



Mrs. Bridges greets students at the Lower School.

Courtesy: Pingry Communications

## Bridges Describes Struggle for Integration

By JULIA NOSOFSKY (V)

On Wednesday and Thursday, April 15th and 16th, Ruby Bridges, a famous civil rights figure, came to Pingry as a guest speaker to talk about her experiences as one of the first African-American children to attend an all-white, "integrated" school in the South.

Living in New Orleans, Louisiana, Bridges attended a segregated black school until she was six years old and was

accustomed to the lack of equality between blacks and whites. Because of her young age, she did not understand the mob that met her on the first day of school.

As her first year continued, she was in a class by herself as white parents had pulled their children out of school in protest. Bridges missed her innocent childhood, when all that she "knew and loved was growing up on the farm [her] paternal grandparents share-

cropped" (Rubybridges.com). Although the United States law of 1954 required all public schools to be integrated, the New Orleans public school she attended did not desegregate until November 14, 1960. Despite the dissent from whites in New Orleans at the time, Bridges today is known for her courage and faith in equality

for all.

Mrs. Bridges began her speech by giving a firsthand account of the "stories no one knows about," concerning racial hatred. One such story was about a white woman from Detroit who made a large contribution to civil rights in the South during the 1960s

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## Authors Lead Workshops at Writing Festival

By KATE DREYFUSS (V) & TANVI GUPTA (V)

The twelfth Annual Creative Writing Festival, sponsored by the Justin Society, brought six well-known authors to the Pingry community, once again exposing students and faculty members to current voices in contemporary poetry and fiction. Once again, the Festival was organized by Festival Coordinator, Dr. Susan Dineen, with the help of Creative Writing Club Advisor, Ms. Alisha Davlin.

This year's participants included National Book Award Winner, Julia Glass, who received the award in 2002 for her first novel "Three Junos," and poet Marie Howe, who teaches at Sarah Lawrence and has been the past recipient of a Lavan Younger Poets Prize from the American Academy of Poets, as well as NEA and Guggenheim fellowships. Her most recent book is "The Kingdom of Ordinary Time."

Two other Sarah Lawrence faculty members joined Howe: poet Thomas Sayers Ellis, the winner of the 2005 Whiting Writers' Award and author of "The Maverick Room;" and multi-genre writer, Therese Svoboda. The winner of the Graywolf Non-fiction Prize for "Black Glasses Like Clark Kent," a memoir about family in the postwar era, Svoboda has also published numerous short stories and poems.

The final two writers were novelist Sophie Powell, and fic-

tion writer and poet Tao Lin.

An adjunct professor at Boston College, Powell is the author of "The Mushroom Man," in which she explores childhood and the complications of family relationships. While at Pingry, Powell shared her short story "Banana Root." Her forthcoming second novel, "The Poppy Queen," is set in Brecon Beacons, South Wales, where she grew up.

Lin, a New York University alumnus, recently published his first novel "Eeeee Eee Eeee." He is also the founding editor of "Muuumu House," which is published both online and in print. He shared various poems from his anthology, including "you are a little bit happier than i am."

Following the style of the Dodge Poetry Festival at Waterloo Village, the festival was launched with a morning meeting in which all the authors read small excerpts of their works. Afterwards, readings continued in the auditorium and faculty lounge.

After a lunch in the lounge, the group of 75 students participating in the festival split into various poetry and fiction workshops to end the day.

### Julia Glass's workshop

Julia Glass began by addressing a common question she receives: how she approaches writing. "Everything I write begins with a character," she

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## Judy Shepard Addresses Discrimination and Speaks Out Against Homophobia

By SHAAN GURNANI (IV) & ANISHA MOHIN (IV)

In October 1998, Matthew Wayne Shepard, a resident of Laramie, Wyoming and a student at the University of Wyoming, was murdered in an anti-homosexual hate crime. Because of its brutal nature, this crime received much attention from the media and brought the issue of homophobia into the public eye.

In December 1998, Matthew Shepard's mother, Judy Shepard, started the Matthew Shepard Foundation to honor Matthew Shepard's "memory and prevent others from suffering his fate." The Foundation works for "gay and lesbian equality and hate crime legislation, raising awareness" through various programs.

Mrs. Shepard speaks to audiences nationwide about her traumatic experience, and more importantly, helps spread the foundation's anti-hate message. On Tuesday, March 31, with the help of The Gilbert Harry Carver '79 Foundation,

Mrs. Shepard arrived to share her message and experiences with the student body and faculty.

The assembly opened with a short speech from Chloe Carver (IV) and Emma Carver (VI) about the Carver foundation and its goals. Then, a video was shown about Matthew Shepard and James Byrd, Jr., an African-American victim of a racial hate crime. The video had information on the two incidents, along

with the reactions of close family members and friends of the victims.

After the film, Mrs. Shepard introduced herself and began her speech by presenting the Victim Impact Statement that she gave at her son's trial. She described Matthew's personality, the call from the hospital, her visit to the hospital, and the tremendous loss she and her family experienced.

Mrs. Shepard also talked

about her opposition to homophobia. As she put it, "Why should anyone care about who you come home to at night?" Mrs. Shepard also pointed out that while our founding fathers declared that "All men are created equal," this equality does not always include homosexuals or people of different races. Her mantra during the speech was, "You are who you are."

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### Inside The Record



Courtesy: Pingry Communications

Poet Thomas Sayers Ellis works with students at a Writing Festival workshop.

#### A New Electorate?

Brian Green (V) explores an alternate method for determining Student Body President. P. 2.

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#### A Half-Century Celebration

Coach Bugliari was honored in April for fifty years worth of coaching and teaching at Pingry and his dedication to the school. P. 5.

#### Life After Pingry

Frederique Schachter '96 describes her career working behind the scenes in marketing for the NBA. P. 7.

#### Different Year, Different Fortunes

Boys' lacrosse has already surpassed its win total from last year and is looking for more success. P. 8.

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Mrs. Shepard speaks in Hauser Auditorium.

