



Rachel Naar (VI) as Ruth, leading the pirates in song.

M. Skiba (VI)

Song and Dance in 'Pirates of Penzance'

By JENNY GORELICK (IV)

This year's winter musical, Gilbert and Sullivan's "The Pirates of Penzance," was performed on February 28, 29, and March 1 to excited audiences. This operetta follows the struggles of Frederic, a young and naïve pirate played by Brian Hart (V), who seeks to marry the beautiful Mabel, played by Lillie Ricciardi (IV). The play was directed by drama teacher Mrs. Stephanie Romankow.

The musical commences with the rowdy scene of Frederic's twenty-first birthday party.

Now a full-blown member of the crew, Frederic nevertheless decides to leave piracy. Hart explains, "Although he has grown

up with the pirates all around him and loves them like a family, he knows he should not continue his record of theft. He wishes to lead a blameless life and fall in love." Frederic's choice dismays many crew members, especially Sam, played by Kris Mazara (VI), his nursery maid Ruth, played by Rachel Naar (VI), and the Pirate King, portrayed by Garrett Schuman (VI).

Schuman describes his character as a "terrible pirate, with a certain sensitivity and lack of intelligence that prevents him from being successful. He loves the smell of the open sea, the camaraderie of the crew, and the notion that he is somehow detached from the civilized world." He goes on to say, "I have a lot of

room to explore the character in my own way, because at the end of the day I have two objectives: make the audience laugh, and put my footprint on the story."

While on land, Frederic catches sight of General Stanley's daughters frolicking on the beach and becomes entranced. Jenna Devine (VI), who plays one of the daughters, loves how "their movement is very stylized – it's like an exaggerated little girl. There is lots of giggling, jumping around, and squealing. It feels like a giant slumber party."

The daughters are led by oldest sisters Edith, played by Beth Homan (VI), Kate, played by Maureen Brady (VI), and Isobel, played by Hallie Bianco (VI). Yet it is young Mabel who accepts Frederic's offer of marriage as she is "the youngest and most naïve" says Ricciardi. She adds, "Mabel is a very noble character, because she doesn't judge people

for what they have done and accepts them for who they are. Also, she holds true love dear to her heart and is willing to wait ages for it."

Frederic and Mabel's happiness, however, ends with the arrival of Frederic's former crewmen, who desire to forcibly marry the remaining girls. The sisters are saved by their father, the Modern Major General, played by Scotty Eckenthal (VI). Eckenthal calls his character "a cocky aristocratic nut. He knows that everyone loves him, and he certainly enjoys the attention. In the end, he does whatever necessary (no matter how unethical) to escape his desperate situation."

"I love doing the General's accent and his physical movement, both of which are so hilariously overdone," he adds.

After a rousing rendition of

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Sartorius Wins LeBow Oratory Competition

By ANDREW YOUNG (III)

On Friday, February 17, The Pingry School held its annual Dr. Robert H. LeBow '58 Memorial Oratorical Competition. The competition was started in 2005 by William Hetfield '58 and the Class of '58 in memory of Dr. LeBow. While working for the United States Agency for International Development (USAID), Dr. LeBow, a renowned public speaker, and his wife, Gail, traveled through many developing countries, providing medical services to underprivileged people.

The contest allows students to craft a four to six minute speech centered on a topic of a serious nature. The speech competition includes participants from the sophomore and junior classes and the speeches are scored by a panel of judges consisting of faculty, Pingry graduates, and those outside the Pingry community. All finalists receive a copy of Dr. LeBow's book, "Health Care Meltdown: Confronting the Myths and Fixing Our Failing System," which covers the topic of health care reform. The winner of this competition is also awarded a cash prize.

After a preliminary round held the previous week, six contestants were selected to present their speeches to the entire school. The speakers were Andrew Sartorius (V), Hannah Goldstein (V), Sean Salamon (IV), Emily Xia (IV), Courtney Hulse (IV), and Sam Baron (IV).

Sartorius started the competition with an eloquent speech in which he depicted the world as rapidly hurdling into a technological age of information overload and multitasking. He went on to describe the importance of simplifying life down to basic necessities, using the words and ideas of Henry David Thoreau as a guideline.

Sartorius was followed by Goldstein, whose speech expressed the negative effects of ads on society, particularly toward minors. Goldstein mentioned the overwhelming emphasis that companies place on their advertisements, as well as the many forms in which these advertisements can appear.

Next was Salamon, whose speech criticized the Boy Scouts of America as a hypocritical organization. He claimed that the "B.S.A." is perpetrating bigotry by not allowing atheists, agnostics, and homosexuals to join. Salamon also noted that the organization opportunistically claims to be a private association when confronted with this problem, but when in need of funding from the government, it claims to represent a public program.

Xia followed with a talk on video game and TV addiction. She described the various dangers that lie in the modern-day obsession with the small screen and cited striking anecdotal cases of

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Inside The Record



Courtesy of Bruce Morrison '64

Girls' Hockey is led by captains Toland Lawrence (VI) and Angela Ramierez (VI). P. 8.

Juniors vs. Seniors

Senior Meredith Skiba explores their relationship during second semester English electives. P. 2.

From '52 to '03

Alumni work far and wide, from NYC to LA, and even here at Pingry. P. 4-5.

Students Produce Dramafest

Student groups direct and act in nine dynamic scenes, from the understated to the absurd, in the Attic Theatre. P. 6.

How Much Do You Sleep?

Alumna Tina Christakos '03 advises students at her Alma Mater on drowsiness. P. 7.

Non-Public B Champions

Boys' swimming wins their first state championship in eleven years. P. 8.

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Students Host 22 Seniors From Senegal

By KATE DREYFUSS (IV)

On Thursday, February 21, a group of twenty-two high school seniors from Senegal arrived at Pingry to spend their mid-winter vacation in New Jersey and New York. They came from the Lycée Jean Mermoz in Dakar, Senegal, a private K-12 day school that enrolls about 1900 students. The trip was spearheaded by Mrs. Jordan and Mr. Thiam, a former Pingry parent who arranges educational and business tours between the United States and Senegal. "Mr. Thiam called me because I taught both his sons, and because, since I was in charge of AFS programs, I had experience with exchange programs and hosting," says Mrs. Jordan.

After speaking with Mr. Thiam and his long-time friend, Mrs. Camille Krawczyk, an English teacher at the Lycée Jean Mermoz, Mrs. Jordan brought the idea to Mr. Conard. He quickly agreed to let the visit take place. The next step for Mrs. Jordan was to

find Pingry families to host the Senegalese students. "It turns out that there were 41 students who wished to come on the trip, which was more than expected, so the group was split between Pingry and another school,"

she notes. Nineteen Pingry families hosted Senegalese students, and families from Newark Academy hosted the rest.

After arriving at Pingry on the evening of February 21, the students went home

with their hosts to settle in. Instead of spending the next day at Pingry as planned, they were surprised by a snow day! Manuela Kremm, a Senegalese student,

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Senegalese students hanging out at the senior couches.

M. Skiba (VI)

EDITORIAL

The Pingry Network

Traditionally, the March copy of the Record has been the alumni issue. After the Back from College Luncheon and Career Day – two major events sponsored by our Alumni Office – the editors contact some of the most successful and interesting people who have graduated from our school. We speak with them about their careers, their Pingry memories, and any kind of advice they would like to impart to current students. It is an interesting experience because, as so many alumni will tell you, they see themselves in us, the current Pingry students, the same way we picture ourselves filling their shoes a few decades down the road.

Looking over the various articles in our alumni spread (p. 4-5), you cannot help but be impressed by their achievements. Pingry students go on to work for the government and Fortune 500 corporations. They design clothing lines, write novels, and create amazing works of art. Moreover, they make time for hobbies, family life, and even Pingry in between. Since we are meeting these people at the pinnacles of their careers, they make it all seem easy, but time and time again, alumni have told us stories of just how difficult it is to get to the top.

In an ever-competitive job market, even securing a low-level job is difficult. As seniors who are seeking internship ISPs can attest, it's hard getting hired even for a non-paying position! The corporate world has tens or hundreds of people clamoring for any given job, and as more and more people earn degrees, simply graduating with a college diploma will hardly set you apart.

So how does this relate back to the Pingry community? It does in a very real way, I promise.

Here at Pingry, we are used to being established. We all know who is the smartest, the most involved, the most athletic. We come back, year after year, to teachers who know our reputations and friends who support us in our endeavors. The truth is that we have very little experience in demonstrating how capable we are. The first time we must prove our ability and potential is for college admissions, but that is certainly not the last. As so many alumni have told us, we will be asked to prove ourselves over and over again in the working world.

