

High Turnout at Battle of the Bands Boosts Tensions and Donations

By EVAN ROSENMAN (V)

On February 23, 2007, almost two hundred students and parents from school and the surrounding area attended the first-ever Pingry Battle of the Bands in the Hauser Auditorium. Five bands competed for the title of "Best Band at Pingry," as well as a \$200 prize and the opening act slot at Spring Fling. Judged by a panel of students, the bands were winnowed down through three rounds of fierce competition until The Black Dove Front, a band fronted by freshman Nick Rice, emerged victorious.

Sam Waterbury (VI) and Matt Laud (VI), the heads of the Student Activities Committee, organized the event. Laud explained, "There was a lot of demand for playing time by Pingry musicians during Rufus Gunther Day and the Christmas Assembly. Sam and I collectively decided these people needed a venue...and that's how Battle of the Bands was born."

Sam continued, "Organizing the event consisted of finding bands that were interested in playing, getting the public interested in the event, and raising

money. We made announcements, posters, and t-shirts to promote the Battle." Laud and Waterbury also proposed the event to Student Government and were granted a \$500 loan to fund the prize money and other expenses.

Next, they set about finding judges, a process that Matt admitted was done "somewhat haphazardly." They wanted to have "an equal balance of boys and girls and one representative from each grade" as well as "a few teachers," but found that no faculty members were interested. They settled on a panel of seven students who were chosen following a brief survey of their musical knowledge base. Finally, with five bands participating and a date and venue set, the show was ready to go.

When the theater opened Friday evening, SAC was surprised by the turnout of more than 175 people. "We expected attendance of about 100 students," said Laud, "and at certain times, Sam and I thought that was a pretty liberal estimate." The surplus of tickets sold meant that a \$380 dollar donation could be given to

charity headed by Pingry adjunct music teacher Mark Watson. The organization sponsors life-saving open-heart surgeries for children in India.

After a few opening remarks, the event kicked off with band Studio 7's rendition of the Red Hot Chili Peppers' "Snow (Hey Oh)." Studio 7 includes Luke Beshar (V); the band's performance was capped by Beshar's behind-the-head guitar solo that wowed the judges.

The other four bands to play were Little Blue, consisting of sophomores Cathy Ha, Taha Rakla, Shivan Bhavnani, and Brian Hart; The Black Dove Front, with Rice on vocals; Chime:Funk:Cheat, with Ted Moller (VI), Dan Davidson (VI), Connor Sheehan (IV), and Aaron Davis (III); and soloist Elisabeth Youngdahl (VI).

After the initial round, the judges chose Studio 7, The Black Dove Front, and Chime:Funk:Cheat to move onto the finals. Studio 7 performed a rendition of Guns N' Roses' "Sweet Child of Mine," leading many audience members to believe they would win. Not to be outdone, The Black Dove Front shined during a performance of "Satellites," the first song the group had ever written together.

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Courtesy of Ms. Jane Asch

Beth Homan (V), as Cinderella, leads the cast in song.

Winter Musical "Into the Woods" Delights Audiences of All Ages

By SAM BARON (III)

On March 1, 2, and 3, 22 members of the Upper School performed "Into the Woods" as this year's winter musical. The story, written by James Lapine, shows three fairy tales that intertwine while characters journey into the woods.

Director and Upper School drama teacher Ms. Stephanie Romankow chose "Into the Woods" because, "As a parent, I fell in love with this story about relationships and the bond between parents and siblings."

The play begins with three separate scenes on stage together:

two fairy tales and a baker with his wife, all singing about their wishes for the future. Cinderella, played by Beth Homan (V), goes into the woods to find her mother's grave; Jack, portrayed by Ricky Zacharias (V), is forced to go into the woods by his nagging mother, played by Maggie Bonadies (IV), to sell his beloved, yet old and unproductive, cow, Milky White. Jack goes on to sing a passionate and quite ridiculous love song to his cow, bidding it farewell.

The baker, played by Sam Waterbury (VI), and his wife, played by Rachel Naar (V), are visited by a devilish witch, portrayed by Ariana Jackson (VI), who curses them with the inability to bear

children. Little Red Riding Hood, played by Elisabeth Youngdahl (VI), also visits the baker and his wife. She is buying sweets for her grandmother but is actually snacking on quite a few herself.

The baker and his wife must find four items: a white cow, a few locks of yellow hair, a golden slipper, and a bright red cape in order to lift the curse. As the first act unwinds, the characters find themselves in the woods, all searching for their dreams.

Mrs. Romankow added, "I felt the play shows the importance of letting go of the past and facing fears."

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Inside The Record



Courtesy of The Development Office

Ted Moller (VI) chats with sculptor Peter Allen '78 during the visual arts session on Career Day.

Are We Moving Too Fast?

David Young (V) discusses the rising expectations of children and the effects of "Hurried Child Syndrome" on our school. P 3.

The Mind Behind J. Crew

Kevin Korn '94 designs some of the J. Crew clothing that can be seen on many students in the hallways. P 4.

Shapiro '79 Achieving Success as a Novelist

Novelist and alumna Dani Shapiro has written her fifth book, "Black and White." P 5.

Money or Happiness?

Judges selected Ricky Zacharias (V) as the winner of this year's Robert H. Lebow '58 Oratorical Competition. P 6.

Alumni Talk to Seniors

The Pingry Alumni Association brought successful alumni back to school to give seniors career advice. P 6.

Photo Students Compete

The art gallery is currently hosting a multi-school student photography exhibition that showcases many students' outstanding work. P 7.

Winter Season Sports

This year's winter sports teams and athletes broke records and won championships. P 8.

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Two Alumni Start Hip Manhattan Club

By NED ADRIANCE (IV)

In a business where the vast majority of people fail in their first year, Hunter Hulshizer '91 and Peter "Corby" Thomas '92 have conquered the risky enterprise of owning a restaurant with their club, Session 73, located on the Upper East Side of Manhattan.

Struggling to find a "concept that clicks," as Hulshizer put it, the club offers a passionate atmosphere of

live music and dancing intermingled with its unique tapas-style menu and dimmed lounge-like lighting, giving the patron a sense of comfort through the mood.

"Session 73 brings the downtown uptown," said Hulshizer, who, along with Thomas, has filled a niche that the Upper East Side has lacked for ages: a live music venue where upscale dining collides with a laid-back club environment.

A brainchild of an aspiring

brewer, Session 73 was born out of Thomas's decision to combine his knowledge of live music with experience from the restaurant business.

"In my Pingry days, I liked to call myself a musician. So I had some experience there, and I had worked in the brewing industry, which gave me some foresight for being a restaurateur," Thomas elaborated.

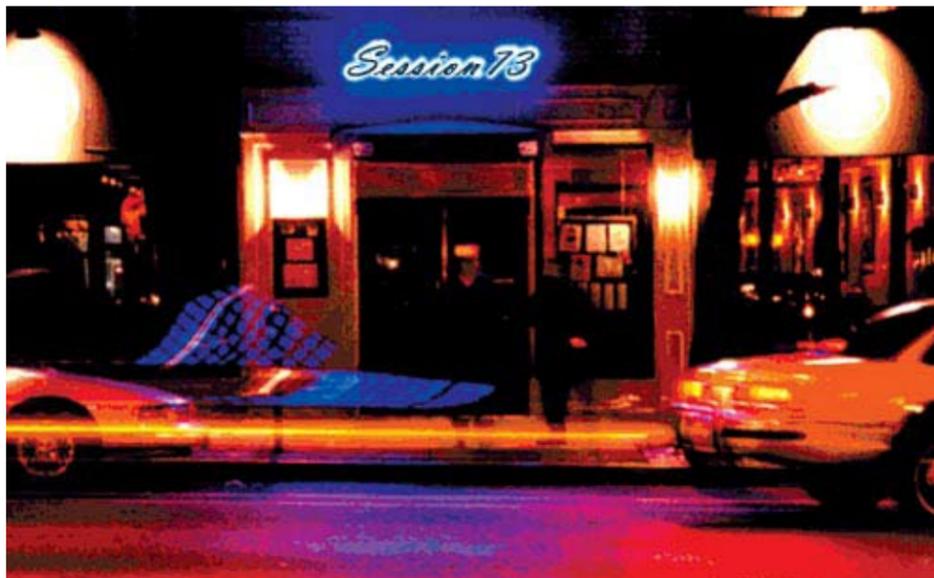
Unlike his business partner, Hulshizer had planned

to enter a career in broadcasting, studying it at Denison College and later working for "Good Morning America." However, as Hulshizer noted, "even though I had planned otherwise, I always had an interest in entrepreneurial endeavors, so the restaurant business is pretty fitting."

At Pingry, setting the stage for his planned career in broadcasting, Hulshizer was the president of the Student Activities Committee: "SAC gave me an opportunity to really lead for the first time—I loved acting in the skits, and writing them even more."

On his experience at the Martinsville Campus, Thomas cited the influential tactics of Mr. Adam Rhodie, who assigned him to teach a class at one point in his high school career. "Running a staff is like teaching a class," Thomas said. "You have to get them to respond in the way you want them to. And running and managing our staff is one of, if not the, most important things that we do at Session 73."

Both partners fondly described their years at Pingry. Hulshizer explained, "I'm so thankful to Pingry. I really felt like I was a part of a



Courtesy of Session73.com

Two Pingry graduates started a jazz and tapas club on the Upper East Side.

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EDITORIAL

The AP Dilemma

While I thought about my classes this year, I came to an interesting realization: every academic class I take has students in it who are not seniors. There is a smattering of juniors, sophomores, freshmen, and an eighth grader in my classes throughout the day, and I am in no way taking easy courses. I am taking the second hardest math class in the school, what is known as the hardest science class in the entire school, and even an AP language course—all very difficult courses—and there seems to be, in every one, a large number of younger students.