Courtesy: Pingry Communications

## EDITORIAL

At our annual Holocaust assembly this year, we were reminded yet again of the tremendous diversity that exists here at Pingry. But what we saw and experienced was more than a presentation and remembrance of Jewish culture and history. It was also a lesson in dealing with cultural differences. A few times during the presentation, some members of the audience clapped – first after a recitation of the Mourner's Kaddish, a Hebrew prayer, and then after students who were descendants of Holocaust survivors were called on stage to light candles. Yet this simple gesture had polarizing effects on different people who interpreted it in their own ways. While some believed the claps were harmless and merely a show of support for the students on stage, others were greatly offended by what they saw as an ignorant and disrespectful display by the Pingry community.

Those who clapped did so for various reasons; some wanted to demonstrate support for their peers and thought clapping would show just that, while others simply went along with the crowd without giving it much of a second thought. Applause has become a very casual reaction during assemblies especially at Pingry, where we use it to greet both moving presentations and housekeeping announcements. Sometimes it has almost become an instinct, and we'll find ourselves clapping for the most mundane and trivial messages that are delivered during our Upper School meetings. However, we need to realize that depending on the circumstances, applause can easily be misconstrued if we give it out too freely and without much thought.

The difference in people's reactions to the applause during that assembly is also a prime example of the varied customs cultures have and what happens when misunderstandings occur. For the Jewish students and faculty, the prayer recitation was familiar and personally meaningful, and they knew what the proper reaction was. However, those not as knowledgeable about that practice may become confused about how they should act. I admit I was one of the latter, and I felt a little lost when people began clapping during what I sensed should have been a solemn and quiet ritual. Was their applause more appropriate for the occasion, or was I wrong in assuming that the prayer called for a respectful silence instead?

While there were people who firmly believed their applause was fitting (which is played more off of American culture) and people who fiercely thought otherwise (and who were more intimately familiar with Jewish culture), the vast majority, like me, were waffling somewhere in between. As students in such a diverse community, we are bound to participate in a positive bumping and mixing of different cultures. We should always recognize and respect each other's heritage and beliefs, but at events at which only certain cultures are highlighted and celebrated, we should honor those by deferring to their customs. Presentations such as the Holocaust assembly are meant to spread awareness and understanding of one or a few ethnic or religious groups, and one of the ways the audience can contribute to them is by valuing and embracing the groups' traditions. Though there should be much interplay among the various heritages represented in our community, there are occasions when we should pay more attention to particular cultures over others, especially during ceremonies that are highly significant for some.

We often see cultural differences illustrated and discussed in the news, which has shown us that what appears odd to some people may be completely ordinary for others. A picture taken in 2005 of former President George Bush holding hands with Saudi Arabia's Prince Abdullah as they strolled through a garden may strike most of us in America as strange and unnatural, but to native Saudi Arabians, it is a common expression of trust and friendship. In a world that is as interconnected as ours is today, learning about other cultures and their customs (as Bush did with Abdullah) is especially important. When we want to branch out and immerse ourselves in such a varied society, we should pay more attention to how we differ and become more open to absorbing as much as we can from our peers. There is no greater sign of respect than a mutual willingness to adapt to different cultures and appreciate what all of them have to offer.

—Diana Jiang

## Green Group Initiatives, Earth Day Events

By MR. PETER DELMAN

Mr. Lawrence Eighmy, Pingry's Sustainability Consultant, advises many schools and colleges on their programs to reduce greenhouse gas use and has recently returned from China where he is working on a major sustainability project. In an evening meeting on April 11 with members of the Green Group and other Pingry community leaders, Mr. Eighmy offered an assessment of the school's progress in achieving its goal of becoming a carbon neutral school.

Mr. Eighmy praised the school for the progress it has made but underscored the tough decisions that lie ahead. In the last five years, through a combination of energy-smart planning and technological innovations, Pingry has reduced its use of natural gas more than forty percent. However, he noted, our use of electrical

power, which we purchase from power companies, has remained constant, and the biggest energy consumer of all – driving to school – has yet to be addressed.

During the meeting Mr. Eighmy advised the Green Group to create a mission statement.

To that end, the following statement has been approved by the Green Group Steering Committee and will be considered by the full Green Group this month:

"We recognize the responsibility Pingry has to provide a role model for the community and to educate our students to find solutions for solving the environmental problems confronting us. Our institution's greatest contribution to combating environmental deterioration and climate disruption is to reorient its curriculum to prepare students with the knowledge and skills necessary to address the critical challenges we face. The

Green Group has two primary goals. Pingry should institute an academic requirement for environmental literacy for all students. Also, Pingry should make energy independence its goal. We recognize the need to reduce global warming emissions by 80% by mid-century at the latest. This is a big commitment, but the benefits to our community and society far outweigh the costs."

Teaching sustainability is a key goal, and the Green Group plans to participate in the new Curriculum Review Process to implement curriculum change. Other initiatives include advocating that Pingry become a member of the Green School Alliance, an organization of schools committed to meeting specific energy saving goals, and creating an Idea Exchange blog which will encourage community members to participate in planning a more environmentally aware

community. The Group will sponsor participation in the Annual Green Cup, a competition between fifty high schools vying to accomplish the greatest reduction in electricity use on each campus. The Green Group calls for new buildings at Pingry to exceed *Leadership in Energy and Environmental Design* silver standards, and be designed to produce a surplus of energy.

The Green Group planned many events during the week of Earth Day, including a presentation by Mr. John Parke of the New Jersey Audubon Society and a visit by environmental artist and teacher Ms. Rebecca Feranec. Ms. Feranec delivered a slide lecture on contemporary environmental art followed by art workshops.

*The Green Group is a Pingry school club formed by students and teachers to promote environmental awareness and action.*

## Should Accepted Students Be Able to Vote in the Student Body President Election?

By BRIAN GREEN (V)

Four years ago, I voted for Brian Combias '06 for Student Body President. Four years ago, I was a lowly eighth grader, lower on the social ladder than a freshman. Four years ago, the Middle Schoolers at Pingry could still vote. Four years ago, I stopped by my mailbox and took out the election special of the Record, where an article reviewing the Pingry Student Government Constitution found that Forms I and II were technically allowed to vote in elections. Three years ago, it no longer mattered.