The comfort in this potentially frightening situation is that Pingry is here to support us, which is one of the things that I love so much about our school. Just as the counselors are guiding us through the college process, so, too, the Alumni Office is a valuable resource for that time when we enter "the real world." In fact, it was Jackie Sullivan, Director of Alumni Relations, who put me in touch with the alumnus who ultimately found me my ISP. She has done this for countless other people, not just for month-long internships but also for permanent job offers. The Pingry network is a vast one, and it is at our disposal.

As we take our first steps toward establishing ourselves in the job market, we do so with the confidence that our school can not only vouch for our intellect and character, but also put us in touch with any number of the successful people who came before us. It's hard to imagine that someday we will be in their positions, but inevitably we will.

Kurt Vonnegut once said that true terror is waking up and realizing that your high school class is running the country. Reading this issue, however, makes me beg to differ. If my classmates grow up to be anything like these alumni or the hundreds I have met during my years at Pingry – and I am confident that they will – then I cannot imagine a group better suited to run the government and the businesses of the future.

Pingry: For the Gifted or the Wealthy?

By EVAN ROSENMAN (VI)

If absence makes the heart grow fonder, then surely impending absence is just as potent. That is what I have been finding in the last few weeks – that the closer I come to leaving Pingry, the more I realize just how much I love this institution. Even Fridays, so long the harbinger of an exciting respite from schoolwork, have begun to take on a bittersweet tone. Because as each week passes, I am touched by the knowledge that a finite – in fact, a very small – number of weeks remain for me as a student at The Pingry School.

Yet while my remaining time is certainly limited, it is still enough to convey my appreciation for Pingry in future op-eds. So for now, I'd like to present my final thoughts, criticisms, and humble requests for our school – before I inevitably turn into a nostalgic idiot who can not bear to leave. As I reflect on almost a decade of Pingry experience, it seems that now is the best time to give my answer to the most important question of all: What exactly is Pingry?

Certainly there are simple answers to this question. Pingry is a New Jersey private school located in two campuses in Short Hills and Martinsville. It is a 147-

year-old academic institution, steeped in tradition. It is also an infrastructure – a series of buildings and athletic fields, a mass of tables, chairs, blackboards, carpets, and desks. Yet to say these things of Pingry is to say nothing of its true character, for none of these descriptions can explain what makes Pingry such a respected and successful school.

To me, Pingry's identity can best be described as a conflict between two competing identities: a school for the gifted and a school for the wealthy. More specifically, I think we aim to be the former but sometimes cannot avoid being the latter.

Certainly, we would like to think of our school as an institution for the intellectual elite – and there is a lot of evidence to support this claim. According to Pingry entrance exams, the average Pingry student has an IQ of 128, placing him in the top two or three percent of the population. The 25th percentile of Pingry SAT Scores also exceeds the national average score by almost 400 points. And the acceptance rates for Pingry students to the nation's top universities are,

almost without exception, significantly higher than the overall acceptance rates. In short, Pingry is home to some of the brightest young minds out there.

Yet we cannot forget that wealth also plays a role in a Pingry education. One need only look at our financial aid statistics to note this phenomenon. While Pingry maintains a healthy and successful financial aid program, less than fif-

Make Pingry a school for talented and intelligent youth, regardless of family income.

teen percent of the student body receives any form of aid. Thus, the vast majority of Pingry students come from families which can afford to pay out more than \$20,000 dollars in tuition every year. Therefore, it wouldn't be a stretch to claim that most Pingry students are relatively affluent.

In the past few decades, Pingry seems to have evolved more and more toward focusing on giftedness. Pingry's shift to co-education over thirty years ago effectively doubled the pool of gifted students available for the Pingry student body. And Pingry's secularization, as well as the recent diversity initiative, has also expanded the crop of intelligent youth that fills Pingry's hallways today.

Yet in a few key ways, we retain the marks of a school for the wealthy. A dress code, for instance, effectively imposes the standards of dress of a predominantly white, wealthy class on all students (though I'll concede that our dress code isn't the strictest). And practices like publishing the names and gift sizes of donating families certainly would seem more appropriate for a school in which all families had mounds of disposable income.

So if I have a final message to Pingry's administrators, it is this: to the greatest degree possible, make Pingry a school for talented and intelligent youth, regardless of family income. I don't think many people look back on their Pingry experiences and think, "God, it was so great having so many wealthy friends!"

Rather, we will remember Pingry for the ways in which it fostered our academic, athletic, and interpersonal selves. Sure, there are pragmatic considerations – I don't deny that. But the memories I will cherish will be those of a school that nurtured me for who I was, rather than what I had or didn't have. And I wholly believe that every future Pingry student can have that same wonderful experience as a member of our community.

Standardized Test Prep Versus Scattergories: The Dichotomy of Spring English Electives

By MEREDITH SKIBA (VI)

In the past few weeks, I've noticed juniors lurking around the college counseling office, lugging multiple SAT review books and course selection guides in their overstuffed backpacks. I've also noticed seniors, relaxing on their couches, playing Scattergories during free periods, discussing their afternoon naptimes, and secretly worrying over pending college applications. Nevertheless, we share a sense of sympathy for those juniors, who believe they have reached their breaking

points and are still under the illusion that they are as stressed as physically possible.

In just a few weeks, AP season will arrive, and the marathon school days will begin. I have vague memories of arriving to school before 7:00 p.m. just to get a seat in Mr. Keating's AP English review sessions, then attending classes and sports practices only to return for AP US review sessions that lasted until 7:00 p.m. After all this, I somehow had to fit regular homework as well as AP and SAT prep into my shortened night.

I share these memories to illustrate the differences between the two classes. Nevertheless, juniors and seniors – the former embarking on perhaps the most stressful year of their lives and the latter preparing to land, with destination in sight – are thrown together into the same small space for 44 minutes each day. Traditionally, second semester English electives, open to members of both the junior and senior classes, are scheduled based on interests and not by grade.

Although there is nothing

wrong with mixing the classes, thus allowing viewpoints to cross the grade barrier, the tone of a class can sometimes be skewed by these different mindsets. After all, juniors and seniors beg for extensions, but for very different reasons. Juniors may have an Honors Physics test and an

I recommend that spring electives be scheduled in separate sections for juniors and seniors.

AP US test in the same week, making it virtually impossible to polish up a paper. Seniors, on the other hand, need as much time as possible to make up for their procrastination. Is it fair to torture the juniors by placing them with seniors who are counting down the days until ISP?

Personally, I have been on both ends of the spectrum. Last year, I was one of five juniors in a class of rowdy second semester seniors. This year, I am one of two seniors in my spring English elective. As a junior, it was often a bit intimidating to be in a class with very vocal seniors, and I found it difficult to speak up. After the seniors left for ISP, the class virtually started anew and developed a very different tone. Unfortunately, it was only for the final month of the course.

This year, it is occasion-

ally awkward when the juniors in my current class talk about SATs the next weekend or their peer leadership applications, and I have nothing to contribute. I feel bad about the slight laughter in my head, knowing that I am practically done with that era of my life. Yet it is not just the social climate that affects these classes. Academically, the two forms are also different. Seniors have spent virtually their entire fall crafting college applications, and they feel pretty accomplished about their writing abilities. Juniors, meanwhile, are still polishing up their writing in preparation for the crucial application season.

Given these differences, I recommend that spring electives be scheduled in separate sections for juniors and seniors, not because I feel there is no bridge between the two grades, but because I genuinely think that there would be greater harmony in a class of the same age group, and at a similar stage in their high school careers. When I've run this idea by friends in the junior class, they agree. While administrators may find that re-designing the schedule is challenging, in the end, rethinking our English elective program would be educationally sound.



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The Power of the Spoken Word

By JESS ZHAO (VI)

Buried somewhere in the annals of Pingry is the former requisite of a senior speech. Over 30 years ago, it was once required of each member of the senior class to make a short speech before the school prior to graduation. Why was this practice ended? It promoted the development of public speaking skills and gave students an opportunity to give back to the community by allowing them to express their thoughts and opinions.

Then, for those of us who were in the Upper School in the last few years, we remember the days of "Pingree" announcements. Students had the ability to get up in front of the school during morning meeting and practice their public speaking. I realize that the reason this practice has since been ended is because of the many superfluous announcements, often running over into third period, and I, like many others, certainly enjoy the extra free time now. But at least, then, morning meeting was an opportunity for students to easily practice their public speaking outside of a few class presentations. I have made few presentations in classes, and standing before ten of my classmates, with whom I've become fairly comfortable, is incomparable to standing onstage before a large audience.

The majority of students today never addresses the school community, and, as a result, graduate relatively unskilled in public speaking. We attend a fine academic institution, which prides itself on equipping students with the necessary tools to succeed. One would think that oratorical skills would be one of the first tools they hand us before throwing us out into the world. An elective course on public speaking was even once offered, but, unfortunately, removed as well due to a declining student sign-up. As public speaking is clearly an important skill, comparable even to that of writing, the school should increase its emphasis on preparing us to become better orators.

In a society that places great emphasis on public appearance and persona, the ability to stand before one's peers with confidence and poise is inherent to success.