I am fully aware that some students are especially advanced, and I am very glad that our school offers them the opportunity to take courses that suit their academic capabilities. I am worried, however, that many students are taking courses that are academically rigorous beyond their years and drowning themselves in work for the sake of resume-building.

I will be the first to admit my hypocrisy regarding this issue: I am taking a number of AP courses and Honors-designated courses, some of which I decided to take solely because they would look good on a college application.

As it turns out, despite the lack of preferred courses in my schedule, I am very happy with the classes I am taking this year. In some of my classes, however, I hear many underclassmen complain about the difficulty of the work and the stress level that accompanies their plethora of courses. Every time I am around one of these students, I think of David Young's opinion piece on the opposite page that talks about "Hurried Child Syndrome." One look at any of these students and you can see how much work and stress they subject themselves to in the name of their studies.

These overworked students raise an important question: are they doing all of this work because they want to be challenged in their academic endeavors, or are they doing it because they want to get into a "good" college? The politically correct answer is, of course, the former; however, the honest answer in 99 percent of students is the latter. Students spend their high school careers focused on getting into college and not on the high school experience itself.

The famous adage says, "The journey is more important than the destination," but students at our school seem to have the opposite approach. All that is important about high school is getting through so that we can get into college, not about all of the lofty academic ideals that we, as an academic institution, should try to reach.

Some may not see this attitude as a problem; after all, it seems to be becoming more and more normal around the country. I see it, however, as an extremely large problem—a problem that threatens the foundation of our school: academic excellence and a positive learning experience.

Unfortunately, there is no easy solution to this problem. I know first-hand how hard it is to try to step off the bandwagon, escape academic pressures, and enjoy the journey that is high school—I was one of many who fell into the whirlwind of pressures and succumbed to focusing on my post-high school destination. With the experience I have, however, I offer my preliminary solution to the problem.

I propose that we get rid of all "AP" and "Honors" course designations. In my opinion, there are two major problems with these course titles: the designations do not always reflect the level of intensity of the course, and they force teachers to teach towards a test, severely hurting the ability of our school to have the best possible academic environment. In addition, teachers lose so much of their teaching power when they are confined to teaching within the boundaries of a standardized test. If our school really cares about the highest quality of academics, we would teach curriculums designed by teachers and experts who understand our school and our students rather than by some far-off, hidden, standardized test company.

Most people who attend this school, including me, realize that we are so lucky and privileged to be allowed an opportunity to attend an elite private school in which the level of education is so high. What we need to do, however, is savor the journey through high school; otherwise, we will squander all of the benefits in an attempt to look too far ahead.

—Josh Freedman



By MATT LAUD (VI)

Say No to Senioritis

By SAM ADRIANCE (VI)

It's second semester. At this point, even those seniors who still aren't assured of college acceptance know that unless they screw up very, very badly, school no long matters as far as colleges are concerned. So we start showing up to school late, and some days not showing up at all. We go home at night and play video games or hang out with friends and forget about doing work. For most of us, this means we study for tests and write papers

(after all, we can't do too badly or our parents will get on our backs) but don't do much else. For others, even this is more than they're willing to do.

Ultimately, what is this trend really all about? I certainly understand the urge. You might say I caught senioritis a year early—last year I did the bare minimum amount of work to get the grades I wanted and, by those criteria, I was very successful.

However, I've got a new outlook on school this year. I'm working harder than I have since I was in middle school (when I was terrified of showing up to school without my homework done) just when I'm supposed to be slacking off.

Why? Because school to me is about more than just a grade on a report card or getting an acceptance letter from the "right" college. It's this type of thinking of, "when I'm in middle school I'll work to get into the right high school, and then I'll work to get into the right college, and then I'll work to get the right job, and then I'll work to get the right promotion, and then I'll retire, and then I'll be happy," that sabotages our lives. It leaves no room for the present—we're always working toward something else, never being satisfied with now. Have you ever

wondered why so many retired people get bored and return to the workforce or take on new responsibilities? They have no practice enjoying the present, so how should we expect them to start when they're sixty-five years old?

When we get into college and all of a sudden stop working, it is a blatant acknowledgement that the only reason we come to school every day and the only reason we do any work at all is to get a particular grade. We scream loud and clear that we couldn't care less about actual learning.

"But it's just so much more fun this way," you say, but I disagree with your premise that fun is the most important value. Maybe it is more fun, but isn't the more important question whether it is more satisfying?

Try to truly examine what was going on in your mind the last time you sat in front of the TV for four straight hours, or the last time you got so drunk you can barely remember it. Was the thing that was so attractive to you actually pleasurable and satisfying, or was it just numbness you were after?

Think back to the last time you truly gave your all to some assignment and got a good grade, an acknowledgment of your effort. Now think back to last time you "BS-ed" your way to the

same good grade without actually knowing what you were talking about. Which was more satisfying? Did "cheating the system" or actually earning a grade you deserved feel better? If it's the latter, I hope you realize the intrinsic value of hard work—not hard work for a result but hard work as an end in itself—before it's too late.

In conclusion, I'd like to point out that I'm fully aware that this op-ed is dripping with self-righteousness. I'm acting like I know how everyone else should live their lives, which is a tendency that I have a hard time dealing with in others. But I believe strongly that I'm right, and that we'll all be happier in the long run if we make each minute of life about work and satisfaction rather than fun and numbness. What I'm trying to say is that I understand if I piss you off and you subsequently don't take me seriously, and you won't be unjustified. But I hope you listen.

I have a feeling this plea is going to fall mostly on deaf ears. I can live with that. To be especially bromidic, if one person thinks differently about being a "second semester senior," then I'll have accomplished something. And if not, at least I'll have gotten this whole thing off my chest.



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“Hurried Child Syndrome” is a School-Wide Epidemic

By DAVID YOUNG (V)

I had planned to start with a poll among students to find out if the prevailing sentiment on campus supports the contention insinuated by “Hurried Child Syndrome.” In preparation for this poll, I sampled a few questions like, “Do you feel hurried or have too much to do?” or “Do you feel your parents and your teachers expect too much from you?” or simply, “Are you happy?”

The informal response that I received to these questions was so overwhelmingly tilted in one direction that I believed a formal poll was probably not necessary. After all, polls are really meant to measure differences in tendencies or opinions, not to reestablish that which is already obvious. And what is obvious is that we all live in an era of “Hurried Child Syndrome,” whereby children are generally com-

pelled to succeed, over-succeed, and super-succeed in all that they do inside and outside of school, all preferably in record time.

A hurried child is a child who grows up too fast, ending up with all the problems of an early adult. This includes stress, depression, anxiety, lack of self-confidence or self-esteem, and all the other bodily and mental ailments that used to afflict only adults. The life of a hurried child can be summed up by one word: pressure. Pressure is what results from too early an exposure to tasks and roles that the child is not prepared for or does not really wish to be prepared for.

In the words of Dr. David Elkind, Professor of Child Development at Tufts University, “Americans expose their children to overwhelming pressures, pressures that can lead to low self esteem, to teenage pregnancy, and even to teenage suicide.” 2006 saw the publication

of Dr. Elkind’s 25th Year Edition of his celebrated “Hurried Child,” which launched global awareness for this rampant problem of childhood gone awry.

We live in a culture that stresses relentless success. Being successful early in life often represents the sum total of all parental anxieties projected into a child’s education.

The child is expected to do well not only in school but outside of school as well. In many ways, it becomes a projection of the parents’ neurosis and drive to succeed in life. The child learns early on that doing well in all of the activities assigned by the parent leads to emotional reward, and this in turn fuels an overwhelming fear of failure or of any risk-taking. Amusingly, the child soon learns to navigate through delicate waters and ends up playing

the role of a parents’ therapist, feeding them what they wish to hear at times and averting potential conflicts at others.

Children are often portrayed as little adults, and the marked technological and media advances enhance the image of super-kids, roles that children are often asked to fulfill. Hurried through childhood to super-achieve, it is no wonder that so many children are fatigued by the time they reach their teens.

Time out: perhaps there is the need to slow down! It should not all be about grades, honors, and material pursuits. Perhaps education is about fun, after all. Learning for fun—without the need to worry about mastering so many AP’s and doing so many extracurricular activities—can anyone even imagine how nice this

would be? Playing once in a while just for play’s fun? How about the benefits with all the hurrying? Going to the best colleges: does it really matter and would it enhance in any way the quality of one’s well being many years down the road? Would anybody else really care? Models for success: can the human being be downsized to a model that serves others more than oneself? Would money and material success alone, say, lots of money and lots of fame, make anyone one iota happier in life?

I bring these points for consideration and hope to gently nudge everyone to look at the larger picture, a picture that I shall refer to as “wholistic education,” an ideal centered on nurturing a child’s interests and talents without instilling any fear in that child for early failure in life. I hope that the topic here will also foster some inner reflection as to whether this “Hurried Child Syndrome” might be easily prevented through a slight adjustment in expectations on everyone’s part, especially those of parents.

Children are compelled to succeed, over-succeed, and super-succeed.

EDITORIAL

A New Approach to Martin Luther King, Jr.

Martin Luther King, Jr. said in his “Letter from a Birmingham Jail,” “There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.” After reading that charged quotation, I wondered, how was it that on the day meant to commemorate this great orator that we ended up chatting about Spiderman’s endurance against Green Goblin?

That day, Alex Van Den Bergh (VI) and I led a discussion among five other middle schoolers. While talking about questions like, “Name three people who have great power,” the names George W. Bush, Oprah, Bill Gates, and Spiderman came up. Then everyone commenced to name his or her favorite superheroes. Looking back, perhaps, we could have made better use of our time since laughing probably took up too much of the discussion. But I’ll just blame the middle schoolers for that.

I’m sure if you were to wade through several layers, you could find a connection between the superactivist and the superhero. Walking out of the classroom, however, I was confused as to why we were talking about privilege and leadership qualities. Having heard and read some of his great speeches, such a discussion topic seemed to miss the mark. King dealt with racial equality, not gravity-defying mutants.