In this article, Adam Goldstein '06 noted that "constitutionally only 'students in Forms III-VI'" could vote for student body president. And while he is correct in his claim and acknowledged that this clause was passed by previous Student Government administrations, he still argued for the disenfranchisement of what was then approximately a quarter of the student body (now it is probably more, considering our new 6th grade population). His arguments were persuasive, and they were true. Most Middle Schoolers

are hardly impacted by Student Government decisions. Now, when Grades 6 and Forms I and II don't attend school meetings and rarely attend speaking assemblies, this argument is perhaps stronger than it was four years ago. And yet, there is a group of Middle Schoolers who is directly impacted by a new president, who will have a say in next year's student government, whose only knowledge of the candidates is the posters and flyers and free food they bring. I am referring to the current Form II students, who will (with any luck) become next year's freshmen.

Under current rules, eighth graders hold their Student Government Representative Elections at the fall of their freshmen year. This is to allow the newly arriving freshmen to have the same chance at being elected as do the "lifers" at Pingry. This system is fair, and Form III is fully represented by the first Student Government meeting. To deny the new freshmen the chance to emerge as leaders early in their Pingry lives would be terrible. But it would be far worse to deny a whole grade their share in a decision that would affect them for their entire first year of high school.

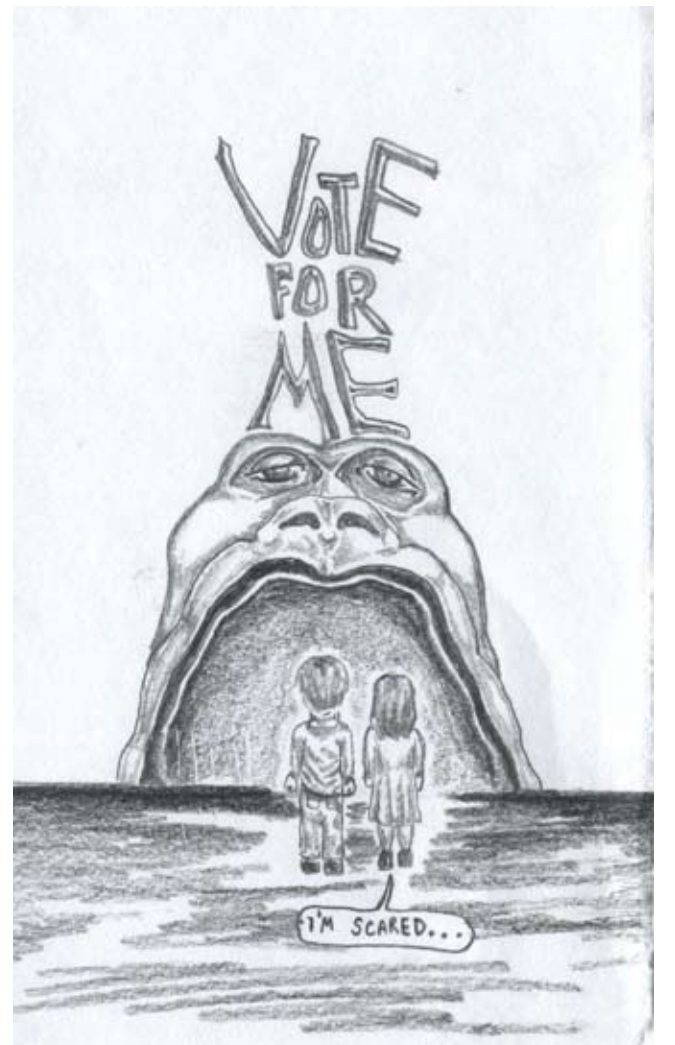
I therefore suggest an alternative to the current Student Body President election system, one in which all who are affected may participate. I admittedly came up with this when I realized that Accepted Students Day and the elections were held on the same day this year. This was a coincidence, but the idea is compelling.

Instead of normal announcements, allow the candidates to make another round of speeches, giving them one last chance to share their ideas and positions, and a chance at redemption if they did poorly on the first speech. Imagining the

audience in their underwear might have gotten our next President excited, but a silent and packed auditorium might prove daunting for future candidates. Then distribute the ballots, giving one to every student in the auditorium, including the accepted students. They have an interest in the results as well, and this inclusion might help make their eventual integration into Pingry life that much easier. It would also help us, the current students, by giving us a fuller picture of each of the candidates; besides the speeches and personal encounters, the only other contact has been through the plethora of posters, stickers, free candy, donuts, and other assorted items. The free candy is perhaps representa-

tive of these tactics: tasty, but empty and lacking in personality.

Next year, I hope that some eighth grader will be able to vote for the next Student Body President. Next year, I hope to look back from my place near the front of the auditorium and see him in the far back, scrambling to find a pencil, a pen, or any implement to mark the white, printed sheet of paper. Next year, I hope to see newly accepted students with astonished looks on their faces as they are handed the decision for electing the President of a school that they have not yet enrolled in. Next year, I hope to listen and laugh with the other students as we hear the candidates speak for a second time.



K. Conway (V)



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# Pre-Prom Meetings: The Administration Missed the Point

By CHARLIE LAUD (V)

When I was a freshman, I remember a speaker who came to talk to the whole Upper School about drunk driving. We had a man in his mid 30s talk to us about how a fun night of drinking ended in complete tragedy and changed his life forever. As I was 15 years old at the time, drunk driving was not necessarily a concern for me, but I still found the message of the assembly to be effective. The reason for this is that the speaker was sharing his story with us, telling us how drunk driving affected him and his life. He was trying to warn us so that we would not make the same mistakes he did. His purpose was not to lecture us on the legal repercussions of drinking alcohol, but rather, to share with us the moral and emotional turmoil he went through as a product of being a drunk driver. He showed us a side of drunk driving that most of us never really thought to consider, a side that went beyond simply "getting in trouble."