Consider the President of the United States and what is required of a powerful leader. Each President is inaugurated with a speech and frequently addresses the nation, and during the campaign process leading up to the elections, candidates prove themselves in public debates. A candidate may have brilliant ideas and plans, but if he cannot adequately convey his thoughts,

then are they not virtually worthless?

For example, Barack Obama's success in the primaries can be linked to his strong speaking skills, praised for their ability to inspire in people — particularly the formerly apathetic youth — a renewed enthusiasm for the future of America. Critics assert that his speeches do not have much tangible material, built on wispy slogans of hope and change, yet the speech he delivered at the New Hampshire primary incited such passion that his simple words, "Yes We Can," were developed independently into a music video of celebrities endorsing his campaign.

The ability to stand before one's peers with confidence and poise is inherent to success.

Granted, we have the annual Robert H. LeBow '58 Memorial Oratorical Competition. The competitors in this year's speech contest are certainly to be commended for their participation and willingness to get up before the school. Yet as a whole, the presentation only reminds us of what we should improve upon. How can we be aware of the distinctions between everyday speech, dramatic performance and oration if they have never been shown to us? Can we consider one competition each year sufficient action in regards to encouraging and improving oratory throughout the school? It is a wonderful opportunity for students to practice their public speaking, but we should make the teaching of oratory a more central part of our curriculum. Right now, six finalists are given the opportunity to speak before the school, but what of the hundreds of other students sitting in the audience?

The competition is also limited to sophomores and juniors, which I suppose makes for more of a "level" playing field in ways. Yet there are surely some seniors who wish that they had had the confidence to compete when they had the chance.

I propose opening the Robert H. LeBow '58 Memorial Oratorical Competition up to more participants, to attract more students and to improve the level of competition. If students were shown what it is exactly that makes a good speaker — starting even with simply telling the audience the judging criteria prior to the competition — the contest would become a better learning experience for all. Students who are more educated in and experienced with public speaking

would be more comfortable with participating, ultimately making it more interesting for all involved, from the participants to the audience members.

And in regards to the dilemma surrounding morning meetings, it is certainly difficult to control announcements — how to determine which ones are important and which are not? — but it is very important that we retain any opportunity for students to practice their oratorical skills. One option could be to designate Monday for faculty and Tuesday for students, preventing redundancy and evenly distributing announcements between the two days. Morning meeting should be limited to special school-wide events or recognition — clubs can send out e-mails or write on the white board. If you've lost your pants, save it for an all-school e-mail.

Ultimately, I believe that the problem is partially rooted in the decreasing number of opportunities for students to participate. We should have active roles in the community, which would also help to address the lack of emphasis on public speaking. Pingry's motto is "Greatest respect is due students."

Let us honor this by encouraging students to stand before the community and speak out — by taking a moment to hear what they have to say, this is giving them their due respect.

A New Political Awareness Among the Student Body

By DAVID YOUNG (VI)

It has often been implied and tacitly acknowledged that our generation — the children of the baby boomers — is among the most apathetic when it comes to politics. Facebook, iPods, and the latest electronic gadgets and programs are always in, but politics is definitely out.

Not this time though.

At Pingry, like the rest of the nation, there is an unprecedented grassroots movement towards political awareness. A considerable number of seniors voted in the primaries, and many more are gearing up to vote in the general election. These days, there are even discussions in the hallways and on the couches concerning the presidential candidates and their campaign platforms.

Should the Pingry movement be indicative of the general mood in the country — and all signs point to that conclusion — then this November could make history. For the first time, the election may very well be

decided by the youth — people like you and me. State after state, voters under 30 are deciding the primaries. For this reason alone, it is truly unprecedented how young voters have seized the attention of the presidential contenders. We are told that the last time this phenomenon happened was back in the Kennedy and Vietnam years of the 1960s.

This time around, the stakes are too high not to get involved.

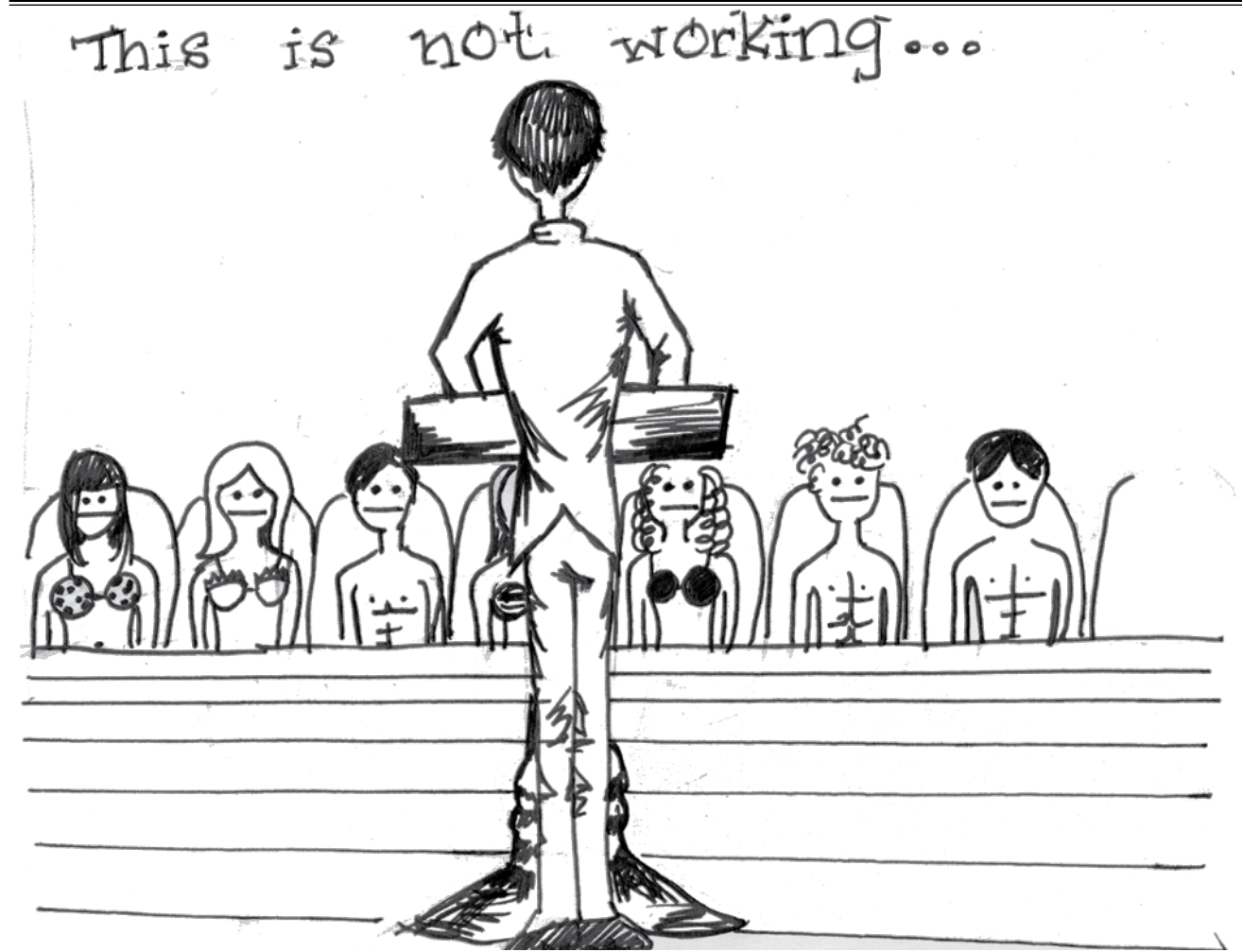
The keyword that has propelled this massive interest among young voters is simply change. Most people feel that it is about time for a radical change in this country — change in our political administration, change in the way that we present ourselves to the world, change in business as usual, and a change of heart.

Voters across the political spectrum usually disagree about practically everything, but it appears that this time they all agree on the need for

reform. It is this consensus that has become the most unifying political force this year. That is, we have our disagreements concerning the various candidates and their platforms, but there is no argument about the need for a complete change in the way this country needs to be run.

This call for change has become more like a tsunami — unstoppable in having created a life of its own, and out-sizing everything else along the way. As a social movement, it is inclusive, rather than divisive. For there is hope that with transformation, things will improve — for the country and for the world. It is the prospect of this change, and the hope that comes with it, that has fired up so many young voters, including our Pingry peers.

Admittedly, many Pingry students prefer not to discuss politics in public. This reticence helps retain harmony with classmates. However, this time around, the stakes are too high — for the country and for the world — not to get involved.



By CHARLOTTE CONWAY (VI)

Word in the Hall: What Are You Doing for Spring Break?



NED ADRIANCE (V)

"I'm not coming back."



MIDORI WADA (VI)

"I'm translating for engineers in Qatar."



SHAAN GURNANI (III)

"I'm going to Florida."



