hanging in the smokehouse for a few months, and then taken outside and run over with a car." This voice has led Waits to everything from harsh criticism to obsessive cult-like fan followings. Unfortunately, everyone from the harsh critics to the cult-like fans was disappointed with Johansson's cover.

Johansson attempted in vain to recreate the harsh, raw sounds for which Waits is known, but the end product sounds poorly produced, satu-

rated in reverb to the point of sounding like it was recorded underwater. There is no space in-between the instruments, nor enough contrast between the songs themselves. The album drones from one reverb-drenched song to another for 50 minutes. The only redeeming quality is that Johansson did attempt an album outside the ordinary and by paying homage to a celebrated, yet obscure artist, she avoided joining the ranks of Paris Hilton or Hillary Duff.

There are several other albums coming out also. On May 27, Usher will release his fifth studio album, "Here I Stand," five months after its planned release date.

As the end of school draws near, Weezer will release their sixth studio album, "The Red Album" on June 3. The album is supposed to be a much-needed break from their 16-year streak of pop punk. Front-man Rivers Cuomo has said that the influences of this album range from techno style drum machines and synthesizers to baroque style vocals.

Also in their 16th year, ska-punk band, Less Than Jake, will release "GNV FLA," named after their home town Gainesville, Florida, on June 24. Instead of breaking away from their previous releases, like Weezer, Less Than Jake plans to return to their earlier third-wave ska roots. Especially after their last pop-punk style album, "In With the Out Crowd," disappointed many fans, they hope with "GNV FLA" to reinvent the upbeat rhythms and horns that they are known for.

By ALLI DADOURIS (IV)

Summer is just around the corner, and it's time to start planning new ways to look cute and still have fun in the

sun. Though lying outside in that new Roxy bathing suit is all anyone can think about right now, it's still important to remember the essentials for when you're not tanning on the beach.



Courtesy of Free People

Miniskirts are hot this summer, but make sure the skirt is not too short. True Religion and Armani Exchange have created the perfect mix between flirty and fun.

Rather than wearing a pair of madras shorts, try some bright orange or yellow short shorts that will show off your new summer tan. Check out Lacoste or Vanilla Star for more fun colors that will look great with any shirt.

Just because you're going for a casual look doesn't mean that you need to wear boring tops. Stripes and bright floral patterns are still in, so there's no need to clear out your closet quite yet. If you're looking for that fun new shirt that will make you stand out, try something with sequins, like the new Burberry Prorsum designs.

With graduation parties coming up soon, cute sundresses are a necessity. If you're looking for a fun and casual dress, try a vintage Helena Christensen-inspired Toccoa dress. These simple cotton designs look good on everyone. Floral patterns are also a great way to keep your dress from looking boring. Prada's new floral

designs are bright, colorful, and perfect for any summer party.

Instead of relying on those comfortable Rainbow flip-flops for every occasion, try changing it up a little. Put on a new pair of gladiator sandals! If you're looking for that unique sandal, check out Just Cavalli for a colorful twist on the traditional metallic gladiator.

It's also time to put away those flats and start looking for a cute sneaker to wear around. Converse just came out with new designs that are less punk and more fashion forward.

Accessories are huge this summer. Everything from big Miu Miu brooches to huge Chanel belts can look great. Just make sure your accessories are big and vibrant.

Of course, sunglasses are a must for this time of year. Try some old-school Ray-Ban aviators, or go for some colorful Derek Lams with wide rims. Just make sure that the rim size fits your face well. Also, something new to look out for are scarves from Madewell. These lightweight and colorful scarves are a great way to spice up an outfit.

Summer Flicks Look to Impress Fans

By JULIA NOSOFSKY (IV)

With summer approaching, there are many things to be excited about, such as the many blockbusters that are coming to theaters over the next few months.

On May 22, Indiana Jones

came back again after 19 years in "Indiana Jones and the Kingdom of the Crystal Skull," directed by Stephen Spielberg and starring Harrison Ford as the infamous Jones. This film takes place in the Cold War era of the 1950's, and rather than us-

ing an abundance of special effects, the producers have decided to keep it low-key like the other Indiana Jones movies. Suspense is high as Jones becomes involved in a secret Soviet plot, with Karen Allen as Marion Ravenwood, his love interest, and Cate Blanchett as Soviet operative Irina Spalko.