In preparation for this year's prom, the juniors and seniors were mandated to attend a meeting to discuss the risks involved with drinking. These mandatory meetings were inconvenient, but nonetheless, I could understand that the administration was trying to keep its students safe. And I had no problem

with that. However, I did have a problem with the content of these pre-prom meetings.

Now, I know drinking underage is illegal. My friends know it. Everyone knows it. That being said, why did we all have to attend a meeting where the laws about drinking were read to us by a policeman with a PowerPoint presentation? Some of us didn't even get to see the actual policeman, but instead, a low, low quality video of the original production. Seriously, you couldn't even see the whole PowerPoint, and the majority of the words said by the officer were less than audible.

Here's what I'm asking: why is the administration hiring a cop to come in and tell us that something is "bad?" As high-school students, we are well aware of the legal risks associated with drinking. This meeting was nothing but a reiteration of information we already knew. That being said, the legal risks are not what the administration should be trying to warn us against; they should be trying to educate us about the health risks. We know that in the eyes of the law, drinking is wrong. We know that if we drink, we can get in trouble. And this is where the administration missed its mark, for they shouldn't

have been lecturing us on the legal trouble associated with drinking, because, as stated before, we already know that. If its intentions with these meetings were to keep students safe, then they should have hired somebody to talk to us about the health risks, not the legal risks.

Absolute student abstinence from alcohol is an unrealistic goal. Some students will choose to heed the information of these pre-prom assemblies, and some will not. What the administration needs to do is to provide the necessary information to allow kids to make prudent choices while drinking so that they may avoid the negative consequences commonly associated with drinking. I'm not saying that the administration should condone the use of alcohol; rather, I'm saying that they should recognize its existence and provide the proper education to reduce the damage it may cause. There are plenty of programs designed to increase student awareness about alcohol safety. Any program, whether it be one that educates students on the early signs of alcohol poisoning, or one that promotes safe and smart drinking would prove effective among students who still decide to drink. The issues here are health and safety, and anything that can be done to improve on

both should be considered in place of the alcohol legality meetings.

These meetings made me feel like the administration wants to keep me out of legal trouble, rather than out of harm's way. Students are often warned by the administration: "Those who don't learn history are doomed to repeat it, and they will be punished greatly for their misconduct." However, what the administration needs to be saying is something along the lines of "those who don't learn history are doomed to repeat it, and forced to endure the same atrocities as those before them."

The meeting I attended as a freshman took the latter approach. At that meeting, we were reminded that as fun as drinking can be, there are some serious risks involved. The presenter at that meeting was an individual who was trying to prevent incidents like his from occurring again. He wasn't telling us not to drink, but showing us one of the extremes of what can happen if we do, leaving the choice up to us.

However, these new meetings with the police officers felt like forced lectures. Listening to the Somerset County Assistant Prosecutor W. Brian Stack reciting the laws of New Jersey in a monotonous tone is hardly thought-provoking, but rather implying, "Here

are the laws, I know them, I'll tell you them, and if you break them, I'll arrest you." If the administration would like to create a safe and healthy prom-going experience for the students, that is not the message it should be conveying.

I took away nothing from

these meetings that I did not already know. I may not speak for everyone, but to me, they were useless. Reflecting on the impact of the drunk driving assembly I went to as a freshman, I really think the administration missed the point they were trying to make.

## EDITORIAL

This past month, Pingry was blessed by the presence of two incredible speakers: Mrs. Ruby Bridges and Mrs. Judy Shepard. Mrs. Bridges, spoke about her experiences as one of the first blacks to attend a desegregated school, while Mrs. Shepard spoke about the loss of her son, Matthew Shepard, the victim of a horrendous anti-gay crime. Both women have been traveling around the United States speaking to countless high school and college students. We, as students, should consider it an honor that they chose to speak at Pingry.

Both speakers captivated their audiences, giving emotionally poignant accounts of overcoming personal adversity. Although Mrs. Bridges's speech was on an uplifting subject (defying segregation and beginning the struggle for civil rights) and Mrs. Shepard's description of her son's brutal death was tragic, both speakers conveyed the same message: the need for tolerance and respect for those who are different.

Theoretically speaking, preaching tolerance seems straightforward enough. It is, after all, something we have been learning since our first days of education. Preaching tolerance, as we would say in my Gov class, is an example of majoritarian politics: if everyone shows respect towards everyone else, then everyone in the community benefits. What sort of benefits are we talking about? Essentially, the community begins to respect minorities' rights, which inevitably leads to increased diversity, something that everyone wants. In short, the world becomes a dynamic place: we gain the unique capacity to empathize and see the world from others' points of view.

If only it were as easy as that. In reality, the world is a giant example of entrepreneurial politics: almost everyone in the community enjoys relative freedom and liberty, while a minority exists to bear the brunt of the intolerance. It is a self-perpetuating system and becomes a "tyranny of the majority," to use the words of James Madison: if this minority is constantly "paying" for the freedom of others, how can it possibly "pay" for its own freedom? Essentially, it cannot. Thus, a long-lasting intolerance begins to develop over generations: the oppression of American slaves in the centuries before the Civil War is a perfect example.

Applying these theories to Pingry helps show how complicated change can be. It is perhaps more difficult to practice tolerance at Pingry than at a public school, precisely because we are educated in such a small community. We develop friendships in middle school that last until senior year and because the school is so small, we often do not feel the need to step outside our friendships and meet other people. Pingry does an excellent job educating students about respect and tolerance for those different from us, but implementing these teachings are inherently difficult at a small, private school where we are not all that different from one another.

Yet, over the past four years, I realize I have been lucky enough to meet a wide variety of interesting people both at Pingry and outside the school. The only way this was possible, I now know, was to step outside the comfort zone of my traditional friendships, break down the boundaries of friend groups, and speak with people I wouldn't normally speak with.