While I would usually ignore such an awkwardly planned discussion, another student’s confusion prompted me to realize that a lack of clarity may have greater ramifications. The administration’s failure to make clear-cut connections between Martin Luther King’s message and the implications of privilege had led this student to believe that some people wanted diversity so that they could feel superior to others. I’m sure this is not the message the framers of this discussion intended.

After some more discussion with this student, it was revealed that even her own original statements confused her. This is all very understandable, for this student was trying only to make a connection between the discussion about privilege and Martin Luther King, who became the face of the successful civil rights movement.

I understand that by discussing privilege, students could realize that they could use their privilege to help those without it. And yes, King’s achievements and views went beyond just racial inequality. He wanted to deal with justice and peace on the whole, dealing with other, less popular topics like his opposition to the Vietnam War. Therefore, I can see why administrators might not have focused solely on racial diversity.

Nonetheless, a more straightforward approach that established a connection between King’s views and achievements and the discussion would have helped students take away the right message or any message at all.

This is particularly important in a year in which the anonymous letter debacle may have left some sore wounds within the community. Although the administration may have been wary of pouring salt on those healing wounds, it would have been better to take that risk and confront the issue head on.

—Catherine Chong

The Honor Code: Punishing Those Who Actually Deserve to be Punished

By RYAN SELLINGER (VI)

First of all, I would like to state that I completely agree with the principles that the Honor Code sets forth. I believe honor and trust are of the utmost importance, and I also believe that in a perfect world no one should cheat and no one should lie. Unfortunately, mistakes happen. Due in part to the high levels of competition within the college admissions process, students may make poor, impulsive decisions. No amount of punishment will ever change that.

The most important thing, however, is how an individual reacts once the mistake has been made. Students can either admit that they have made a mistake, accept responsibility for their actions, and hope to learn from the experience, or they can lie and hope that they are not proven to be guilty. I believe that it is beneficial to all parties if a student admits his or her mistake, regardless of the circumstances, and learns from that

experience.

On that note, I feel that the way that the Honor Code is interpreted and enforced is both ineffective and inefficient. The Honor Code stresses the importance of telling the truth, as it should, but it does little to encourage this ideal in young, growing minds.

Telling the truth, even after making the mistake of initially lying, takes a great deal of courage and should be treated as such, as this action helps both the students and faculty. By admitting his or her mistake, the student is able to learn and grow from the experience. Also, because the student has told the truth, it allows the administration to act on that information and punish the student accordingly.

I am not suggesting that a student who tells the truth shouldn’t be punished for the original mistake, but I think the punishment should

be reduced for having the courage to come forward. An individual learns much from making a mistake and realizing it was wrong. If he or she is instead just punished severely after telling the truth, he or she becomes angry at the punishment and loses the benefits of learning from the mistake. Since it helps the school for a student to admit the wrongdoing, that should be taken into account regardless of the initial mistake made.

I have gone to Pingry for the past four years and have seen a large number of inci-

Punishment should be reduced for having the courage to come forward.

dences take place in which the school’s interpretation of the Honor Code has interfered with the administration’s ability to seek justice and achieve closure. Many of the major episodes that have occurred have resulted in those who tell the truth being punished and those who lie being rewarded by not being punished at all. Who does this system benefit?

A party occurred during my sophomore year, in which many athletes had been drinking during their athletic season, and only a handful of players got suspended for their actions (the ones who admitted to drinking). The ones that lied were able to play. A Physics exam was stolen this past year and every student involved had the initial response to deny any involvement at all. The result: two students were expelled for the actions of many and those that lied and kept their mouth shut remain unpunished.

This does not encourage other students to come forward and admit any involvement in the matter and, as a

result, closure has still not really been achieved on this issue. Because the school knows there are still many students who were involved but did not come forward, closure will not occur. It is in the school’s best interest to find closure on this issue, and as such, they should encourage kids to come forward, not discourage them with the threat of punishment.

I think that the fact that we have an Honor Code in place is great, and I completely agree with having it, but I also believe that the school will never be able to create an incentive for students to tell the truth by doing what they have done in the past. I think that in order for all of this dishonesty to stop, the school must give students a reason to be honest. We do not live in an ideal world, and most individuals still make decisions based on a cost-benefit analysis of their situations. If students see that those who tell the truth get punished to the maximum and those who lie don’t get punished at all, their first reaction is going to be to lie.

Therefore, I propose that when the administration is making disciplinary decisions regarding a student, they either reward a student for telling the truth by reducing the punishment or don’t punish them for lying if, after lying, they voluntarily come forward and tell the truth. If someone has the courage to admit they did something wrong, regardless of the original mistake, then he or she will help everyone.

I believe that if you give students an incentive to tell the truth, it will be much easier to handle many of these recurring problems and, as a result, everyone in the school will benefit.

Congratulations to Jessica Westerman on being elected Student Body President for the upcoming 2007-2008 school year!

We would also like to recognize Ricky Zacharias and Jay Sogliuzzo for well-run campaigns and for stepping up to run for this position.

Korn '94 Infuses Past into Designs Sussman '03 Incites Activism

By DIANA JIANG (IV)

Kevin Korn '94 is putting his talents to work at J.Crew as the senior concept designer, building the overall men's business by working on catalogs and the Internet.

In the fashion industry, he always works a year in advance, figuring out what the "next thing for clothing" will be and what colors and designs the company should pursue. It is both a teaching and a learning experience: each season, J.Crew learns from its customers what they want and teaches them about what will be fashionable in the coming months.

At Loyola College in Baltimore, Maryland, Korn majored in advertising and fine arts, focusing mainly on photography.

He went on to a design school in New York City for two years, then worked for Abercrombie & Fitch and Ralph Lauren. When he went back to Abercrombie & Fitch, J.Crew discovered him and wanted to hire him to build a team to grow its men's business.

"Growing up as a Pingry stu-

dent, you live with J.Crew and Polo. It's something I've always related to," Korn said.

He accepted J.Crew's job offer because he's always loved the lifestyle the brand represented, as well as its northeastern flair. He also credits his interest in how he was raised: "That northeast prep school mentality almost gets engraved in you," he said.

Though Korn graduated from Pingry thirteen years ago, he still has ties to Pingry and recently attended Career Day. He still retains some of his best friends from his senior year in high school, and "in a weird way, I still turn to [them] for advice, not just on career but also on life," he said.

Some of his most influential teachers were Mr. Norman LaValette and Mr. Miller Bugliari.

"Mr. Bugliari was, hands down, one of the best teachers I've had, both on the soccer field and in life," Korn said.

One of his favorite memories is passing by Coach Bugliari's office to the sound of classical music.

He still vividly remembers

Friday morning assemblies, German classes, his first day of school in seventh grade, and his last on Graduation Day.

He fondly recalls the "Blairstown retreats and the endless memories that were created there."

He was also at Pingry during the memorable construction of the new soccer field for the 1994 Italian World Cup Soccer team. As an enthusiastic member of the soccer team, the first thing that comes to his mind about life at Pingry is playing in a shootout during the county finals.

Korn has always worked on the design end of the clothing companies by building the identities of their brands.

In the future, however, he is looking to expand his design skills beyond the fashion industry. He hopes to bring his lifestyle design into other avenues such as restaurants, resorts, and hotels. He's very interested in creating photography books or books on interior design, and considers exploring other interests in cooking, fine arts, and different cultures.

For Pingry students in search of a career, Korn suggests "trying out as many avenues as you can with internships, traveling abroad, and talking to as many teachers and friends as possible. Anything you think you may like, you should go for it and not hold back. The more experiences, the better!"



Courtesy of JCrew.com

Session 73 is a Popular Hangout for Celebs

Continued From Page 1

family and felt prepared for the world to come."

Thomas added, however, "I really didn't like to wear a collared shirt everyday, that's for sure."

According to the two club owners, their years of managing Session 73 have passed just as quickly as their days at Pingry.

"Session 73 has evolved rapidly over the years. We realized that as our crowd has changed, everything about the club had to change—and we've gotten pretty creative. We've got Salsa and Tango dancing lessons on Mondays and Tuesdays now," Hulshizer noted.

Originally a jazz club, the early to mid-twenties audience inspired Hulshizer and Thomas to recruit more rock and roll bands and artists to fill Session 73's live music quota.

The changes are not just in the music heard at Session 73. "The place started with a general décor, but we've really transformed the place to give it a modern, velvety atmosphere," said Thomas.

As they have seen styles come and go, Session 73's owners have crossed paths with many famous faces,

including Mike Ditka, who frequents 73, the late Tito Puente, and many Yankee team-members. Additionally, Saturday Night Live cast members often relax after a show at Session 73, and even shot a sketch with Kate Hudson in the back lounge. To add to this list, Hulshizer and Thomas have made casual conversation with Giants' running back Tiki Barber and comedian/actor Will Ferrell.

Just as the club has evolved over the years, Hulshizer and Thomas have changed accordingly as a result of their participation in the business.

"I've certainly had to grow up in a hurry," said Thomas, "and I've been challenged to manage myself and my risks more effectively."

Both of the Pingry alumni are eagerly awaiting the Pingry Reunion Event they are hosting at Session 73. "We've hosted events in the past, and they've just been amazing. We all enjoy ourselves so much," described Thomas.

Looking to the future, Hulshizer expressed his ambitions for Session 73: "I don't plan to do this forever. I don't want to go to bed at 4 a.m. for the rest of my life, but it's certainly been and continues to be a wild experience."

By DARINA SHTRAKHMAN (V) with JENNY GORELICK (III)

Former Student Body President Aaron Sussman '03, a Government and American Studies major at Wesleyan, recently founded an online magazine called Incite.

The mission of the magazine, according to the website, is to "connect political commentary and social action by displaying the intelligent and insightful commentary from students and others on political issues."

He believes that magazines like Incite excel on college campuses because there is constant conversation about controversial topics, which can be developed into political journalism and social action.