Many know and love it as a TV show, but "Sex and the City" made its big-screen debut on May 30. The four co-stars—Sarah Jessica Parker, Kim Cattrall, Kristin Davis, and Cynthia Nixon—are reunited in this film. Though the movie is still light and humorous, it is more serious than the TV show and features the women dealing with commitment and family issues as they grow older.

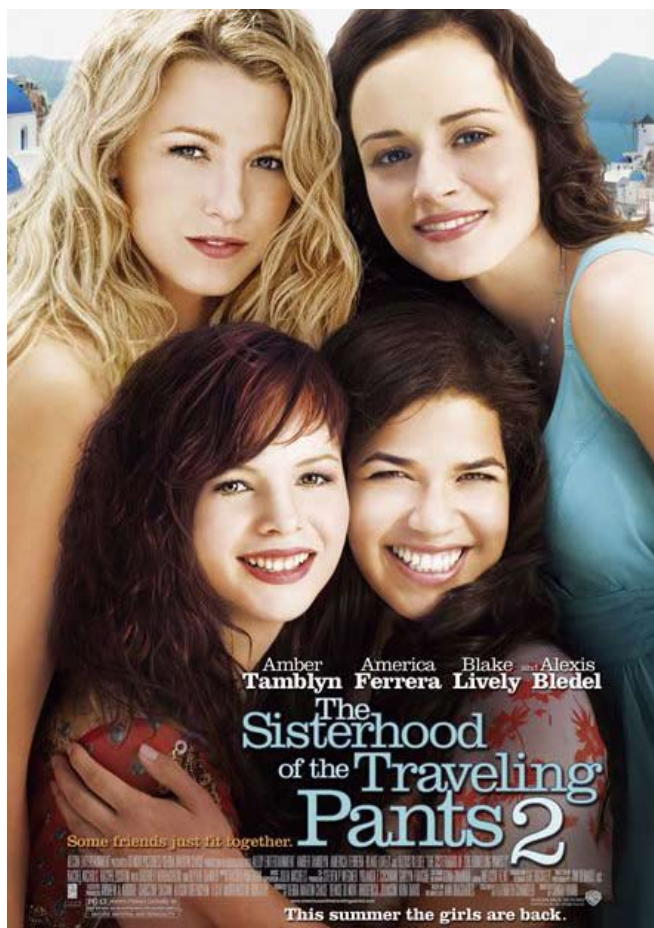
Another TV series that will hit theatres is "The X-Files: I Want to Believe," on July 25. Actors Gillian Anderson and David Duchovny are reunited in the film, continuing their roles as Scully and Mulder. Once members of the FBI who tracked down supernatural beings such as aliens, the duo will continue their adventures after the show's six-year hiatus.

Steve Carrell and Anne Hathaway will costar in the spy flick "Get Smart," coming on June 20. Based on a 60's TV comedy, the movie

features the actors as Maxwell Smart and Agent 99 on a mission to stop a situation by the KAOS crime boss, played by Terence Stamp. The aim of the directors was not to make a parody of the show and other spy movies, but to make it a legitimate action-packed one. While it is not a spoof, Carrell and Hathaway say "Get Smart" will be both funny and thrilling.

Batman is back on July 18 in "The Dark Knight." Played by Christian Bale, Batman continues to fight against the city's criminal organizations. The intensity grows when he is soon pitted against the Joker, played by the late Heath Ledger in his penultimate role. He will reportedly feature demonic makeup to represent the corrupted alter-ego of Batman.

Yet another sequel will make its way to theaters on August 8: "The Sisterhood of the Traveling Pants 2." Featuring America Ferrera, Amber Tamblyn, Blake Lively, and Alexis Bledel as Carmen, Tibby, Bridget, and Lena, respectively, the movie relates the events of the second summer of the sisterhood after their first year of college. The girls realize they have grown rather distant over the year and strive to rekindle their friendship despite being unique selves.