One of my most enjoyable experiences during my high school years has been playing soccer outside of school. While I enjoy the matches, it is my interesting, diverse teammates that keep me coming back year after year. One, for example, is an exchange student from Paraguay, who, much to my astonishment, does not know a single word of Spanish: he comes from the interior of the country and speaks a local native dialect. Yet he can communicate with almost every member on the team, except me, because all the Paraguayan immigrants in this area of New Jersey speak his dialect. I have gained an immense respect for this teammate who has overcome considerable obstacles to attend school in this country.

I think that every student could benefit from similar experiences.

Most importantly, and this is where I think Pingry students are lacking, we need to take the initiative in learning tolerance. We shouldn't need Mrs. Bridges and Mrs. Shepard to stand up on stage and speak about developing a respect for minorities and those different from us: the burden is on us, the students, to go out into the world, meet different types of people, and develop a natural respect for them.

That isn't to say the speeches were irrelevant: in fact, they served to highlight the successes we have had in our community in preaching tolerance. For example, the speeches made me realize how beneficial our community service is in encouraging students to interact with different types of people. More importantly, *student-run* clubs such as AFS, Global Literacy, and the various culture clubs serve a similar purpose.

In the future, I think that tolerance at Pingry will only increase and move increasingly from the theoretical to the practical: we will begin to actively practice what we have learned for years in the classroom as the ethnic, racial, and socio-economic composition of the student body changes and expands.

The creation of the position of "Director of Global Programs" this year shows that Pingry will play an active role in the rapidly globalizing and diversifying world of the 21st century. Who knows: perhaps in the future (if the economy ever straightens out, that is) Pingry will come to require students to study abroad in the summer for a few weeks or for a semester. Although this may not occur for many decades, I think it would be a fitting program for a school that works so hard to educate its students about tolerance and diversity.

Funny how two good speeches can make you sit up and imagine the wealth of possibilities that lie ahead.

—Andrew Sartorius

## Honor Board Case Study

In the February issue of *The Record*, an actual Honor Board case from 1997 was published. To briefly summarize for those who did not read the February issue, in the case, a student was sent to the Honor Board after lying to her teacher and telling her she had handed in an essay when she had never actually completed it. The deliberations of the Honor Board and outcome of the case are printed below.

### THE DELIBERATION

#### Has there been an Honor Code violation?

Yes. R definitely lied to her teacher and admitted to doing so. This itself is already grounds for a suspension.

#### Can the student be trusted?

Technically speaking, the Board is supposed to take the side of the student and trust that he or she is telling the truth. Beyond the first lie, there is no physical proof of wrongdoing. However, there is a reasonable amount of doubt in this situation, so the story must be treated with some suspicion.

#### What is some cause for suspicion?

The paper only turned up when the answers were reviewed with the entire class, so it's unlikely that any part of the paper was actually done by the due date.

In addition, a similar case occurred the year before with the same student. R is already on probation for yet another case of lying. There is a pattern of misleading people evident.

#### What are some possible options for punishment?

The two main possibilities are two weeks suspension and expulsion.

#### What are the pros and cons of expulsion?

R seems to be lying compulsively and continuously violating the spirit of the Honor Code. She never admitted she was wrong in any way, and members of the Board felt that she was trying to talk her way out of the situation. She doesn't seem to understand what the Honor Code, and thereby Pingry, is about; perhaps this isn't the best place for her. However, it is not the place of the Board to "diagnose" R as a compulsive liar, to vilify her, or to judge her unnecessarily. It may be too harsh to expel her. In addition, expelling her may not teach her anything. She might just walk away and not take anything from it.

#### What are the pros and cons of two weeks suspension?

Two weeks of suspension with probation would still send a strong message to R, and it would be noticeable to the rest of the community. It's neither a simple slap on the wrist nor an overtly cold-hearted punishment. However, if past events have mirrored this situation, and still R hasn't learned anything, a suspension may be useless.

### RECOMMENDATION TO THE HEADMASTER:

Had R not been on probation already, she would have received two weeks of suspension. However, because she is already on probation she should be expelled.

## Robotics Competes in FIRST Competition

By SHAAN GURNANI (IV)

On the first weekend in March, the Pingry Robotics Team competed against over 65 other teams from nearby schools at the FIRST (For Inspiration and Recognition of Science and Technology) New York City Regional held at the Javits Center in New York City. The second-year team now has about twenty participants, compared to as many as fifty or more participants on other schools' older teams. This year's team is comprised of Upper School students and headed by captains Matt Rybak (VI) and Diana Jiang (VI).

The team's faculty advisor, science teacher Mr. Jeffrey Jenkins, started the program last year; Mrs. Ronalee Newman serves as the team's secondary adviser. Students from around the world compete in the annual FIRST Competition, which designs a different challenge for the students to tackle each year. After the challenge is announced in January, students have a "build season" of six weeks to design and assemble a robot for that year's particular game.

As Vicky Morgan (V) explained, "We get the kit of parts in January and build like madmen up until the ship date," when the robot is packed in a crate and shipped to the competition location. According to Morgan, robotics "takes up as much time as any varsity sport would."

Rybak stressed the importance of teamwork, citing a huge commitment when it came close to competition time. "The core members of the team would literally spend every single day at school until we all passed out from exhaustion around 11 P.M.," he said.

This year's challenge, called "Lunacy," was lunar-themed. The competition consisted of six robots in each round divided into two randomly chosen alliances.



The team poses with its robot at the NYC Regional.

V. Morgan (V)

Each robot had a trailer attached to it during the competition that the opposing robots attempted to fill with orbit balls and score points.

"The trick," according to Morgan, "is that the playing field has a very low coefficient of friction and the robot has to use a certain set of low friction wheels. In other words, it is slippery." A human player also attempted to shoot balls into the trailers of passing robots. The alliance with the most number of balls scored in the opposing team's trailers won each match.

The competition was held over three days. On Friday, the team arrived early at the Javits Center and spent the day scouting other robots and working on its own. Practice matches were also held to give teams a chance to test out their robots and repair any malfunctions. Pingry finished assembling its robot right before their first of seven qualifying matches on Saturday and Sunday. After each match, the team scrambled to make minor adjustments to parts of the robot that didn't work properly before they

were called to compete in the next match. Stressful moments aside, the team was, as John Varvaro (IV) put it, "able to finally enjoy the competition!"