LEAH DUNGO (V)

"I'm visiting colleges."



RICKY ZACHARIAS (VI)

"No way, Midori, me too!"



Courtesy of Richard Kogan '73

Dr. Kogan: A Man of Many Talents

By DIANA JIANG (V)

Excelling at two, almost three, professions, Dr. Richard Kogan, M.D. '73, has been leading an active life since his days at Pingry. A psychiatrist and a concert pianist, Dr. Kogan has been merging his two careers into a third in which he explores the psyches of famous composers. Constantly on the move, he visits countries such as England, Denmark, and China. "It's a challenging balance that involves a hectic traveling schedule," Dr. Kogan admits, but he remains passionate about both his private psychiatry clinic as well as the forty to fifty piano concerts he performs each year.

The venues of psychiatry and music may seem to be completely different to most people, but Dr. Kogan sees many benefits in experiencing both. "Being a musician has helped me as a psychiatrist because I understand a lot about the expression that music affords, and being a psychiatrist has helped me understand the composers' minds," he explains.

Dr. Kogan's passions emerged while attending Pingry. Even in high school, he was actively involved in many activities, including the Pingry Record, basketball, and Student Government. Though he wasn't a top athlete, he was grateful to play on several Pingry teams. He vividly remembers scoring a goal in soccer and getting a hit in baseball, and has relived "those very few and rare moments of athletic glory at Pingry in my fantasies for the past 35 years."

He also enjoyed being Editor in Chief of the Pingry Record. "It thrust me into issues I wouldn't have known that much about," he said, "and it was a tremendous growing experience." Though his journalism career ended where it started, he still uses the skills he acquired when he writes speeches.

Dr. Kogan also started early on his path to becoming a concert pianist while attending the Julliard School's Pre-College Program during high school. He treated his classmates to a solo piano concert each year, though he now admits, "I would apologize to them afterwards because they probably didn't want to sit quietly for 45 minutes and listen to piano."

What stuck most in Dr. Kogan's mind about Pingry was its

emphasis on the Honor Code. The focus on good character and sportsmanship helped Dr. Kogan become "well-prepared for most of life's challenges." He also remembers Pingry's message to be well rounded as he encourages today's students to get involved in different extracurriculars.

His eight years at Pingry were wonderful because they thoroughly prepared him for his future. "I learned so many skills that I continue to use," he said, "such as the capacity to think critically, to give talks, and to write papers. I have drawn on them throughout my life." When he and a few other classmates went on to attend Harvard University, Dr. Kogan said, "Harvard education was a breeze after high school because we were so well prepared!"

Dr. Kogan continued his studies at Harvard Medical School and did his residency in psychiatry at New York University. Afterwards, he chose his dual career because he wanted to explore music and its impact on healing. He wanted to bring back the tradition from ancient times when a person was both a physician and a musician. "I believe in spreading

the message about the importance of music, healing, and the whole creative process," he said.

Dr. Kogan's ultimate goal is to bridge the fields of medicine and music. He believes strongly in destigmatizing mental illness and focusing on the importance of psychological intervention. He hopes to continue the "healing tradition of music" by both performing and using his talents to uncover more about the link between his two professions.

Dr. Kogan's final advice to students who are on their way to their professional lives is to "pursue what you feel most passionately about and not accept limitations that are typically imposed by others." Early on, Dr. Kogan was discouraged from his dual career by many who warned him that if he were to succeed, he would need to devote all his time to one career and drop the other. However, disregarding that advice has helped him defy convention and lead a very successful life.

"As a youngster, you should have as diverse an education as possible and always be open," he said.

Aimee Cho '94 Starts Her Own Fashion Label to Design Coats

By JENNY GORELICK (IV)

The last female Student Body President before Jessica Westerman, Aimee Cho '94 is now a fashion designer who recently launched her own line of outerwear under the brand label Gryphon New York. Her coats are sold in such upscale stores as Barneys New York and Bergdorf Goodman.

After majoring in religious studies at Brown, Cho started working at Organic.com, an interactive agency involved with creating marketing campaigns. "It was fun," she says, "but in the end I didn't feel like I was learning anything. I wanted to work somewhere with people who had more experience."

She then worked at Vogue for six years. She describes her first job there as that of a "glorified secretary," similar to the position depicted in "The Devil Wears Prada." However, it was a useful experience in that Cho "had immediate access to a woman who was the absolute top of her field, and had a front row seat to how she ran her magazine. It was an amazing education—it was interesting, it was challenging, and I learned so much."

While at Vogue, Cho got the idea to start her own line. "I wouldn't be doing what I was doing now unless I was working for Vogue," she admits. "It taught me to succeed and that you have to keep your eyes open and to leverage every opportunity you have into something greater."

Cho chose to call her line Gryphon, after an illustrated children's book. She "brainstormed names that I wanted the company to be; something gothic and old but still romantic."

For Cho, there is no such thing as the average day on the job. Depending on what phase of the design process she is in, there are different daily activities. Currently, she is in the midst of selling her Fall 2008 Collection and is about to ship her Spring 2008 Collection to retail. Her next stage is to begin to design her next collection, which is "a nerve-racking thing. You don't know how your clothing is going

to be received."

Although this is stressful, she said, "The design process is my favorite part, which in reality is about five percent of what I do. There is so much that before this business I didn't realize goes into the actual making of one garment. The buttons, the linings, the right shape and feel: all those things have to be weighed and sourced and priced, and you have to find the right factory and whether you want to produce in America or overseas influences how you ship."

"The production process is really hard. There are so many different pieces of the puzzle that have to come together at the right time," Cho says.

However, once the process is completed and the finished product is being sold in stores, all the efforts seem worthwhile. "It's like being a musician who hears your song on the radio for the first time to see your coat at Bergdorf Goodman," she explains.

Cho attributes her success is

to her experience at Brown and at Pingry. While a student she was "allowed a certain degree of independence, which I built on at Brown. At Pingry, I was able, to a certain degree, to study what I wanted. There were so many opportunities that you didn't have at other schools."

While "for the most part, the teachers I had at Pingry were all great, teaching me how to think independently and creatively," she said that there was one educator who stood out in her mind: Headmaster John Hanly. "He always impressed me with his calm and intelligent leadership, and I especially admired his skill as a quietly compelling speaker," said Cho.

Overall, Cho stresses to current students that "capitalizing on the opportunities you are given is really important." She emphasizes that "it's really important to keep your eyes open to what opportunities are presenting themselves to you. You can learn so much from what is around you."



Courtesy of Aimee Cho '94

Saxton-Frump '03 Teaches Low-Income Students

By NEHA SRIVASTAVA (IV)

When asked about the high school students she teaches, Sarah Saxton-Frump '03 remarks, "They are truly inspiring. They are some of the most passionate, caring, insightful people I could have hoped to teach. I go home each day with an incredible sense of fulfillment."

Saxton-Frump is currently teaching world geography to 150 high school students in the Rio Grande Valley in Texas through the Teach for America program.

Teach for America is a two-year commitment for college graduates to teach in a low-income school district and try to close the achievement gap, in which white, upper middle class students consistently

outperform the lower income minorities.

Saxton-Frump has had success in the classroom so far, motivating students to work hard, ask questions, and try their best despite language barriers.

"I just have this passion for making the world a better

place," Saxton-Frump said during her interview.

She is already well on her way. An active member of the Undergraduate Student Council at Brown University, Saxton-Frump served as its President during her third year. She was also head delegate to the Ivy Council, a meeting of student leaders from all Ivy schools.

She chose Brown Univer-

sity because it followed the same motto as Pingry, that the "highest respect is due to the students." Also, it emphasized the same responsibility and care for one's community.

At Brown, Saxton-Frump majored in political theory and public policy. Public policy focused on the cre-

ation of governmental or private policies to improve aspects of life, such as welfare, the environment, and the economy. But she sought something more normative. Political theory examined the way an ideal society should work, and ways to accomplish equality and liberty. Saxton-Frump said, "Political theory changed my outlook at life. These classes inspired me to

pursue an altruistic job and go to law school to be a lawyer in education, environment, and public policy."

At Pingry, Sarah was the 1902 Emblem Award recipient, an honor bestowed on a senior with the greatest school spirit. Also, she served on the Pingry Student Government,

unorthodox way.

Saxton-Frump's plans for the future are not set in stone. When asked whether she might enter politics, she laughed, "Yes, I would go into politics. I don't think I'd want a figurehead position, although I did realize that Chief Justice John Roberts would probably retire about the same time I could be qualified for his job."

Saxton-Frump's advice for Pingry students, is that "no matter what it is, love what you are doing. Don't be scared if you don't know what you want to do; don't do what your parents want, or what will be best economically. Take time to figure out what you want and then do it well."

TEACHFORAMERICA

Miller Bugliari '52 Assists in Alumni Affairs

By ANDREW SARTORIUS (V)

The phone rings, taking Mr. Bugliari out of his thoughtful reverie.