Courtesy of IMDb.com

Fun Things To Do This Summer

Novel

"Atmospheric Disturbances" by Rivka Galchen
Released May 27

A psychological thriller in which a psychiatrist's wife is replaced by an identical stranger.

Art Show

"An Installation by David Byrne" at the Battery Maritime Building in New York
Opens May 31- Aug. 10

David Byrne uses pillars and pipes to transform an ordinary building into an interactive musical instrument.

Museum Special Exhibit

Jeff Koons' "On the Roof" at the Metropolitan Museum of Art in New York
Opens April 22-Oct. 26

Three of Jeff Koons never before seen sculptures are on display at the Met's rooftop garden.

Music

"Viva La Vida" by Coldplay
Released June 17

Coldplay returns with their fourth record release.

Movie

"WALL·E"
Released June 27

Pixar's new science fiction movie stars a little robot that falls in love.

TV show

"Mad Men"
Airing in July on AMC

Season 2 of the hit TV drama returns with more witty tales about 1960's America.



Courtesy of Bruce Morrison '64

Field Hockey Captain Leslie Springmeyer to Play at Brown

By SHAAN GURNANI (III)

Field hockey star and varsity team co-captain Leslie Springmeyer (VI) will attend Brown University this fall. There, she will be playing on the intercollegiate varsity team.

Springmeyer started playing field hockey in fourth grade, when “[her] gym teacher was the field hockey coach as well and convinced [her] to play”. She soon began to love the sport, where “every game is intense” because it’s a low-scoring sport. Springmeyer says, “When your team connects and makes a successful play, which hopefully results in a goal, it is that much more gratifying.” Springmeyer, who plays the forward position, started on the junior varsity team but played several varsity games throughout the state tournaments and earned a varsity letter her freshman year.

Springmeyer has helped the team win several awards and recognitions, and has also won many personal awards. These include the Courier News Athlete of the Week in September 2007, the Colonial Hills Conference Player of the Year in 2007, the Courier News All-Area Player of the year in 2007, and the Star Ledger Somerset County Player of the year in 2007.

She recently organized a goal-a-thon to raise awareness as well as money for FOP research. Each player on JV and varsity asked their friends and families to pledge a certain dollar amount for each goal scored. They were able to collect a total of \$11,670 from seventy different sources. The project’s success was overwhelming. “The goal-a-thon inspired us to score goals not only to win games,” Springmeyer says, “but also to support Whitney Weldon in her efforts in fighting FOP.”

To stay in shape and on

top of her game, Springmeyer works out several times a week with Coach Scott in the fitness center. During these workout sessions, she lifts weights, stretches, and does cardiovascular exercises. She also runs everyday by herself, both during and out of the season. Locally, she

plays on a club field hockey team called Spirit Eagles.

Springmeyer is still unsure as to her major and future career, but is looking forward to be attending Brown because she will be able to take “whatever classes interest [her]” and see where they lead her.

Twelve Letter Varsity Award Winner Rupon to Play at Rutgers

By EVAN ROSENMAN (VI)

Senior athletic star Casey Rupon will be departing for Rutgers University this fall as a soccer recruit and a nursing student. Recently honored as the only female athlete from the Class of 2008 to receive twelve varsity letters, Rupon has contributed to the Pingry soccer, basketball, and track teams over the past four years. Though she is passionate about all her sports – and currently holds the Pingry female pole-vaulting record – Rupon is most dedicated to soccer, and looks forward to “taking my soccer career to the next level.”

Nevertheless, her soccer career here at Pingry has been quite impressive. Rupon was the starting varsity goalie for all four years of high school, and she played through three conference titles, three county titles, and three state titles. She hit a memorable milestone this past fall when she achieved her 50th career shutout, and finished the season with a total of 58. Reflecting on her last season, Rupon said that aside from her records, she left with “numerous memories of my teammates and coaches.”