Sussman's political activism was also encouraged by Pingry teachers. Sussman said, "A lot of people have the view that Pingry's elitist, traditional, conservative in that aspect, but there are some very progressive teachers there."

He also believes that there are many opportunities to be politically active at Pingry. While at Pingry, Sussman tried to expose fellow students to discussions about Iraq by taking them to rallies, having demonstrations, and

holding forums.

An on-campus protest that he organized senior year was shut down by the administration. "I know they don't want to risk upsetting parents or the Board," Sussman said. "But there was definitely a good deal of dishonesty about the whole thing. The reasons administrators told everyone for shutting the whole thing down were not the reasons they promised me they'd give."

Sussman is involved not only in political activism and journalism but also stand-up comedy and radio broadcasting. He traces his engagement in stand-up back to reading announcements at Monday assemblies. At Wesleyan, he enjoys arranging shows with a group called Punchline. He was also given access to his own radio show.

Sussman says that he is able to balance his many interests by knowing how to work efficiently and still have time to do things he cares about, something he learned during his time at Pingry. He said, "When your obligations are something that you really enjoy doing, it's easier to force yourself to meet the commitments."

Pingry also helped Sussman prepare for college by teaching

him to write clearly and logically. "Pingry did a good job of fostering independent thought and creativity. Most teachers I experienced promoted that kind of thinking and pushed you to consider things from different perspectives," he said.

His favorite Pingry teachers include Dr. Dineen, Mr. Raby, Mr. Sluyter, Mr. Romano and Dr. Desimone, and he enjoyed Mr. Keating's and Mrs. Geacintov's Freedom class. In addition, he thought "Mr. Rohdie was an excellent advocate for students and really reasonable for an administrator."

He said he "had a great time in class with most Pingry teachers" and credits them for having a good influence on his education.

After college, Sussman plans on working in civil liberties and eventually attending law school.

"Journalism and Constitutional Law is what I'm really interested in pursuing," he said, "and I think they are really interrelated. With the Patriot Act and other affronts to the Constitution launched by this government, there's plenty for me to do in the next couple years. It takes an honest media to interpret the pretty scary stuff that's going on in the world today."



Courtesy of incitemagazine.org

Parsons '91 Brings Science to the Small Screen

By EVAN ROSENMAN (V)

Danielle Parsons '91 has never let boundaries stop her from pursuing her dreams. She has traveled to many diverse locations and across many different fields of study in her ever-evolving career in the film industry.

With the establishment of her own production company, Wholesome Pictures, last year, Parsons seems poised to head for even more adventures—and even greater success—at this stage in her career.

Parsons attended Pingry from 2nd to 10th grade and then graduated from Trinity High School in 1991. She attended Smith College for a year before transferring to Harvard University, where she majored in Biology for two years. However, "not wanting to spend [her] life in a lab coat," she eventually shifted her concentration to Social Studies.

After graduation, she moved out to Los Angeles with the intention of getting into the film and TV industry.

"I wanted to make children's television for girls," she said.

She quickly landed at MPCA, a "very busy independent production company," where she worked as the assistant to the company's president, Steve Stabler. She gained experience in "the nuts and bolts of production" there.

One of her greatest achievements was spearheading negotiations between IATFE, the crew workers' union, and MPCA. Over nine months, Parsons worked to hammer out the details of what would become the first-ever union deal with a low-budget production company.

She also worked on "Beverly Hills Ninja" and "Kingpin," in which she acts in a short scene opposite Bill Murray as "Darlene the Potato Bar Waitress."

Yet as time passed, Parsons

became interested in taking on new roles in the process of crafting films. "I was just itching to produce a movie," she said, and so she decided to take a producing credit on the film that would become 1998's straight-to-video "Beach Movie." Production took a year, during which she was exposed to virtually every aspect of the filmmaking process, from "an idea to a script to shooting to editing."

After "Beach Movie," Parsons decided she wanted to move on to more meaningful projects. As she put it, "Living in L.A., it doesn't take long to start to feel your brain atrophying." She worked for a time at Orion Pictures, MGM, and Destination Films before moving back to New York and volunteering at the Museum of Natural History.

She then traveled to Venezuela and filmed insects in the jungle for several months. These experiences "rekindled my interest in science," and upon her return to L.A., Parsons finally realized

her calling in the film and TV industry—non-fiction, science-oriented programming.

She soon began working on The History Channel series "Modern Marvels" as an associate producer and later as a field producer. The experience, as she described it, was both fascinating and enjoyable. "Getting to meet scientists, experts, engineers, and travel to different countries was like doing a term paper every four months," she explained.

Yet, striving for more creative independence, Parsons decided to start Wholesome Pictures in 2006. She is currently working on a playful TV series about bugs and life on the small scale and is hoping to find distribution with PBS.

"It's more a 'Pee Wee's Playhouse' than it is 'Nova,'" she explained. "It's like David Attenborough meets 'Alice in Wonderland.'"

Looking back at her years at Pingry, Parsons recalls both minor details and overarching

values that have stayed with her. She came to the Martinsville Campus soon after its completion and loved the "modern and cutting-edge" look of the building. "I remember really agreeing with the aesthetics of the floor," she said, chuckling.

She also fondly remembers the labs she did in science class, which first ignited her interest in biology.

Most of all, Pingry's sense of community, of "being affiliated with a place," has stayed with her.

"The film business is incredibly silly," she said, "but it is also inhospitable at times. The grounding I received at Pingry has really boosted my staying power out here."

With that idea in mind, Parsons has some advice for current and future Pingry students. "Use your Pingry education to make the world a better place," she said. "And definitely pursue your dreams—it's such a cliché, but it's still worth doing."



Courtesy of Discovery.com

Danielle Parsons '91 studied insects in Venezuela.

Dr. Clapcich '84 Drums for Charity

By ANDREW SARTORIUS (IV)

"Ah, only a sophomore. You've still got the best years ahead of you," Dr. Anthony Clapcich '84 chuckled over the telephone. With the static, his deep laughs became low whispers. "Remember, you only go to high school once. Man, you'd better make the most of it, or you'll only look back and regret it."

Clapcich first came to Pingry as a sophomore from New Providence High School. "I'd never even heard of the place until Mr. Bugliari approached me about playing soccer," he recalls. "But once I got there, I fell in love with Pingry right away." Clapcich remembers being astounded in particular by the intense academic focus of Pingry.

Although Clapcich was at Pingry for only three years, he developed a strong bond with many teachers. His favorite teacher was Mr. Ernie Shawcross, who taught chemistry. "Mr. Shawcross was a legend. You've never heard of him before because he retired fifteen years ago. But man, he'd been at Pingry for sixty years. He'd been in WWII in the Navy and told us about how he'd seen the Hiroshima bombing."

Clapcich also became close friends with Mr. Li, his advisor. "Mr. Li was great because he challenged me to see education in a completely different way. He pushed me very hard." Other teachers who influenced him were Mr. Nazario and Mr. Bugliari.

After Pingry, Clapcich went to Columbia University, where he graduated with a degree in

Biological Sciences in 1988. He then continued on to Columbia University College of Physicians and Surgeons where he earned his M.D. in 1992. He did three residencies: the first in pediatrics at the University of Michigan, the second in anesthesiology at The Johns Hopkins University, and the third in pediatric cardiac anesthesiology, also at the University of Michigan. He is currently an Assistant Professor of Pediatrics



Courtesy of wausauwindow.com

Clapcich works at New York Presbyterian.

and Anesthesiology at New York Presbyterian Hospital and Director of Pediatric Cardiothoracic Anesthesia at the Children's Hospital of New York.

Clapcich says that his interest in the human body and medicine began as a child. "As a kid, I was fascinated by the body, how it worked, how it broke down. I wanted to understand illness because there's a comfort in knowing what's going on inside the human body. I guess I believed in the adage, 'Knowledge is power.'"

In his spare time, Clapcich is a member of a band, The Prescriptions. He originally started the band in medical school, with his friend Dr. Mike Marvin. Clapcich,

who plays the drums, says that the band has played on and off over the years and has recently begun playing in clubs and bars throughout New York City. He is using The Prescriptions to raise money for a foundation dedicated to his nephew, Michael Clapcich. Michael was born with a rare retinal disease that is causing him to go blind. "In 2005, we held a concert at the Children's Hospital for my nephew, Michael," he says. "We've started a research foundation for him, and we play benefit concerts in the city. Most recently, in November, we sold out The Mission, a well-known nightclub in New York. We hope to continue raising money for Michael."

Clapcich continues to visit Pingry and follow the soccer team because of the "sense of history and community." "It's amazing going to some of those alumni functions," he says. "I've seen people who graduated in 1929!

That really says something about the community. I've got a much stronger bond with Pingry than Columbia. It's got a very special place in my heart."

Leading Papers Feature Alum

By DARINA SHTRAKHMAN (V)

When it comes to journalism, Gideon Lewis-Kraus '98 seems to have already mastered the art.

Lewis-Kraus, the former deputy editor of The Threepenny Review, has also written for the Los Angeles Times, the New York Times, and The Believer, and he's only in his twenties.

At Pingry, Lewis-Kraus said, "I was pretty academically focused, though I did a lot of photography."

His favorite teachers included Mr. Miles Boyd and Mr. Charles Coe. He said, "I always thought the English teachers were excellent. Favorites that come to mind include Mr. Keating, Dr. Dineen, and Mr. Sluyter. I highly recommend that everyone take Freedom with Mr. Keating and Mrs. Geacintov."

Lewis-Kraus attended Stanford University and graduated in 2002 with a degree in Comparative Literature and American Studies. Despite a double major, he said the workload was manageable. "Stanford is so focused on the practical sciences, like economics and engineering, that the humanities departments are happy to have you, and they will let you take whatever you want. I wrote a thesis in both departments

about Freud and John Dewey and American cultural criticism."

He did not work for the college newspaper, The Stanford Daily, because he says "it is laughable compared to its equivalents at the Ivies."