"One second," he mouths to me before picking it up. "Miller Bugliari," he says in a thoughtful voice. The room is silent for a moment, then he chuckles and says, "Ed! Wow, it's been a while, hasn't it? What do you say, lunch..." He looks over at his bulky planner. "Wednesday?"

They chat for a few moments and when he hangs up the phone, he leans back in his chair and looks at me. "That was a guy from the class of '47. Tonight, I'm eating dinner with a guy from '74 and I've got lunch with a '52 tomorrow." Incredibly, the list goes on. He's eating dinner with a Pingry alumnus from practically each decade of the twentieth century every night for the rest of

the week!

As Special Assistant to the Headmaster and a significant helper in the alumni office, Mr. Bugliari always has a packed schedule. He works with Mr. Conard to discuss school problems or issues that arise, problems that "someone who's been here sixty years might know how to handle." He's also constantly on the "PR circuit" with Mr. Conard, traveling all over the United States to keep alumni informed about the development and needs of the school. "It ranges from San Francisco and Los Angeles to Boston and Washington and Florida," Mr. Bugliari says.

In the alumni office, Mr. Bugliari helps Jackie Sullivan, Director of Alumni Relations, plan the annual alumni schedule. "Usually at events like these, I'll fill the alumni in on school admissions, athletics, and the short and long term plans

of the school," Mr. Bugliari says.

One of the difficulties he faces is balancing his duties as Boys' Varsity Soccer coach and alumni coordinator. "In the fall, I often have to travel to dinners out of state, so occasionally I'll miss a game. But the past few years, the school's been good about arranging things so I can coach and still meet with alumni."

"You know some of these guys are pretty old," he says, pointing to many black-and-white photographs of bygone championship winning soccer teams adorning the walls of his office.

However, Mr. Bugliari thinks that the changes have improved the quality of education. "It's certainly a faster world, but it's never been better. When I first came here, teachers taught, coached three sports and served lunch. Now, we've got a more relaxed schedule, but at the same time,

we've got faculty who are more gifted and able at their subjects."

One of the challenges of the alumni job, Mr. Bugliari says, is creating a long-term plan that appeals to everyone: the current parents, the faculty, and the alumni. "We've got to look globally," he says. "We must create a good diverse school population, and get our facilities up to date but at the same time keep our eyes on any possible advantages or dangers that may arise in the future."

"I really enjoy seeing motivated kids going through high school and then to college," Mr. Bugliari says, "and then seeing them twenty years later with families and professional jobs. I haven't changed that much, but they have." It's his relationships with students and alumni that he enjoys so much about his job, and it's what has kept him going for so long.



Courtesy of David Bugliari '97

David Bugliari with Emmy Award winner Jeremy Piven.

Life in the Fast Lane: Talent Agent Bugliari

By JENN SOONG (IV)

Working in one of the coolest and most competitive industries, David Bugliari '97 is currently a talent agent at Creative Artists Agency (CAA) in Los Angeles, California. Despite his success, Bugliari revealed in a recent interview that he had "no idea" he would be doing what he is doing today. After graduating from Pingry, Bugliari attended Hamilton College, where he majored in government and art history and minored in Spanish.

He then moved to Lake Tahoe and took on a series of assorted jobs, which included "being a bartender, a chef, working in the construction industry, and working in a ski shop."

When asked about what inspired him to take his current career path, he said that the turning point was when he "visited [his] older brother, a comedy writer in LA, who had just sold a couple

projects." Having played soccer and lacrosse throughout his life, Bugliari also "considered becoming a sports agent," but after applying to several agencies, he decided to take CAA's job offer in California.

Although Dane Cook and Jeremy Piven were the first two contracts he signed, Bugliari now "deals with many different people," including Christina Applegate, Jessica Simpson, John Mayer, and more. Jeremy Piven, who recently won a Golden Globe, actually plays an agent, albeit the cut-throat Ari Gold, on HBO's "Entourage."

Despite the fact that Bugliari has a job that is often "romanticized," he says that in truth, it is often a "24-hour gig" that can be "quite hectic and stressful." He has closed many deals such as "The Nutcracker: The True Story" and is constantly working on many projects such as "Terminator 4" starring Christian Bale.

Bugliari also revealed the "darker sides" of the entertainment industry. Often times, he stated, there is "a lot of work to get developing actors prepared and hopefully they win the role. But 9 out of 10 times they don't win the role, and it's very difficult." He also said that many actors are dealing with a "highly competitive marketplace where there are a whole lot of other actors and not a lot of roles." Even those who are already famous have to "sacrifice a lot of their personal life and deal with the paparazzi and people coming up to their table for autographs nonstop."

Although he works in an aggressive environment, Bugliari says that his favorite part of the job is the "feeling you get when you chase after a big movie and you know its going to be great, when you're getting the call from Paramount Universal and they say, 'We'd like to offer your client the role.'"

In the future, Bugliari hopes to perhaps "start a family and coach soccer" like his father, Coach Miller Bugliari.

In retrospect, Bugliari finds that his success is largely due to the fact that he worked hard to be the "first person to get in the office in morning, the last to go at night, and the person who read three to four scripts at night and then came into the office at 6 a.m. the next day." Now at the top of his game, David Bugliari can look back at his hard work and say, "It paid off."



Courtesy of Miller Bugliari '52

Miller Bugliari '52 poses at a football game with Cameron Diaz, Demi Moore, and Ashton Kutcher.

Ananda Sen '94 Pursues Passion as Full-Time Musician

By CHELSEA GARBER (V)

Do what you love, and success will follow. Clichéd as they sound, these words hold true. Whether one is fervent about law, medicine, or painting, pursuing true passion is the key to happiness. Ananda Sen '94 is achieving just that.

Throughout high school, Ananda displayed an enormous love for music, specifically a passion for singing, writing, and playing instruments. His involvement ranged from participating in the Buttondowns, the Glee Club, and the New Jersey All-State chorus to performing in musi-

cals such as "Into the Woods." Lessons and training at Pingry helped cultivate his sound and most importantly, his voice.

As an undergraduate at the University of Pennsylvania, Ananda performed in the a capella group called Pennsylvania Six-5000, and also, along with some friends, founded a Hindi a capella group called Penn Masala. Throughout college, he also wrote songs and interned at record labels like Mercury and EMI. After graduating, he joined Capitol Records, where he worked in radio promotion.

In 2000, he went to Stanford Law School, and after graduating

he practiced entertainment law in New York City. He soon moved to Los Angeles and became general counsel of Century Media Records, an independent record label under EMI. Although his job was music-related, Ananda desired a more personal and direct relationship with music that involved writing, playing, and producing it. Ultimately, he decided to apply what he had learned in the music business and pursue his passion by becoming a full-time musician.

About a year ago, as he shifted his focus away from law, Ananda embarked on a project in which he is releasing one new song

every week for 52 weeks. As a singer and songwriter, he produces and audio-engineers his own music and marvels at the fact that, "It is now possible for a musician, without the help of a label, to make studio quality recordings and promote and distribute them through the Internet."

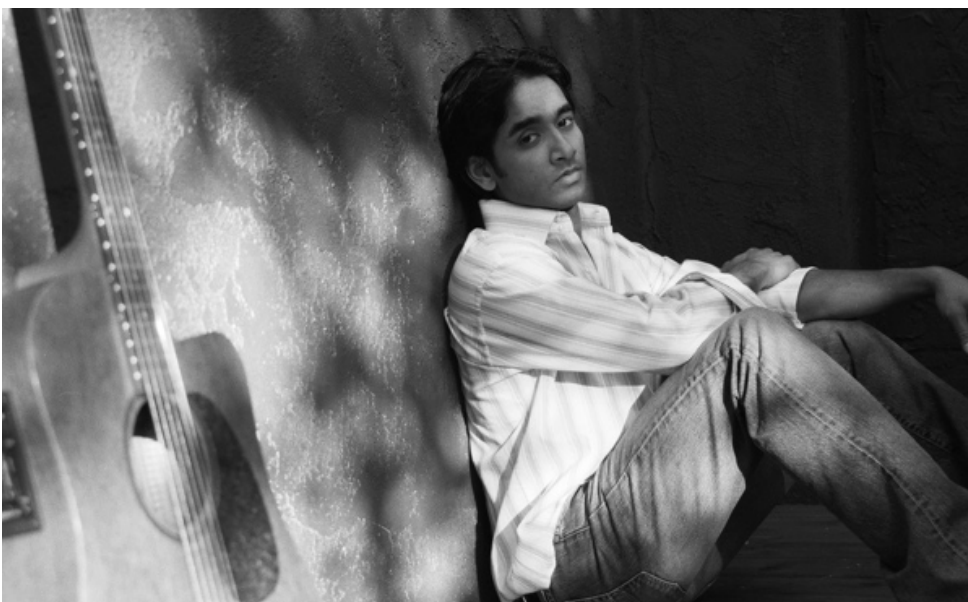
Ananda plays his acoustic guitar and collaborates with various artists in his songs to create an eclectic variety of sounds.