When it came time to choose a college, Rupon received recruiting offers from many prestigious universities. In the end, she decided to choose Rutgers because it is a Big East DI school and

it thus presented the most exciting opportunities for playing over the next four years. In order to be ready for the upcoming season, Rupon will have to train all summer and report to preseason on August 7 in “the best shape of my life.” Nevertheless, she is deeply excited, saying, “I look forward to the challenges this season will bring.”

In addition to the strenuous soccer schedule, Rupon will also be pursuing her degree at Rutgers Nursing School. Her interest in

medicine grew out of her experience babysitting an autistic child. She said simply, “I want the opportunity to help people, and I’m excited about exploring different opportunities in nursing.”

In the end, Rupon will leave Pingry feeling ready for an intensive academic and athletic schedule. She said, “My teammates, coaches, and teachers have prepared me for what is to come in the future, and I look forward to making all of them proud both on the field and off.”



Courtesy of Casey Rupon (VI)

Brian O’Toole Excited to Join Dartmouth Varsity Squash Team

By ZACH RING (V)

Brian “BOT” O’Toole (VI) is very optimistic for his future squash career at Dartmouth College. One of the highest ranked players in the nation and a four-year varsity phenomenon, O’Toole has only strong hopes for making a positive impact on the squad. He says that “it will be a lot of fun to play for Dartmouth.” He expects to be in the top five or six out of the ten players on the roster after training all summer long at the Annex Performance Center in Chatham.

O’Toole first associated himself with the Dartmouth squash team on a trip there in December. He was pleased with the serious but friendly nature of the players and the teaching abilities of coach John Power.

O’Toole was not only attracted to Dartmouth’s squash program, but was also lured by many other factors. He describes Dartmouth as a “big state college with a good social life and sports teams.”



Courtesy of Bruce Morrison '64

He also cites the dorms as being nice and the kids as being “down-to-earth.” What O’Toole wants most besides a great squash experience is a great college experience.

He hopes to easily make

the transition from high school to collegiate squash. “These kids are going to be bigger, stronger, and better,” he said, “but I just have to work hard this off-season to be able to compete.”

Craig Limoli to Fence Saber at Princeton

By SHAAN GURNANI (III)

Saber fencer and Pingry varsity team co-captain Craig Limoli (VI) was recruited by Princeton for fencing and will start there in the fall. “Psyched” about attending Princeton, he looks forward to fencing at the college level, as it “should be exciting and intense.” He also looks forward to training with Hristo Hristov of Bulgaria and Zoltan Dudas of Hungary, who he considers two of the best coaches in the country.

Limoli fenced at the varsity level at Pingry throughout high school, fencing C strip as a freshman, B strip as a sophomore, and A strip as a junior and as a senior. This season, he has only lost two bouts. He was third team all-state sophomore year, and second team all-state senior year. At one point, Limoli was ranked 41st in the country for saber fencers under the age of 19. He has also qualified for many national tournaments, such as the Junior Olympics, several times. This year, he came in 36th place in the Junior Olympics, but was close to entering the top 32 bracket and raising his national ranking.

While fencing is a winter sport, Limoli practices year-round, usually training at the nearby Medeo fencing club in Bridgewater. He is there two to five days of week for a couple hours each time. At Pingry, he feels lucky to have been coached by professional Andrew

Lamianski, English teacher Ted Li, and Middle School teacher Stephen Kovacs, “all of whom have given him invaluable experience and advice.”

Limoli, who turns 19 in early June, started fencing in seventh grade. He says that the sport first attracted him “because it was different and individual” as compared to “football or basketball, which are so commonplace.” He particularly likes fencing saber because “it is fast paced, both physically and mentally.” While fencing does require strategy, speed, strength, and stamina, everything happens quickly, and the key to success is reacting instantly to your opponents’ actions. Even though Limoli admits he has slow reflexes, he makes up for it with experience and training.

When asked about his most memorable match, he remembers fencing Daniel Bak of Penn State, who was ranked top 8 in the country at the time. He lost 15-14 but claims that he lost on a bad call, making it even more memorable.

Aside from fencing, Limoli participates in cross country and is the co-captain and co-founder of Pingry’s first robotics team. As for his major, he is unsure and wants to “take a lot of classes in different areas of study and see where they lead me.”

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