He did, however, work for the collegiate humor magazine, The Chaparral. "We have had a historically antagonistic relationship with the Daily for the 100 years that we've both existed.

THE THREEPENNY REVIEW

Courtesy of threepennyreview.com

That's where I discovered that I was interested in writing beyond a narrow academic arena," he said.

After college, Lewis-Kraus interned at a literary journal called McSweeney's and edited the Threepenny Review for over two years. Afterwards, he started freelancing and book-reviewing, and now he just writes freelance.

In the process, he has had other miscellaneous but very interesting jobs, including a one-month stint as a corporate

advertisement writer for Old Navy last summer. Currently, three of his former Stanford professors are writing books that he is editing.

At the moment, he notes, "I am most interested in long form, narrative non-fiction, like New Yorker, Harper type stuff. I also really enjoy book-reviewing. I figure that right now I have a three to five month attention span. I like the format of a magazine article,

but I imagine something these days will seem worth spending a couple of years on to do a book; I just haven't found something worth investing in yet."

In terms of writing advice, Lewis-Kraus says, "The best piece of advice is to pick the sort of magazine or newspaper that you would most admire and try to work there in some capacity as an intern or editorial assistant or copy editor. That's probably the best way to get started and then just hope for a big break."

Dani Shapiro '79 Completes Fifth Book

By MELISSA LOEWINGER (VI)

Novelist Dani Shapiro '79, a member of the first co-ed graduating class, has published four novels, one autobiography, and several essays. Currently, she teaches creative writing at Wesleyan University, and

her latest novel, "Black and White," will hit shelves in April.

Ms. Shapiro said, "I'm really very proud of my newer books. I feel that 'Black and White' is my best book. Writers have the chance to get better with each book."

She matriculated at the "Old Campus" in Hillside, where she was a member of the tennis team and wrote sporadically for The Record. Sharing a link with today's sophomores, Ms. Shapiro remembers pondering Finny's plummet from the tree in "A Separate Peace," a novel still present in the sophomore curriculum.

Ms. Shapiro grew up in Madison Square in the Westminster section of Hillside, in walking distance from the school. Living in such proximity to the school had its advantages and disadvantages. She said, "A lot more kids smoked back then, and I was one of them. I got kicked off the tennis team because the tennis coach lived right in the neighborhood and saw me smoking."

Ms. Shapiro graduated from Sarah Lawrence University, married screenwriter Michael Maren, and had a son, Jacob, who is now seven. "Jacob's influenced my work enormously. I don't write about him per se. He's like the one sort of sacred off-limits subject for me in any sort of nonfiction way," Ms. Shapiro said.

"In my new novel 'Black and White,' the story is of a famous photographer who, when one of her daughters is very young, takes some very provocative and disturbing photos of her daughter. The central question for me is where the boundaries are between artist and subject, parent and child. Those were very thought-

provoking questions for me because so much of what I write about is 'what if,' taking something out of my personal experience and pushing it to extremes."

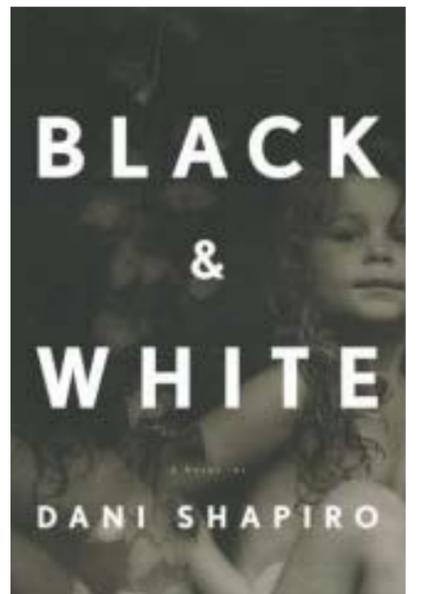
Ms. Shapiro never seriously considered a career other than writing. She said, "I acted in my late teens, but mostly because I fell into it and got some acting jobs doing TV commercials and stuff like that. It seemed very appealing at the time, but I wasn't remotely good at it. However, it gave me great material as a writer."

When asked what sparked her interest in pursuing writing as a career, Ms. Shapiro said, "I think that becoming a novelist is more something you are than something you become interested in. I was always one of those kids who read, and so much of what I learned, I learned from books, and that was part of it. But becoming a writer is one of those paths that you can't really call a career because every single story is really different. For me, I went to grad school and got an M.F.A. (Master of Fine Arts) at Sarah Lawrence. They had a really good writing program. I wrote my first novel while there—it was my thesis."

Her New Jersey background has indeed influenced her writing, Ms. Shapiro confessed. As she explained, "My first and second novels are set in New Jersey, always a kind of leafy suburban enclave similar to where we lived. New Jersey has influenced some of my non-

fiction as well. I just had an essay come out in this book about writers' first concert experiences called 'The Show I'll Never Forget.' I wrote about Bruce Springsteen. My works do not deal with Pingry specifically, but some of them include the atmosphere of Pingry: my high school boyfriend who went to Pingry, going to the Springsteen concert, going into Manhattan."

Her advice to aspiring



Courtesy of Amazon.com

young authors is, "Just read and read and read. Think of books as living things you really have a relationship with, not as static or intimidating. Also, no one becomes a writer because things are totally right in your life. There's a certain outsider-ness. I think that most of the time, if I can reach back to my Pingry days at all, I very much felt like an outsider. That's a very useful thing for a writer to feel. You don't want to be in the world you're writing about, because, if you're writing from inside of it, you're not seeing it clearly."

Gross '04 Masters the Stage

By HALLIE BIANCO (V)

Halley Wegryn Gross '04 has hit the big time since graduating from Pingry, acting in off-Broadway shows, television, and movies. She is currently working as an actress and studying screenwriting at the Gallatin School of New York University (NYU).

Two years ago, Gross received rave reviews for her off-Broadway performance as Donna in "Hurlyburly," which she called "an incredible opportunity for learning because it was a chance to work with so many well-respected and experienced actors."

Last year, she played Jenny in "The Prime of Miss Jean Brodie," also off-Broadway.

Most recently, Gross tried something new, taking the part of Nadine in "The Babysitters." Before that, she "played only dark characters or inappropriate things." The feature film, which is set for release later this year, boasts a cast that includes Cynthia Nixon.

Discussing filming, she said, "It was really my first chance to get to work with girls my own age, who were all at the same level as me in the business. It was just a really great opportunity to have people I could enjoy on a personal level; it made going to work a blast, a lot like camp."

Gross decided she wanted to act at the age of nine when she saw "The Addams Family" for the first time. She said, "I totally wanted to be Wednesday Addams, so I tried

to find an agent and started looking for roles. I also found out that I wanted to take up fencing from that movie."

While at Pingry, Gross acted in "You're a Good Man, Charlie Brown" in Middle School and participated in "a review of either Andrew Lloyd Webber or Steven Sondheim music." She was also a member of the chorus.

Looking back, she most fondly recalls her Lower School group of friends, who would refer to themselves as "The Three Musketeers," and a creative writing workshop hosted by the English department towards the end of her high school career.

"I really love the English department. They were really supportive of me," she said.

For students interested in acting, Gross has this advice: "Have a backup plan, because even for the kids who are incredibly talented

actors and singers, this business is so fickle that you can be the Dustin Hoffman or Judi Dench, but for reasons out of your control, not succeed in this business. So it's very good to have options, especially when you're starting out."

At NYU, Gross is majoring in screenwriting with a specific focus on writing for television comedy. Looking towards life after graduation, she has "no idea if I want to act for the rest of my life. I've never allowed myself to get so committed to the idea because of the constant rejection you get in this business. If I had the chance to write comedy for TV, it would be amazing. It's a 'don't even need to ask' kind of thing. I'd love it."

For now, Gross is happy where she is because "at the end of the day, it's not what you're working on, it's really about who you're working with. And I'm working and learning with great people."



Courtesy of IMDB.com

Halley Gross '04 played Donna in "Hurlyburly."

Seniors Learn from Successful Alumni at Career Day Sessions

By JENNIFER SOONG (III)

On Friday, January 26, 2007, the seniors were able to get a taste of their future directions in life by participating in the Pingry Alumni Association's eighth annual Career Day.

Created in 1999 by Mrs. Jacqueline (Jackie) Sullivan, Career Day has been a learning experience geared to "expose seniors to potential career paths."

This year, the seniors began their day with advice from the keynote speaker, F. Helmut Weymar '54. After earning his degree at the Massachusetts Institute of Technology (MIT), Weymar began his career by advising Nabisco on how to buy cocoa and other commodities. In 1969, he launched his own business, becoming one of the first people to use mathematical techniques to do commodities trading. Ever since, his company, Commodities Corp. (now part of Goldman Sachs), has had

numerous accomplishments, paving a path for many of the current generation's most talented money managers. In 1989, Weymar received the Pingry Letter In Life Award, the highest honor given to an alumnus, for his intelligence, talent, and success.

After attending this talk, the seniors each attended three consecutive career session groups. The careers consisted of a wide range of choices: Advertising/Marketing, Media, Law, Medicine, Sports Management/Marketing, Fine and Visual Arts, Behavioral Science, Entrepreneurship, and Investment Banking/Finance, as well as the addition of a new group, Applied Science. Of these discussion groups, Management/Marketing proved to be the most popular among the seniors, followed by Banking/Finance.

In each group, alumni who had worked in that specific field talked to seniors about their jobs and experiences.

Heather Benjamin (VI) found the Media career discussion to be the most rewarding because "it was centered more around the students rather than the speakers. We went around in a circle talking about why we'd signed up to come to the media discussion, what kind of media we were interested in, etc. Media was my favorite by far. All three of the speakers were really animated, articulate, and inspiring."

Dan Davidson (VI) enjoyed interacting with speakers who were "enthusiastic about helping seniors find internships and jobs."