He attributes his musical inspiration to musical artist ranging from Led Zeppelin to Stevie Wonder to Sting. The genres of his songs range from jazz to funk to pop, containing a little bit of everything.

His website, www.anandamusic.com, includes his music videos, a blog which he frequently updates, and most importantly his songs, which are free to download.

"I think the album is still a great format to release music, but I believe that an artist's music should also be available to fans the same way that TV shows and magazines are available — on an episodic basis," Ananda ruminates. "It builds a different kind of relationship between the musician and the listener than an album alone could do."

When asked what inspires his lyrics, Ananda says, "Inspiration can be found anywhere and everywhere...when you set a deadline for yourself. You find something in your life to write



Courtesy of AnandaSen.com

Junior Andrew Sartorius Wins Third Annual LeBow Competition



A. Kogut (V)

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individuals who have died as a result of multi-day gaming binges. However, she also noted that the diffusion of any new technology is inevitable and moderation must therefore be the watchword.

Next was Hulse, who gave an inspirational oration on attaining goals in life and living in the moment. Emphasizing her main theme of "carpe diem," Hulse used the concept of losing a battle but winning the war to portray the need for perseverance to achieve objectives.

The final speech was given by Baron, who spoke about what he called "Generation Y," the children of the baby boomers. He underscored the changes confronting this generation, and also attempted to define the peculiar attitudes, events, and technologies that identify this group of people.

Though all speeches were forceful and convincing, the winner of the speech competition was Sartorius, with Baron as the runner-up. Students were entertained by the presentations, and lively discussion about which speech was best followed.



M. Skiba (VI)

Max DeChiara (IV) and Jenny Gorelick (IV) performed "Sure Thing."

First-Ever Dramafest a Success

By JENN SOONG (IV)

On February 8 and 9, nearly thirty Pingry student actors and directors put together the first production of Dramafest in the Attic Theater. Inspired by a similar event at the Lawrenceville School, Head of Drama Mr. Al Romano, decided that "this kind of event would work well at Pingry, giving all students an opportunity to try their hand at theater even if they were busy after school playing on sports teams. They could rehearse the short plays on their own schedules, meet with me

for a run-through and a dress rehearsal, and then perform most of the pieces."

This year's Dramafest was composed of nine different scenes with actors ranging from grades 9 to 12.

To begin, Louis Schermerhorn (V), Matt LaForgia (V), and Michael Doliner (V) presented Seth Kramer's "The Tarantino Variation." Fast-paced and extremely comical, the short play portrayed three men who each hold a gun to another's head. Unable to shoot or let their arms down, the three men exchange various excuses and go on multiple digressions.

Next, Christian Brady's "Haiku" depicted an interaction between two supposed lovers played by Averill Morash (V) and Brian Hart (V). Directed by Sarah Paton (V), the short play portrays the awkward misunderstandings between a man and a woman when the man is unable to express his love through a haiku.

Joel Behrman (V) and Sarah Paton (V) performed one of the night's most touching short plays called "Post-its," by Paul Dooley and Winnie Holtzman. Following a couple that communicates through post-it notes, the play takes place over a course of many years and explores the little things that make a man and a woman love each other.

Scotty Eckenthal (VI) directed Remy Teicher (IV) and Maureen Brady (VI) in "Anything For You," written by Cathy Celestia. What starts out as simply a get-together between two best friends soon turns into a complicated mix of emotions and confessions. Uniquely dramatic, the short play left a profound impact on the audience.

Jenna Devine (VI) directed Max DeChiara (IV) and Jenny Gorelick (IV) in "Sure Thing," by David Ives. Timely and funny, the play is about a man and a woman who meet at a restaurant and constantly have to restart their conversation when they say the wrong things.

In "The Wedding Story" by Julianne Homokay, Maggie Bonadies directed actresses Lilly Holman (III), Susan Contess (III), and Ashley Feng (III). The short play takes a spin on the typical childhood bedtime story when the story's characters reveal what really happens in their so-called 'perfect'

lives. Rachel Naar (VI) directed actors Ned Adriance (V), Lindsey James (V), and Eliza Ricciardi (V) in "Downtown," by Jeffrey Hatcher. The play depicts three modern and acid-tongued characters who criticize and mock those who come in and out of their scene. As the characters begin to conflict with one another, their insecurities are revealed and finally completely exposed when the scene ends with the three characters putting on their waiter uniforms.

Directed by Ricky Zacharias (VI) and performed by Louis Ricciardi (VI) and Kris Mazara (VI), "Guys," by Robb Badlam, was also one of the most realistic performances of the night. Ricciardi and Mazara played two laid-back guys whose conversation in a fast-food restaurant reveals what it's like to simply be a guy. The two characters brilliantly depict the thinking process before a guy makes a move on a girl he sees.

"Words, Words, Words" by Dave Ives was the last play of the night. Performed by Ben Hamm Conard (III), Jeffrey Baum (III), and Thomas Schermerhorn (III) and directed by Katie Ogden (IV), the play is a parody in which three chimpanzees are given typewriters and asked to imitate Hamlet.

Overall, Dramafest 2008 elicited a great response. Brian Zhou (IV) said, "I thought it was amazing how quickly and how well they put it together," and despite the fact that it was student-run, he thought "it was as good as any performance I had ever seen."

Elisse Park (IV), who saw the Thursday performance, said, "Dramafest was really good! Some of the scenes were serious and some were really funny. We should definitely have another one."

As for the future, Mr. Romano hopes "to start next year in September with the organization of a Student Dramafest Committee. This group will handle all the organizational details, meeting with the student directors and actors, and perhaps even having a say in the selection of projects. In short, the committee will 'produce' the event. Once we get this going, then the students can organize a Middle School Dramafest with Upper School students directing Middle School students."

Wheelan Exposes Economics to Students

By LIANE GOLE (IV)

On February 1, Charles Wheelan, author of "Naked Economics: Undressing the Dismal Science," enlightened students about the numerous facets of economics. Wheelan is currently a senior lecturer in public policy at the Harris School of Public Policy in the University of Chicago. He has a doctorate in public policy from the University of Chicago, a Masters in Public Affairs from Princeton, and a BA from Dartmouth. A correspondent for The Economist Magazine, Wheelan has also written articles for the Chicago Tribune, the New York Times and the Wall Street Journal. He also writes a monthly column for Yahoo Finance and is currently working on a public policy textbook.

Wheelan began his speech by confessing a loathing for math. He shared his experiences in college, describing how he tried to get out of taking math, and when that failed, how he wasted class time by planning assemblies during math class and sending his teacher anonymous flowers. Many students enjoyed this anecdote, including Morgan McCollum (IV). "My favorite part of his speech was his opening story about math," she said. "I think it was funny that an economist had gone to such great lengths to avoid this class."

He then proceeded to explain the theory of economics by citing an example

involving Heinz ketchup. The price of ketchup has gotten more expensive for the manufacturers because the price of corn syrup has gone up, but Heinz has already started reaching out to scientists, encouraging them to grow larger and sweeter tomatoes. Thus, Wheelan predicted, five years from now the price of ketchup will not have changed because market needs tend to produce necessary innovations.

Even though Wheelan said that the market usually recovers after occasional lapses, he cited global warming as an exception. "The market is the problem in this case," said Wheelan. "While auto emissions of

CO2 are the major cause of global warming, most consumers don't factor in the environmental expense when considering the purchase a car.

Wheelan also spoke about how economics can predict the future. For example, it is possible, he said, to get estimates on how much a barrel of oil will cost in five years.

He also explained how a futures market for politicians works: people can buy contracts on political campaigns by choosing the politician they think will win. Mr. Ted Corvino, a Form III history teacher, especially enjoyed this portion of the assembly. "I liked most the idea of selling futures on the presiden-

tial primaries and election. It was really interesting to see the futures charted," he said. "It's always kind of surprising and amazing that people are applying economic tools, charts, etc. to gauge almost any and every facet of life."

Other faculty members and students were excited to hear about some of the effects of the economy on daily life. "I never knew that so many things relate back to the economy," said Danielle Cosentino (IV).

According to economics teacher, Ms. Leslie Wolfson, who introduced Wheelan, he "teaches not so much the nuts and bolts of economics but more importantly, how economics affects life."



Courtesy of the Development Office

Angela Ramirez (VI) asks Mr. Wheelan a question after his presentation.

AFS Club Brings 22 Students from Senegal

Continued From Page 1

“really liked the snow,” and remarks, “It was very different from the warm weather in Dakar.”