The team finished in the middle of the pack, placing 33rd out of 66.

"For a team which has only competed for its second year in robotics competitions, we did rather well," Rybak said. And although parents, students, and Mr. Jenkins currently provide the majority of the team's funding, Morgan noted optimistically, "We are working on getting a tad more funding from the school next year."

Morgan had a great time be-

cause "you meet new and interesting people, you learn, and go crazy with team bonding and team spirit."

Varvaro, who first joined robotics this year, said, "I have always wanted to know more about mechanics and how to build a robot. The competition was a lot of fun and totally worth all the hours we put into the robot."

Rybak agreed. "The team was useful because it enabled my teammates and me to learn the basics of engineering and electronics," he said, "and it will undoubtedly leave us with fond memories of the time we spent making the robot."

## Shepard Educates Against Prejudice

Continued From Page 1

Mrs. Shepard then made it clear that her views extend beyond homophobia to all types of hatred.

Mrs. Shepard pointed out that sometimes our generation discriminates without even realizing it. For example, the use of the phrases "That's so gay," "You're a fag," and "That's retarded" have become part of teenagers' vernacular. Mrs. Shepard also proposed a simple solution to hatred: educating those who practice prejudice blindly by "bringing light where there is darkness." Mrs. Shepard believes that those who stand by and let discrimination happen are as guilty as bigots themselves. It is up to our generation to work on fixing the issues of prejudice and discrimination that plague our society today.

Later in the day, many students, including members of the Gay-Straight Alliance, an AP Psychology class, and Shades of Color, attended an informal lunch with Mrs. Shepard. During the lunch, she answered questions about her life, her

son, and her views on gay and human rights.

"A lot of kids left feeling empowered because of her message and privileged that they got the chance to talk one on one with her," Chloe Carver said.

The day after the assembly, advisory groups met to discuss the impact and ramifications of Mrs. Shepard's talk. Overall, the students had a very positive response to Mrs. Shepard. They believe that Pingry should actively respond to Mrs. Shepard's message. John Varvaro (IV) said, "I think it was a good idea that Mrs. Shepard came to speak to us about these issues. She gave us some insight into how real these issues are and convinced us that we could and should take part in making some huge changes."

Keri Forness (IV) agreed, saying "The only way to build on what we've learned on today is to take what Ms. Shepard has given us and run with it. We need something concrete to work on as a community and we need it now, or else Ms. Shepard's message will be wasted."

## Pingry Entertains Foreign Exchange Students at Annual AFS Weekend

By JENN SOONG (V)

On Thursday, March 5, the American Field Service invited 14 foreign exchange students to spend the weekend with 11 Pingry host families for AFS Weekend. Hoping to give students "a chance to interact with teens from other cultures," French teacher Madame Kelly Jordan organizes the event annually. This year, the AFS guests came from a total of nine countries, including China, Germany, Italy, and Switzerland.

After settling down with their host families on Thursday night, the visiting students attended Pingry classes on Friday. Upon arriving at the school, the guests were immediately struck by Pingry's atmosphere. Italian guest Alessandra Pini, hosted by Arielle Kogut (VI), said, "Wow! This can't be a school! It's too big and awesome." Lu Ying from China, who stayed with Carina Chan (V), was surprised at how different Pingry was from his local public high school. He loved how students could sit on various couches and joked that "it was easy for me to get lost because everything looks the same everywhere."

Ina Voshage from Germany told her

host, Liz Roberts (VI), that "if she had spent her year at Pingry instead of at her other school, she would not have wanted to go home to Germany at the end of the year."

As students attended their hosts' various classes, they were able to interact with different teenagers and teachers. One of Ying's favorite in-school moments was in Senor Victor Nazario's Spanish class, where he had to "introduce myself and say, 'Hola! Como esta?'" Pierfrancesco Montanaro from Italy said his favorite part of the school day was "having a nice and long triple lunch" and "chilling with my host, Marco Michelangeli (V)."

The guests also enjoyed

the AFS welcoming party, which took place during Friday CP in Madame Jordan's room. Pini said she loved "watching Wall-E," eating snacks, and meeting new people.

Throughout the weekend, the AFS guests and their hosts continued to participate in various events. Malvi Hemani (IV), who hosted two girls, one from Germany and one from Argentina, said that on Friday night "the group went first to Chimney Rock for dinner and then to the Bridgewater Arena for ice-skating, bowling, and a game of laser tag." The Chan family invited Ying to "a restaurant in New York City," where he also visited Time Square.

Madame Jordan admits

that "it is often hard to find Pingry students who are willing to give up time to host because they are always so busy." However, she also acknowledges that most hosts "realize how much they enjoy the event after having a guest." In fact, Hemani says she was able to become "intimate friends with my guests" and that "being around other teenagers from around the world was a great experience that helped me appreciate other cultures."

As the host of two girls from Ecuador and Thailand, Averill Morash (VI) said, "AFS Weekend was one of the best weekends of my year and I hope that more Pingry people get involved."

## PSPA "Gets Smart" With Spring Benefit

By JENNY GORELICK (V)

On Saturday, March 7, the PSPA held their annual Spring Benefit at the Bridgewater Marriott Hotel. This year's theme, "Because of you, we...Get Smart," played homage to the 1960's television program "Get Smart" and was a tribute to the teachers, administrators, and staff members who have facilitated education at Pingry. Organized by Mrs. Julie Pinke and Mrs. Ginny Topf, the evening included musical performances by members of the faculty, a silent auction, a live auction, and a fashion show.

During the first portion of the night, guests arrived at an outer hall surrounding the grand ballroom that was filled with the sounds of the Balladeers musical trio directed by Mr. Jay Winston. While enjoying the h'ors doeuvres, the attendees browsed the items for auction, which included mink jackets, vacations, a prime space in one of the Upper Campus parking lots, and a baseball bat signed by Derek Jeter.