Julian Quintanilla (VI), who attended the Finance, Medicine, and Law career groups, found the law career advice the most worthwhile. The law group advised the students "to utilize the Pingry Alumni network and the college alumni network, as alumni always make time for a fellow Pingry alumnus in need, and as such, it was our obligation to help out our fellow Pingry alumni in their time of need."

In general, Career Day proved to be a success, allowing seniors to see what possible career options they have open to them. As Benjamin said, "It was nice to talk to certain alumni who had different careers rather than someone who had been boxed into one. The entire experience was really valuable."



Courtesy of the Development Office
Sam Waterbury (VI) chats with Jen Joel '94.

Sterner Warns Students about Drunk Driving

By LIANE GOLE (III)

On Friday, February 22, Mark Sterner came to Pingry to teach students the dangers of drunk driving by telling his life story. Mr. Sterner is a speaker for the CampuSpeak program, which is geared toward educating teenagers and encouraging them to make the right decision. He visits one hundred colleges and twenty high schools per year and has related his personal tragedy to more than one million students.

Mr. Sterner began by asking the students personal questions such as, "Who has ever driven over 100 mph on the highway?" and "Who has ever driven while intoxicated?" These questions led into the video he later showed, which contained footage of the evening during which Sterner killed his three best friends in a car crash. The movie began with five boys in their senior year of college drinking shots and ended with a slideshow of the crash site.

Mr. Sterner lay unconscious for two weeks after the accident. When he finally awoke, he learned that his friends Jim, Pete, and Aaron had been killed instantly in the crash. Mr. Sterner, along with his other friends, had been thrown

out of the car after hitting a tree. Even though he was not dead, he had tree branches penetrating his arm and foot, and had broken nine ribs which then punctured his internal organs. Yet despite a lengthy and painful recovery, Sterner's physical wounds were far more superficial than his emotional ones.

Near the end of his recovery process, Sterner was arrested and charged with three counts of vehicular manslaughter. Through the mercy of his friends' parents, he was spared a forty-five year sentence but was sentenced to three years in a maximum-security prison. For the duration of his sentence, Sterner lived alongside criminals who would be spending fifteen years to life in prison. He was the victim of continuous beatings and feared for his life on a daily basis. Sterner recalled, "I never knew whether I would end up in the prison hospital again, or if I would finally die."

Many students and teachers agreed that his performance was extremely effective. Mr. Ted Corvino, history teacher, described the speech as "emotionally charged." He added, "You could tell everyone was affected by the silence in the auditorium. When we were leaving, there wasn't even

a peep."

Math teacher Mr. Fredrick Hedengren also found the speech moving. He said, "The thing that really got to me is that he's living with guilt for the rest of his life." Although Katie Contess (IV) agreed that Sterner's life story influenced her, she said, "The pictures of the crushed car were by far the most startling part of his entire speech."

Morgan McCollum (III) was so shocked by the story that she said, "I'll plan ahead from now on, and know who to call if I'm in trouble and need a ride."

The death of Mr. Sterner's three friends still haunts him even



A. Hui (V)
Mark Sterner's story silenced the audience.

Second Annual Speech Contest Showcases Best Young Orators

By HENRIETTA HAKES (IV)

For the second year in a row, students competed this winter in Pingry's public speaking contest. According to Dr. David Korfhage, coordinator of this year's Dr. Robert H. LeBow '58 Memorial Oratorical Prize, "Almost every Pingry graduate will have to do some form of public speaking. The competition raises awareness and gives students something to aspire to. It's important to be able to communicate ideas effectively, and we give students a vehicle to practice."

This year's winner was last year's second-runner-up, Ricky Zacharias (V). Andrew Sartorius (IV) took the title of second-runner-up and Scott Eckenthal (V) received the first-runner-up award.

First organized last year, the competition gives students in grades ten and eleven a chance to test their rhetorical acumen in front of a larger audience. They compete for a cash prize, as well as a copy of Dr. LeBow's book, "Health Care Meltdown: Confronting the Myths and Fixing Our Failing System."

Dr. LeBow, who died in 2003, was a renowned public speaker; he lectured all over the world on the need for healthcare reform.

The competition is made possible by donations from his classmates of 1958 and is held in his memory.

In the first stage of the contest, held on January 26, 13 participating students wrote and presented a speech to a panel of faculty members and outside judges. Speeches had to be four to five minutes long, serious in nature, and did not need to be memorized. Scores were

based on both the content of the students' speeches and the quality of their presentations. Students who received the highest scores from a panel of two to three judges moved on to the finals. The six finalists then presented in front of the school on Friday, February 2, and were evaluated by a group of teachers and external moderators, including alumni.

Jessica Westerman (V) spoke first, discussing social responsibility and a person's duty as a human being to help others.

Andrew Weinstock (IV) followed, bringing to light the detrimental effects of steroids in professional and high school sports.

Daniel Schuchinsky (IV), the third speaker, articulated the possibility of Facebook to evolve to consumers' needs and combine new technologies.

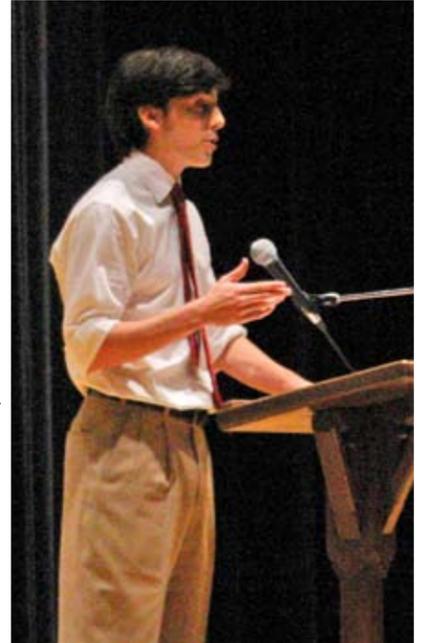
Andrew Sartorius (IV) spoke about immigration and how Americans no longer belong to one sovereign nation but are "all citizens of the world."

Ricky Zacharias (V) used humor to express the correlation between money and happiness, citing statistics and real-life examples to draw the conclusion that "it's not money that makes us happy;

it's everything else."

Scott Eckenthal (V) spoke last, dealing with the subject and causes of cheating. "Do you want to get that grade or just be content with your work ethic?" he asked.

Zacharias characterized the whole experience "as one of the few opportunities I get throughout the academic year to express myself with almost total creative control. I love a chance to try



Courtesy of the Development Office
Ricky Zacharias delivers his winning speech about money and happiness.

and please people, get them thinking, or at least keep a couple awake," he elaborated. "It's wonderful to get a chance to express views that I've explored personally in a competitive environment, and it's really fun."

S.A.C. Inaugurates Battle of the Bands

Continued From Page 1

Chime:Funk:Cheat also charmed the crowd with a highly entertaining, semi-interactive performance of "The Lemon Song" by Led Zeppelin.

Chime:Funk:Cheat's performance was followed by a few minutes of chatter as Sam and Matt called for the judges to pick a winner from the three finalists. Then came the shocker: the judges could not decide between The Black Dove Front and Chime:Funk:Cheat and had voted for a final runoff round between the two bands. The Black Dove Front returned to the stage without missing a beat and launched into a lively performance of OK Go's "Here It Goes Again," complete with energetic dancing from seventh-grade stand-in bassist Billy Franco. Chime:Funk:Cheat showed equal vigor with their rendition of "Have Love Will Travel" by The Black Keys.

After the end of the performances, the judges presented their ruling to Sam and Matt, who announced that the winning band's logo would appear on the screen.

The audience waited with bated breath. Rice recalled, "We were definitely on the edge of our seats!"

The Black Dove Front's logo appeared on the large auditorium screen, and the winners exchanged handshakes and hugs with the members of Chime:Funk:Cheat before returning to the stage for one final performance of "Good Times Bad Times," by Led Zeppelin.

Looking back on the event, everyone involved was surprised and pleased by the success of the first-ever Battle of the Bands. Rice noted the "energetic and exciting" feel to the event and said, "We would just like to thank everyone involved in making the Battle happen." Judge Midori Wada (V) noted, "I was impressed by the quality of the music," and Laud agreed, adding, "It honestly went really well—better than either Sam or I could have hoped for."

It appears a new event has been added to the school calendar and, judging by the first year's success, the community can expect an even better Battle of the Bands next year.

Shins' Album a Kick in the Shin Art Students Host Photo Show

By CONNOR SHEEHAN (IV)

Since the band's inception, The Shins have served as a mouthpiece for the pimply and angry. Their vocals have been whiny, their riffs haven't sounded like anything that's radio-friendly, and the lyrics have been introspective, self-deprecating, and depressing.

Until now, the Albuquerque-based band has cornered the market on indie music, as well as movie soundtracks, as evident in the 2004 cinematic hit, "Garden State." After both seeing "Garden State" and listening to the soundtrack, it seems reasonable to assume that James Mercer (the chief signer/songwriter) and Zach Braff (author and director of "Garden State") have a standing, monthly lunch date, during which they talk about how they can make songs and movies that coincide perfectly.

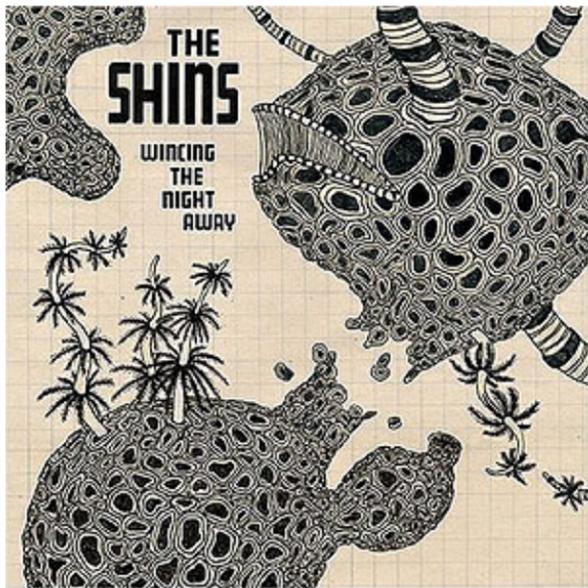
The Shins' new album, "Winning the Night Away," does not sound like their previous albums in many ways. It sounds processed and well-produced, both good qualities in theory; for The Shins, however, they really are not. "Chutes Too Narrow," The Shins' 2002 breakthrough album, and even more so their lesser-known, but equally brilliant 2001 album "Oh, Inverted World," had a feel that was almost homemade.