The students spent the weekend sightseeing in New York and attending an evening get-together hosted by the Morash family. On Monday, the visitors experienced a typical day in the life of a Pingry student, following their hosts from class to class. Activities on Tuesday and Wednesday included visits to the Empire State Building, Spanish Harlem, the Museum of Modern Art, and the Museum of Natural History as well as salsa dancing, and shopping in Manhattan. The students returned home to Senegal on the afternoon of Wednesday, February 27.

According to the Senegalese students, living in Dakar is very different from living in the United States. “It is very cold here, and everything is big and high tech,” says student Ketty

Diolle. Fellow visitor Kevin Cemsse goes on to say that Pingry students would enjoy visiting Dakar because it provides “a peaceful and stress-free lifestyle.”

Mrs. Jordan hopes to start a true exchange program between Pingry and the Lycée Jean Mermoz. This will hopefully begin over March break next year, when a group of Pingry students may visit Dakar. If that works out, the exchange could continue in the future.

Morgan Foster (IV), a host of a Senegalese student, decided to take part in this experience because she “thought it would be really cool to learn about different lifestyles and share America with someone who has never experienced it before.” She hopes to go to Senegal next year in order to experience their country and to reconnect with the friends she made as a result of this experience.



Courtesy of Sean Salamon (IV)

‘Pirates of Penzance’ Sells Out Theatre

Continued From Page 1

the show-stopping “I Am the Very Model,” the General claims that he is an orphan. This information halts the pirates’ advances due to their pledge to never molest an orphan. Therefore, the first act concludes with the love interests in a blissful state as they plan to marry at once.

However, because of unforeseen circumstances, the pirates realize that General Stanley lied and resolve to exterminate him. In his defense, General Stanley calls upon the service of a timorous police force led by the Sergeant. Averill Morash (V), who portrays the Sergeant, says he is “the kind of guy who is just minding his own business when all of a sudden he is called upon

to do something heroic that he actually can’t do.” The preparation for the ensuing battle leads to the hilarity of such musical numbers as “When the Foreman Bares His Steel” and “With Cat-Like Tread.”

Overall, the cast is very pleased with its efforts. Naar says, “It’s ridiculous and funny and witty and not too long. It makes you want to join the pirate crew, for sure.”

Ricciardi concurs, saying, “The music sounds amazing, and everyone is really committed to their characters. It is easy to fall in love with the show. It was well-directed, the comic timing was great, and it had a little of everything: pirates, fighting, and a love story.”

Morash further explains that the operetta has the possibility of

teaching important life lessons. “You can take it on whatever level you want to,” she says, “If you only want to see something to make you laugh, then it will serve that purpose and you will enjoy yourself. But if you want something a bit deeper about social obligations, then it can also serve that purpose. It poses questions about how far one should go to fulfill his ‘duty’ and what should take precedence in life.”

Naar, meanwhile, contends, “Each year the cast has something new to bring to the table. This year, it’s spunk. We’ve got a bunch of dedicated people who aren’t afraid to go all out and act silly—I’m certainly one of them—and we’ve got great bonding between the characters and trust.”

While the cast may be the

driving force, the musical would not have been possible without the diligent effort of the people behind the scenes. Stage Manager Darina Shtrakhman (VI) says, “Both my crew and Melinda’s have been absolutely outstanding. They’re the people you don’t see bowing at the end of the production, but they certainly do their best to make everything run smoothly. Not only does the set look outstanding, but the transitions between scenes were seamless. That’s so key to holding the audience’s attention.”

The pit band was led by Dr. Andrew Moore, with help from Mrs. Jennifer Runge. This year, they were located onstage behind the curtain, rather than to the side of the stage, as in previous years. Despite being hidden behind scenery, the various musicians—including Connor Sheehan (V), Emily Xia (IV), Michael Doliner (V), Aaron Davis (V), and French teachers Madame Jane Roxbury—worked very hard to meet the challenges of performing in an operetta.

The set comprised many elements, including a scenic mountain backdrop, a sizable pirate ship, and dilapidated stone walls complete with stained glass windows. It was designed by Mrs. Jane Asch and was constructed by various students under the leadership of Mr. Tom Varnes and technical director Melinda Zoephel (VI). Schuman attests, “I am quite impressed with the set work, and especially the pirate ship, because it’s hard to appreciate the difficulty of making the set pieces until you are involved in it.”

The production also owes a great deal to the efforts of Mrs. Trisha Wheeler, who choreographed all of the dance numbers; Mrs. Vicki Grant and Mrs. Shelley Hartz, who procured the assorted props and costumes; and Mrs. Debbie Bianco (PP ’08, ’11, ’13), who donated her time to painting various set pieces.

Finally, Shtrakhman concludes, “I had really high expectations because this was my last high school show, and I’m proud to say that it came out wonderfully. What’s cool about this cast and crew is that we had a mix of veterans and people who were brand new to the musical. I think we all started out nervous (since the show is such a classic), but through a lot of dedication, we’ve done this great piece justice. I couldn’t have imagined a better senior musical.”



N. Rice (IV)

‘Drowsiness is Red Alert’: Dangers of Sleep Deprivation

By TINA CHRISTAKOS

“Drowsiness is red alert!” This is the phrase I learned on the first day of my winter quarter class, Psychiatry 135: Sleep and Dreams. I will never forget it—and I hope that by the end of this article you won’t forget it either. Put simply, “Drowsiness is red alert!” is a reminder that drowsiness means that you are seconds from falling asleep. It is a simple phrase that can keep you from disaster (like a car accident on Route 78).

I, like many of you, was extremely sleep deprived in high school. On average, I slept between five and six hours each night, and I was one of the lucky ones among my friends. My sleep deprivation continued in college, where socializing and academics kept me up late almost every night. This is one of the main reasons I decided to take Sleep and Dreams—I wanted to know how to manage my sleep habits better. I also wanted to take a class by the professor who helped discover REM sleep, Dr. William Dement (check out REM sleep on Wikipedia—it’ll blow your mind).

One of the most important things I’ve learned is to put sleep first. I urge you all to do the same. Sleep is a vital part of your life and health, just like nutrition and fitness. I know that staying up just a few more hours to study for that AP US History test may seem like a good idea at the time,

but it is not worth it.

Well, what’s the problem with sleeping four hours a night, you ask? The problem is this: every hour of required sleep that you miss accumulates in something called a “sleep debt.” Sleep debt is defined as the number of hours of sleep your body requires minus the number you actually get. The most important thing to remember about sleep debt is that it is cumulative. Getting three hours of sleep one night and eight hours the next (the human average) does not decrease your sleep debt. You still need an extra five hours of sleep to bring your sleep debt to zero. Also, coffee does not reduce your sleep debt. Sorry, guys.

Keep in mind that there are more dire consequences of sleep debt accumulation than just sleeping through half the weekend. Sleep debts affect concentration abilities, and a very high debt can affect your ability to do even the simplest everyday tasks.

In fact, a 1999 study about the effects of sleep deprivation and reaction time showed that people with high sleep debts had worse reaction times than people with a Blood Alcohol Content of 0.08 (the legal limit for driving in most states). In addition, sleep deprivation has been linked to national disasters from the Exxon Valdez Oil Spill in 1989 to the Challenger space shuttle explosion in 1986.

Most important for you ju-

nors and seniors, a high sleep debt can increase your probability of nodding off at the wheel. Many of you have probably had moments where you’ve decided to “rest your eyes” for a moment while driving. This is how most sleep-related vehicle accidents occur.

Teens are most susceptible to nodding off at the wheel. According to the National Highway Safety Administration, drivers ages 15-24 are responsible for half of the 100,000 car accidents a year that are due to drowsiness at the wheel. Another scary fact: 87% of all sleep-related accidents result in fatality.

So, when you’re driving home from school and feeling sleepy, remember that drowsiness is red alert! Do yourself and other drivers on the road a favor—pull over to the side of the road and rest your eyes there. If you continue to be tired, call a friend or a parent to pick you up. Or to avoid this situation altogether, reduce your sleep debt to a manageable level.

How do you know when your sleep debt is too large? None of us have time to calculate our actual sleep debt, so here is a set of symptoms to find out if you’re sleep

deprived: it is hard to get up in the morning; a big lunch makes you very sleepy; you become drowsy while driving; or you fall asleep while studying, reading, or watching TV.

Remember: put sleep first! Your mind and body will thank you for it.

I guess you’re all wondering how I’m doing in terms of my own sleep after being in this class for seven weeks. Well, it is 2:39 a.m. as I finish writing this article, so I can’t say I have perfected my sleep patterns.

However, I’ve learned to balance my time better, so that I’m less often faced with the dilemma of choosing between sleep and schoolwork. I now get an average of over seven hours of sleep per night. And whenever I get tired behind the

wheel, I have a friend take over driving.

Most importantly, I’ve become committed to spreading the word about the importance of sleep! I know many students at Pingry have large sleep debts, and if just a few of you can remember “drowsiness is red alert!” then the Pingry community will be safer and better educated as a result.