In the grand ballroom, the event began with a short speech, in the style of the "Get Smart" television show,

complete with a cone of silence from Headmaster Mr. Nathaniel Conard and Head of the PSPA Mrs. Donna Kriesbuch. Next, math teacher and singer Ms. Allison Shwaab performed.

She was followed by the opening of the buffet style dinner and then the main event, a fashion show that featured members of the senior class and faculty modeling clothing from local stores including Seraphina and Paradise, the Lily Pulitzer store. There were four categories of clothing modeled: casual wear, resort wear, semi formal, and eveningwear.

Chloe Carver (IV), a volunteer at the benefit, said, "The seniors all did a great job. Everyone looked great, and Brooke Conti (VI) really rocked her Mohawk."

The final event was the live auction. Student volunteers presented the wide range of items for auction while the guests bid. Beth Garcia (V), one of the volunteers, said, "The PSPA benefit was really fun to be a part of. The parents, teachers, and seniors all looked like they were having a great time."

Overall, the Spring Benefit was a successful night of entertainment, food, and fun.



Foreign exchange students gather on AFS weekend.

Courtesy of Mrs. Combias



Courtesy: Pingry Communications

## Varsity Soccer Coach Bugliari '52 Honored at Half-Century Banquet Celebration

By SHAAN GURNANI (IV)

On Saturday, April 4 Miller A. Bugliari '52 was honored for his illustrious half-century of teaching and coaching at Pingry. Bugliari has been the Varsity Soccer Coach for 50 years and earned his 700th win this fall. In the past, Bugliari was a biology teacher and head of the science department; currently he is the Special Assistant to the Headmaster.

Approximately 500 people attended this celebration. "Probably five times that number expressed dismay that they couldn't come," said Director of Development Melanie P. Hoffmann. She described the crowd as "a great mix of alumni, current parents and grandparents, past parents and grandparents, faculty and staff, former faculty and staff, and the current

team."

"There were people here that graduated anywhere from the 40s up to the 2000s, and I think that we all had a great time," Bugliari said. He felt that "The enthusiasm and spirit of the people who came, toward Pingry and toward me, was wonderful."

"What is so unusual is to have someone that has been here for 50 years as an employee of the school, and who was here before that as a student," Hoffman said. "We are so fortunate to have someone like Coach Bugliari at Pingry; other schools are not able to have that."

At the event, cocktails and hors d'oeuvres were first served in the Upper School Commons before attendees filed into Hausner Auditorium to watch a video commemorating Bugliari. The video, entitled

"Our Thanks to Miller A. Bugliari '52," was produced by Peter Hiscano '75. "It summed up my Pingry career and showed what a great school Pingry is," said Bugliari.

After the movie, past players, friends, and family gave speeches. Jack Brescher '65, Warren Kimmer, Jr. '52, Adam Rohdie, Charlie Stillitano, Jr. '77, Boyce Bugliari '86, the 2008 Varsity Soccer Team, and Bugliari '52 himself all spoke. Eric Schoenbach (IV) said, "All of speeches were great, and some were also very funny."

Following the speeches, a dessert reception was held in the Upper School Commons. Additionally, guests were free to peruse the soccer memorabilia on display in the Multi-Purpose Room.

Bugliari thought that it was a wonderful evening,

and is "certainly honored that Pingry celebrated someone who has been here as long as I have." He described his experiences by saying, "It has definitely been great for me, and I hope that the same goes for the school."

Schoenbach felt that "it was really cool to see all of the people who Coach has helped over the years together to honor him for all he's done, because it's really incredible what he has done for so many people and the school as a whole."

Conard agreed, saying "It was a fantastic event. I don't think I have ever been at an event where so many people are so happy to be there and are so connected with the school and with Miller."

Overall, as Hoffmann said, "He is and has been a great influence on countless members of the alumni, parent, and student community. He is very caring, and has really made a huge impact in over 50 years of

## Matthew Marvin (6) Appears in "Doubt"

By NICK RICE (V)

One of the films that came out in 2008, earning five Oscar nominations, was "Doubt," written and directed by John Patrick Shanley and based on his Broadway play. What you may not realize is that a member of the Pingry community had a small role in that film. Matthew Marvin (6) acted alongside stars such as Philip Seymour Hoffman, Meryl Streep, and Amy Adams. "Doubt" follows the story of a Catholic Church in the Bronx that's plagued by rumors of its priest, played by Hoffman, having inappropriate relationships with altar boys. Marvin appears in many scenes as a member of the church's Catholic school class.

Marvin's professional acting career began at PeachCraft Studios in Summit, where he enrolled about three years ago. He has appeared in many productions at PeachCraft, including "Into the Woods" and "Maybeline."

Marvin attended an audition for "Doubt" in New York City where he read through various scenes, and was asked to participate a few months later.

When filming began, Marvin's lifestyle began to change. "My mom and I woke up before the sun rose every day and were

called to the set at about 6:15 AM," said Marvin, adding, "and, since movie makers are such interesting people, we ended up eating lunch at about 6:00 PM." With such a demanding schedule, instead of school, "we had to be tutored for three hours, at least, each day," said Marvin.

Making the jump from live acting to film acting was a big change for Marvin as well.

"Film acting is so different from acting on the stage!" he explained. "When on a stage for extended periods of time, what happens, happens. The show must go on. With a movie, the editors can cut anything."

Marvin loved working with such notable actors. "The cast and crew were phenomenal while on the set," he said, "especially Meryl Streep, Philip Seymour Hoffmann, and Amy Adams. They were all extremely professional and so much fun to work with, too."

Marvin is unsure of his future roles in film, but he continues acting and auditioning year-round.

"I don't know of anything yet, but I am in the Middle School's "Godspell" as Judas, and I will be in "Children of Eden" this summer with PeachCraft Studios," he said. "I am always training and auditioning in New Jersey and New York, which will hopefully lead to a bright future!"