"Winning the Night Away" sounds forced and labored. Mercer's voice becomes washed-out from all of the background, and the true quality of these 12 tracks becomes overshadowed by the overdone production values.

This isn't to say that it's all bad; there are tracks that are reminiscent of The Shins that

Zach Braff knows and loves, such as "Australia," and "Girl Sailor," but these gems are buried under ten others that sound as if they yearn to be on MTV2's rock countdown, not somewhere

positive, there are at least two negatives. For instance, whoever told Mercer it was fine to take the keyboard sound from Herbie Hancock's "Chameleon" was highly ill advised. The second



Courtesy of stuff.co.nz

an indie band wants to be.

However, there are in fact new moments that do deserve some notoriety, such as the opening track, and premiere single, "Sleeping Lessons." It doesn't exactly scream "single," per se, but it's still one of the best-written songs on the album, with its hypnotic arpeggio-ed organ line, and the delicate, wailing vocals of Mercer hovering over. Also, songs like "A Comet Appears" and "Nothing At All" manage to combine the aforementioned, emotional losers and the new "rock stars," leaving one track sounding like "Pink Bullets" and the other sounding like "Young Pilgrims," both from "Chutes Too Narrow."

But, once again, for every

half of the already electronic track (the drum beat sounds vaguely reminiscent of a cash register) transitions into a light jazz riff, and the whole thing is just physically discomfoting to listen to.

All in all, The Shins really blew it on this one, but hopefully the members will learn from their mistakes and retrogress back into the simple, yet still eloquent, pop songs that got them to where they are today.

By CHRIS DE MEO (V)

At long last, and after much hard work by Mr. Delman, Mr. Boyd, and Mrs. Svedman, the Student Photography Show has finally opened. As an inclusive exposition representing the works of students from schools all around New Jersey, the show has gained notability in recent years. It was being held at Purnell Academy and was in danger of vanishing altogether until Pingry volunteered to serve as host. With the proper facilities, including ideal lighting and space, the "teaching gallery" was recognized for its obvious potential and is now utilized annually for the show.

The show has grown to include more than two hundred photographs from students at eleven schools in the state. The work was judged by Mr. Jan Kounitz, a photography teacher and active photographer who recently moved to Jersey City after spending time in New York. Kounitz was enthralled with all the submissions and claims that it was nearly impossible to judge the work. "The caliber and quality of the show at this level and age of the participants is, to my eye, exceptional and a testament to both the student and teacher," said Kounitz in his judge's critique. "I applaud it all and encourage experimentation and traditional print making."

Some of the techniques employed were refreshingly amus-

ing. Among the creative pieces was Julie McMahon (VI) and Sarah Levinn's (VI) ultra-modern Quicktime exhibit. Their piece included a frame-by-frame "conversation" strung together using iMovie and displayed on two adjacent monitors. Other notable exhibits included Grace Lin's (V) "Restless," a series of five color photographs showing a girl losing her mind from behind, and "Fill Er Up," by Anne McGrath from the Hun School of Princeton, which showed a toy car filling up at a gas station.

Five Pingry students were chosen by Kounitz for recognition, including Levinn and McMahon, Casey Rupon (V), Heather Benjamin (VI), and Yaadira Brown (IV). "The overall quality is always really good," says photo teacher Laurinda Stockwell, "but our work is especially strong."

As for other schools, many teachers praised the show as a phenomenal exhibition of youth photography. Jon Fisher, photo teacher at Columbia High School in Maplewood, said, "This is a beautiful range of work from

traditional to digital work." Fisher went on to discuss the way in which the show benefits photo programs around the state. "Any opportunity that I have to get my students' work displayed is a great thing. The energy that the Pingry photo department created by extending these invitations [to other schools] is just wonderful. It helps give an idea of what other high schools are doing in photography programs."

The show is a huge draw and attracted a large crowd on its opening night. Mr. Boyd admitted, "There are very few shows like this in New Jersey." The exhibition gives the budding photographers an opportunity to be recognized, get their work outside of their own school environment, and view the work of the other students. The goal of photography as a whole, Kounitz surmised, is "to see what you individually see." Certainly, in this wide-reaching program there are more than enough viewpoints to take in, and the viewer will hopefully leave with some furthered vision of the world as a whole.



Student photos are on display in the gallery. M. Skiba (V)

Spring Awakening: Color Rules the Runway

By HANNAH GOLDSTEIN (IV)

Finally spring has sprung, and so have all of the adorable spring collections! There are so many hot new trends that they are hard to count. But, through hours of labor-intensive online shopping and fashion magazine reading, I have managed to sort the new trends into four basic categories.

In general, I have come

to the conclusion that there are two overarching spring trends: dresses and the color yellow. But what kinds of dresses, and what shade of yellow? That is the question.

If your perfect spring afternoon involves breaking out the lemonade stand and making some extra cash and if nothing makes you happier than sipping a smoothie, read on. To you, nothing says "spring" like bright citrus

fruits. Well, you're not the only one.

Lemons, limes, grapefruits, and oranges are the perfect inspiration for any spring line, which would explain why every major store has been including fruit colors and motifs in its collections. Think swingy, flirty trapeze dresses and bright lemon yellow to carry you through the spring.

If, to you, spring means hanging out at the park and

cheering on the softball team, if you live in sneakers and your spring snack is a power bar and a bottle of Aquafina, then this is your time to shine! Sporty style is one of spring's biggest trends. Stretchy neon tracksuits, cute windbreakers, and bright Pumas are must-haves for any tomboy this season. Stick to flexible jumpers and crazy, vibrant yellow as your spring essentials.

If spring fever starts with a whiff of flowers, and from that moment on, you can't wait until you're napping on the hammock with the birds chirping in the background, then classic florals, gingham, plaids, and dainty polka dots are the hot fabrics this spring. If you're not already rocking cute crochets or flowery embroidery, you will be!

Also, ruffles and pleats are back in. Forget brights and neons—you do pastels better than an Easter egg. Sundresses and pale yellow are your best bets for your spring wardrobe.

Sailing, sailing...if you're an all-American girl, then this is your moment in the spotlight. This season, sailboats are breaking out from their "preppy" stereotype to create a category all their own. Tie-neck shirts and anchor charms are just two of the many nautical-inspired trends for spring.

A crisp shirtdress and sunshine yellow should carry you over until summer.

So that's it! Dress up when possible and keep it mellow in yellow, and going to school shouldn't seem like such a bummer when the school year's almost over.

Winter Musical Mixes Fairy Tales Together

Continued From Page 1

The story is told through many songs: Rapunzel's Prince, played by Connor Jennings (IV), and Cinderella's Prince, played by Ted Moller (VI), sing "Agony," an uncanny song of woe about their loves.

The story is told by the Narrator, performed by Scott Eckenthal (V), who was called on to play the role the week of the play as Jake Kreeger (VI) fell ill. The playbill acknowledges Jake as "an important senior member of our cast and Pingry Drama family."

At the end of the first act, all of the characters have resolved their problems, however, a more looming danger arrives.

The true emotions of the characters are shown in the second act. Ms. Romankow explained. The characters must come together to kill the Giant, played by Averill Morash (IV). The baker and the rest of the cast must decide whom to sacrifice to the giant, but they attempt to do so by blaming each other for the situation.

Ms. Romankow's original intentions were "to tell a story and to commit to the process and character." Although she said it was not always easy and the end product was "very different from the original visualization," she was "proud of her actors, who were an ensemble working to one goal."

A pit band, led by Dr. Andrew Moore, performed all of the music. The band included faculty Ms.

Jane Roxbury, Mr. Rick Shapiro, and Ms. Debbie Andrus, as well as students Connor Sheehan (IV), Daniel Davidson (VI), Annabell Suh (VI), Michael Doliner (IV), and Melissa Loewinger (VI).

Davidson explained, "It's difficult to time every piece of music with the acting, but I feel that everyone on both ends did a great job. The actors portrayed their characters phenomenally, and everyone in the pit band stepped up and made the musical great."

The set, designed by Ms. Jane Asch and constructed with the help of many students and faculty, portrayed a colorful wooded background with complex individual rolling set pieces that included houses and towers.

Darina Shtrakhman (V) led the stage crew, and Melinda Zoephel (V) led the technical crew. Students in both of these crews worked tirelessly during many conference periods, and their work did not go unnoticed; Moller said, "We are truly grateful for all of the behind-the-scenes work that went into this musical; without all of the crews, we would not have been able to succeed."

Good prevails in this musical comedy, and the twists and turns of the play provide for a rewarding night for the audience. Lessons can be learned, as the struggles of the characters provide insight into the mysteries of the woods. A fine cast, creative directing, and an experienced crew were successful in creating, according to audience members, "another first-rate musical."



From top left: Urban Outfitters Picnic Shirtdress, Anthropologie Tulip Skirt, Delia's Heidi Tunic, Puma Future Cat Sneakers, Lux Polka Dot Tie Top, Anthropologie Nohea Pullover.

Squash Team Finishes Strong with State Champs Kerr and O'Toole

By JOSH FREEDMAN (VI)

Juniors Brian "Bot" O'Toole and Aly Kerr, individual winners of the New Jersey High School Championships, led the squash team to an undefeated season in its fourth year of competition.

On January 7, O'Toole and Kerr, along with many other members of the team, competed in the double-elimination championships in Lawrenceville. Both O'Toole and Kerr were given number one seeds, and they defeated opponents from all over the state to claim their titles. O'Toole had won the championship last year as well, but Kerr had lost in the finals.