Want to know more about sleep? Check out the “Sleep Well Website” by Sleep and Dreams professor, Dr. Dement. Learn more about sleep disorders like narcolepsy and insomnia.

Editor’s Note: Tina Christakos graduated from Pingry in 2004. She is currently a senior at Stanford University majoring in Biological Sciences.



Courtesy of tomjackson.blogspot.com



Seniors on the swim team with the state tournament trophy.

Courtesy of Bruce Morrison '64

Boys' Swimming Wins State Championship

By ZACH RING (V)

Led by captains Gordon Peeler (VI) and Jack DiMassimo (VI), Pingry boys' swimming has had an extremely successful season. "Going into the season, we knew that we had a very strong and deep team, but I don't think anyone thought we would be successful as we have been," DiMassimo says.

The boys began the season with a second place finish behind Hillsborough in the fourth annual Big Blue Invitational. After a tough loss against top-ranked Lawrenceville, the team bounced back with a string of eight victories. "I think we really turned it up with key wins over Montgomery and Delbarton," star swimmer John Guiffre (VI) says.

At the Colonial Hills Conference Championship, Pingry held a razor-thin lead going into the last event, the 400 freestyle relay. Mountain Lakes came from behind in the last lap to beat Pingry by less than a second. That finish gave Mountain Lakes a 357-353 victory over Big Blue. The third place team, Kinnelon, had only 131 points. "The roar inside in the pool was so intense during the last relay," DiMassimo notes. "We were all disappointed by the loss, but so many people had awesome races."

Later in the season, the team faced the Somerset County Championship, which is considered one of the toughest county meets in the state. The seventh, tenth, eleventh, and twelfth ranked teams of the

"Star Ledger" Top Twenty all competed. Pingry maintained a small lead over seventh ranked Bridgewater throughout most of the meet.

Among the boys' achievements at Counties, the 200 freestyle relay finished second behind Hillsborough with the fifth fastest time in the state this season. The meet was not decided until the last event, the 400 freestyle relay, in which Bridgewater finished first, Hillsborough second, and Pingry third. Pingry's time ranked fifth in the state this season, and Pingry's second place finish at Counties was their best effort since 2002.

"We've seen a lot of improvement this year," Peeler says, "Freshman Nic Fink won the 100 breaststroke at the conference, county, and prep meets, and senior John Guiffre took the county meet record for butterfly and won the 200 individual medley." Fink's conference performance gave him the meet record, previously held by Pingry's Marc Faulkner.

The team entered the NJSIAA State Dual Tournament with an 8-2 record. "Last year we lost in the finals," Captain Peeler says, "but this time, we trained all season for those meets."

The state tournament is divided into two brackets, the north and the south. The NJSIAA considers Pingry to be in the south section for swimming. DiMassimo recalls, "We all saw the brackets and knew we were seeded first by a sizable margin, but you never know what can happen."

The team advanced in the state tournament with a 139-31 victory over eighth seeded Moorestown Friends. At quarterfinals, they beat Gloucester Catholic in a decisive 106-64 win.

"We were all pumped going into Sectional Finals against Holy Spirit," DiMassimo says. "We treated it as our State Finals. We knew we could beat any of the teams from the north."

Pingry opened up strong against Holy Spirit, taking first and third in the 200 medley relay; first, third, and fourth in the 200 individual medley; and first, second, and fourth in the 50 free. By the break, Pingry was up 39-23. Guiffre, Justin Louie (VI), and Claeson Dillon (IV) swept the 100 fly, giving Pingry an almost insurmountable lead. Fink, DiMassimo, and Evan Mendelsohn (VI) also swept the

100 breaststroke. The final score was 104-66.

Against DePaul in State Finals, Pingry took first and second in the first five events to contribute to a 130-40 victory.

"The best part about winning State Finals is that I get to finish my senior year on a winning note," Peeler says. "Last year was special for us to make it to finals. We knew we had a good team this year, but losing at the conference and county championships was disappointing for us. Losing those meets was in the back of our minds as we headed into the state tournament."

Boys' swimming finishes the year with a 12-2 dual meet record, a NJSIAA Non-Public B championship, a Prep B championship, and is ranked number 10 in the state by the "Star-Ledger."

Successful Season For Girls' Ice Hockey

By LINDSEY BISSINGER (III)

The girls' ice hockey team, led by seniors Toland Lawrence and Angela Ramirez, went into the 2007-2008 season with hopes for an exciting year of rebuilding. With the loss of several very talented seniors from the previous year, including Elizabeth Moore and the Naratil twins, the team was prepared to work hard and develop new talent.

This year, with a younger team led by its only two seniors, girls' hockey faced many difficult matches. Yet, far from giving up, the team remained positive and focused. Freshman Chloe Carver said, "We had a pretty tough season, but there has been a lot of personal growth from all of the girls, which is great to see. We had several players on the team who had never skated or played hockey before, and they have come such a long way in just one season."

In fact, many players have stood out with particularly spectacular performances in games. In the December 18 match against rival Summit High School, junior Maddy Busacca tied the score with nine minutes and six seconds remaining in regulation time, and Courtney Hulse (IV) scored the final goal just 20 seconds later to give Pingry a impressive 3-2 victory over Summit. In that game, Katie Contess (V) also scored for

Pingry and goalie Emma Carver had 25 saves. This was not the only time that Carver had an impressive game.

Against perennial state power Morristown Beard High School, she had a spectacular 55 stops on goal. Against one of the best teams in the state, Princeton Day School, Pingry put up a steady fight, and with Carver's 33 saves, they pulled out with only a 0-3 loss. As she is only a junior and an exceptionally strong goalie, Carver will continue to help the team next season.

Throughout the season, Coach Sean McNally always had strong words of encouragement and inspiration that kept morale high and made the season extremely enjoyable for the players. Assistant Coaches Shannon Devita and Emily Lewis were also instrumental in leading the team through drills and teaching new players. Finally, Captains Lawrence and Ramirez led a great team both on and off the ice. As Ramirez said, "I have never seen a team play with so much spirit. I am extremely proud of all the girls, who played their hearts out every single game, gulping for air and screaming for a change in between shifts. I could not have asked for more as a captain. I will miss them dearly next year."

Squash Teams Quash Tough Opponents

By SCOTT BISSINGER (VI)

The boys' and girls' squash teams both had terrific seasons this winter. The boys' squad was led by defending state champion Brian O'Toole (VI) and the senior triumvirate of Stephen Roach, Patrick Trousdale, and Tanner Combias, as well as sophomore duo Martin Bawden and William Moore. The team finished tenth in the nation and was runner-up at the National High School Team Championships – both outstanding accomplishments.

The season started off with a comprehensive 7-0 victory over Princeton Day School, a match that garnered Pingry squash its first-ever mention in the "Star-Ledger." The team followed with a match against perennial rival Delbarton. However, the rivalry existed in name only: Pingry dominated Delbarton with a 6-1 victory. This victory gave the team momentum and set the tone for the season's remaining matches.

The squad carried this momentum into the National High School Team Championships. The tournament began with a decisive 6-1 victory over Loomis Chaffey, a Connecticut high school. The team followed with a grudge match in the

semi-finals against Tabor Academy from Massachusetts. Last season, Tabor knocked Pingry out of the tournament with a devastating 4-3 loss. This year, Pingry returned the favor with a 4-3 victory, largely thanks to sophomore Will Moore, who won a hard-fought victory in a five game match.

However, the team lost 5-2 in the finals to the Haverford School. Nevertheless, the tournament success catapulted Pingry to the tenth ranked team in the nation, making it one of the finest seasons ever for boys' squash.

The girls' team, led by senior state champ Aly Kerr, also enjoyed a successful season. The season began slowly, with a loss to Poly Prep of Brooklyn. However, the girls rebounded and entered the national tournament on a hot streak. The team stumbled against Sacred Heart of New York in the first round, but it compensated with a 5-2 victory over rival Blair Academy. However, one of the strongest teams in the tournament, Roland Park Country Day of Maryland, triumphed over Pingry in a close, 4-3 match-up. Nevertheless, the girls finished with a ranking of thirtieth in the nation, marking a very solid season.



Courtesy of Bruce Morrison '64

Brian O'Toole (VI) returns a shot.

New School Swimming Records

Boys 200 Free Relay

C. Dillon B. Moy G. Peeler J. Guiffre
Yards: 1:28.85

Girls 200 Free Relay

M. Feenick B. Krakora C. Daquila R. Fink
Yards: 1:40.50 / Meters: 1:53.57

Girls 400 Free Relay

M. Feenick A. Tsui C. Daquila R. Fink
Yards: 3:41.02

Girls 50 Free

R. Fink
Yards: 24.79
Meters: 28.00

Girls 100 Breast

R. Fink
Yards: 1:07.62

The editors would like to thank Mr. Bruce Morrison '64 for allowing the Record to use his photos.