After these championships, O'Toole, Kerr, and Hal Lee (VI), playing the three highest positions on varsity, helped the team defeat each of its main rivals—Delbarton, Hackley, and Poly Prep—twice.

Coach Ramsay Vehslage, sixth grade science teacher and former collegiate squash player, commented, "This was the first time that we have ever beaten Poly Prep twice in the same season, and I was really proud of how we stepped it up in the second match."

Towards the end of the season, the team traveled to Yale University to compete in the National High School Championship. The boys' team was seeded fourth in the "B" draw; perennial powerhouses like Lawrenceville were put in the "A" bracket, while teams including Hackley and Delbarton competed in the "B."

The team was given a bye for the first round and faced Hotchkiss in the second. Hotchkiss took an early 3-2 lead in matches; the matches are scored in a best-of-seven format. Will Moore (III) went down two games to none in his best of five match; however, he came back to win the next three to tie up the team score. O'Toole soundly defeated his opponent, giving the team the win and propelling the players into a next round match versus Hackley.

While the team had no trouble defeating Hackley during the season, this boys' squad had to play without Kerr or Chloe Blacker (III) because Kerr suffered a season-ending injury and Blacker was playing in the top spot for the girls' team, who also competed at Yale. However, despite the missing players, the team quickly defeated Hackley to move into a match with top-seeded Tabor Academy.

This semifinal was, according to almost everyone, the match

of the year. The team started out strong, going 3-2 in matches with only the top two left to go. The number two ranked player, David Kerr (III), won the first two games; however, his opponent fought back to tie the score at 2-2. After a long battle, Kerr dropped the final game, 9-7, setting up a showdown between O'Toole and Tabor's number one. Unfortunately, O'Toole could not defeat his opponent, whom Mr. Vehslage described as "an extremely strong player."

The girls' team, without Kerr, was not able to advance in its bracket; however, Vehslage noted, "I was very pleased with the girls' effort against very tough competition in the 'A' draw."

The team as a whole hopes to improve on this year's success, especially since the team will graduate only a minimal number of seniors. Vehslage said, "Our added depth will enable us to be very strong again next season."



Pictured (L-R): Mr. Vanasse, Kerr, Mr. Vehslage, O'Toole.

Tanenbaum Reaches Milestone

By GIANCARLO RIOTTO (IV)

Late in the fall, Athletic Director Mr. Gerry Vanasse learned that former NBA player and varsity coach Eric Murdock, who led the team to a successful season last year, would not be returning to the program. The same was true for his cousin, assistant coach Jason Murdock, who assumed head coaching duties at a school elsewhere. This left Mr. Vanasse in a similar position to the one he was in a year before: scrambling to find a head coach only a short time before the season began.

Mr. Vanasse settled on Mike Scott, a first year coach, to assume the head coaching position. Mr. Vanasse considers Coach Scott, who was previously an assistant coach at Ridge High School, "a real basketball guy." Even the loss of three key seniors from last year (Anthony Feenick, Kevin Mücke, and Morgan Griff) could not dampen enthusiasm for the upcoming season. Led by senior captains Kim Kimber, Joe Constantino, and Mark Miano, as well as returning varsity starters Jeff Tanenbaum (V) and Tyler Parsels (V), expectations for the season were high.

The team started off slowly, losing their first four games. Miano, troubled by a back problem, learned the injury would keep him out for the season. This was a significant blow to the team, given their lack of size and inside scoring. The team rebounded to win their first game against Highland Park at the David Brearly Tournament, 56-41, and beat Oratory Prep

at home the following week. Unfortunately, a heartbreaking two-point loss to Cedar Grove at home stopped the win streak and marked the beginning of a six game slide. The team's lack of size was exposed badly against several teams, particularly Newark Academy, whose seven-foot-tall center scored thirty points and grabbed twenty rebounds in a lopsided loss.

Even as it became clear the team did not have the size to compete at the level they had hoped to, the season did not go without its highlights. Tanenbaum's quest to become the first junior in school history to reach 1,000 points was exciting and drew the attention of the entire school. A prolific scorer, Tanenbaum averaged 20 points per game this year. He reached the milestone during the county tournament opener at Gill St. Bernards; the crowd recognized his achievement with a tremendous ovation. Tanenbaum's best

performance of the season came in a close loss at Watchung Hills. He nearly single-handedly led the team back from a twenty point halftime deficit, netting 27 points on the night.

The team's best performance of the season came against Newark Academy at home, when they nearly avenged their lopsided loss with terrific performances from Tanenbaum, Parsels, and Kimber, who hit four first quarter three pointers to get the team off to a fast start. Even though they led for three quarters, they could not hold off a Newark Academy fourth quarter comeback; however, the performance was a sign of a vastly improved team.

According to junior guard Andrew Cala, "The team put in a ton of effort in games, and was competitive in just about every game." This is a good sign for the team going forward: despite a season below expectations this year, the future of the program is still bright.



Jeff Tanenbaum's 1000th point came on this free throw.

Hockey Has Best Season in Over a Decade

By SCOTT BISSINGER (V)

The Pingry boys' ice hockey team began the season with high expectations for the returning players as well as new freshmen, but team veterans were unsure about the position of goaltender. The issue was solved quickly when freshman Peter Martin stepped up in practice and proved to be a solid goaltender. The team knew this season was going to special following pre-season scrimmage wins over perennial powerhouses Montgomery and Chatham.

"In addition to a strong core of five seniors, freshmen Mike Ambrosia and Ryan Kiska were strong additions to the team that really helped propel us to a new level of success," explained Josh Bissinger (VI).

The season started with victories over prep schools Hun and Pennington as well as a 6-4 victory against division rival Mendham. The Pingry team then entered the Somerset County tournament as the third seed and defeated Hillsborough. Pingry had lost to Hillsborough in overtime in the 2005 finals. In the semi-finals, Pingry met Bridgewater, and Big Blue once again won in overtime. In the finals, however, the team bowed out to Ridge, a team that was

ranked sixth in the state.

The team regrouped after the loss and went on a thirteen-game undefeated streak. This stretch included tight victories against Bridgewater, Morris Knolls, and a legendary game against Randolph. Randolph, ranked eighth in the state at the time, was up 2-1 with less than 90 seconds left. Coach John Magadini was ready to pull goalkeeper Martin, but Dan Ambrosia (VI) scored instead. Thirty seconds later, Dan Weiniger (V) scored again and Pingry pulled off a 3-2 victory.

"We played very, very hard that game," Mr. Magadini said. "We kept the pressure on them and then scored two goals in the last minute and a half."

The team followed up with 10-1 and 8-0 victories over Kinnelon, and then met archrival Chatham at the Mennen Sports Arena. Big Blue was able to score a 5-3 victory. Following that win, the team scheduled a game against powerhouse St. Augustine, ranked fifth in the state. It was a tight game throughout the first two periods, the score 2-0 in Augustine's favor. Pingry eventually lost the game, but outshot St. Augustine 32-19. Even St. Augustine's coach admitted that his team was outplayed and won solely because of his goalkeeper's

phenomenal play.

Big Blue entered the Mennen Cup as the sixth seed despite defeating all the other seven teams in the tournament. Unfortunately, the team lost to Chatham in the first round but nonetheless proved themselves as one of the elite teams in the Mennen Cup for the first time in years.

The team's success has been remarkable and unexpected by many outside of the school community. Last year, the team finished third in its division, the Halvorsen division, with a record hovering around .500. The team

lost by multiple goals to Chatham and suffered an 8-0 defeat to Morris Knolls, both of whom it defeated this year. This year, the team ran away with the Halvorsen Division title and was the first team from the Halvorsen Division in recent years to defeat all of the Mennen Cup teams.

Assistant captain Chris Black summed up the season, saying, "We didn't really know what kind of team we would have this year, but after working hard and playing as a team we were able to have the best record Pingry has had in over 15 years."



B. Morrison '64

The hockey team defeated Chatham in the first matchup.

Girls' Swim Team Breaks Two Records

By CORI HUNDT (VI)

The girls' swim team had another strong season this year. Led by captain Caroline Kwon (VI) and assistant captains Sandra Hough (VI) and Hope Scott (VI), the team accumulated an 8-3 regular season record and a 2-1 postseason record. Although the team went undefeated in regular season meets last year, Kwon said, "We swam new teams this season in order to challenge ourselves even more. We added Westfield, Montgomery and Scotch Plains to our schedule—all of which were very challenging teams and all of those games were quite close, even though we couldn't pull through in the end."

Despite three extra regular season losses this year, the team accomplished two of the goals the players had set out for themselves. Kwon explained, "Our goals were to place in the top four in Counties and the top three in Preps." The team placed second in both the County and the Prep championships, both times behind powerhouse Mt. St. Mary.

Girls' swimming also went on to win the Colonial Hills Conference and The Big Blue Invitational,

a meet hosted at home. During this time, the team broke two school relay records: Emily Lang (VI), Christina Daquila (IV), Maja Feenick (IV) and Brecky Krakora (III) set the new record for the 200m free relay, and Alysia Tsui (III), Lang, Daquila and Feenick set a new record for the 400m free relay.

In addition, the team made it to the state finals for the first time since 1999. They made it past the quarterfinal and semifinal round but again fell victim to rival Mt. St. Mary's. However, as Scott said, "It was a big accomplishment in itself for us to make it to the state finals for the first time in eight years."

Several individuals stood out as a result of their hard work and accomplishment. Taylor Demkin (IV), Daquila, Jen Lang (IV) Feenick, Tsui, Krakora and Rachel James (III) qualified for the Meet of Champions.

Overall, the girls' swim team had a very successful season. Scott summarized the season, saying, "There were some injuries along the way, but we really did well." Kwon added, "We had a great team this year with a lot of good, new freshmen, and I think next year the team can only get better."