N. Rice (V)

## Students Mingle with Senior Citizens at Intergenerational Prom

By ALLI DADOURIS (IV)

Over the past few years, the Intergenerational Prom has become a part of Pingry's tradition. At the Prom, students volunteer to dance, sing, and interact with senior citizens from local communities.

On February 12, students arrived early to decorate the cafeteria with hearts and ribbons for Valentine's Day. The guests, decked out in semi-formal attire, were served a chicken marsala with pasta primavera for dinner. During the meal, students talked with the guests and learned more about the differences between the generations.

After dinner, the Jazz Band, Balladeers, and Buttontowns performed, giving the guests and students a chance to dance with each

other and interact.

"Intergenerational Prom is a wonderful way to volunteer and spend time with a group of people you are normally not exposed to," said Laura White (V). She added, "I had a good time getting to know the seniors. I even learned how to jitter bug!"

The Prom is always one of the students' favorite community service activities each year because the guests' gratitude is so evident. "It's just fun to sing for them and talk with them afterwards because they are always so happy to see us," said Buttontown Brian Zhou (V). "They are so thankful to be here. It makes your heart fuzzy and warm to know that you've made a difference to their lives."

The Intergenerational

Prom is just one of the few community service opportunities Pingry offers each year. The school coordinated a sports equipment drive for the Dreamers in the "I Have A Dream" of Plainfield High School, and Pingry students participated at a one-day educational conference on homelessness for high school students.

According to Faculty Coordinator Mrs. Shelley Hartz, students can still get involved working at ECLC on Monday nights. With the weather warming up, they can also contribute time and good will at several walkathons, such as the JTB walkathon to benefit the John Taylor Babbit Foundation and the Walk with Ronald McDonald to raise money for the Ronald McDonald House.

## The Drama IV Class Performs "Scenes from American Life"

By NICK RICE (V)

On Thursday, April 16, Mr. Al Romano's Drama IV class premiered A. R. Gurney's "Scenes from American Life" in the Attic Theater, marking the final project of years of drama classes, as well as the final Pingry production for senior actors. The performance effectively showcased an incredible maturity in both performance and subject matter.

The play is comprised of loosely connected short scenes, jumping back and forth between decades and settings. The scenes highlight various patterns and connections between time periods in American history, while also commenting on the future of American society. The subject matter covered topics of politics, race, revolution, and other controversial issues, often from

the perspective of the American upper class.

"It definitely pushed the limit," said Catherine Lipper (VI). Sarah Paton (VI) added, "We dealt with racial prejudice, but the satire was on the person saying it."

The dynamic of the class presented another challenge for the actors. A group of four males and seven females limited the amount of possible plays. "We spent so much time just reading through plays over and over," said Hannah Goldstein (VI).

Despite the challenge posed by the male to female ratio, the class dynamic proved helpful to the production. Brian Hart (VI) said, "We had already been working together, so the chemistry was there."

Challenged with such a small class, each actor played a wide range of characters. The actors

changed ages, sexes, and personalities in almost every scene, requiring constant costume changes and making for a hectic backstage. The many costumes posed a challenge for both the actors and Mrs. Jane Asch as well, who made the costumes and set a reality. Lipper said simply, "Mrs. Asch is amazing."

Through hard work on everyone's part, Drama IV pulled off a remarkable performance despite many challenges. "It was really physically and mentally exhausting, but I really enjoyed doing this," said Paton.

Mr. Romano said, "This play was incredibly difficult. It turned out a lot harder than we thought. It required everyone in the production to be completely in the moment. I thought it was incredible."

## Death Cab for Cutie Releases "EP" Album



Courtesy of Google Images

By ARVIN ALAIGH (IV)

"The Open Door EP" is the latest release from Washington state-based indie rock band, Death Cab for Cutie. The EP consists of several previously unreleased songs that were recorded for the band's 2008 album, "Narrow Stairs." Death Cab has three certified gold albums and one platinum album. They have become known for their mellow guitar riffs and extensive use of piano, accompanied by impressive vocals and lyrics from lead singer/guitarist Ben Gibbard. All of this results in a truly distinct sound.

The EP wastes no time, kicking off with the upbeat "Little Bribes". With acoustic guitar accompanied by catchy distorted guitar riffs and piano, this track is easily one of the best on the album. To no one's surprise, Gibbard's lyrics are captivating. Using a variety of metaphors, he describes a typical casino setting: "Pretend every slot machine is a robot/Amputee waving hello/The people stare into their eyes/And they feed them little bribes/And then they go."

The second track, "A Diamond and a Tether", is a softer, lighter-waving ballad.

The song is comprised of acoustic guitar, with some simple drums and ambient electric guitar. In this song, Gibbard talks about his issues with commitment, probably in a relationship.

The next track, "My Mirror Speaks," is a perfect example of the amazing vocals, catchy bass-lines, and mellow guitar riffs that brought Death Cab to fame.

Following that, "I Was Once A Loyal Lover" is another fast-paced track. In this song, Gibbard talks about the difficulties of being in love, and does a skillful job of incorporating distorted electric guitar, acoustic guitar, and piano. It is, without a doubt, the most memorable song of the EP.

The last track is a demo of a song found on "Narrow Stairs," entitled "Talking Bird." In contrast to the rest of the album, Gibbard is accompanied solely by a ukulele, instead of the full band. This song is a fan favorite, so it is a pleasure to hear an alternate version of it.

"The Open Door EP" is a great album, from start to finish, and a must-have for anyone, whether it be a first time listener or a die-hard Death Cab fan.

## Creative Writing Festival Brings Writers and Poets to Pingry

Continued From Page 1

said, defining a character as any person who is in any sort of situation, "and as I keep thinking about this one character, other characters start to grow like limbs of a tree."

Glass then proceeded to reveal a large chart that further explained her process. In the center of the chart was the name Greenie, the main character in Glass's second novel, "The Whole World Over." Dozens of other names branched from Greenie's name, connected by lines of specific colors, which denoted familial, romantic, working, or other relationships. The result was a large character tree that mapped out each of the character's interactions in the novel.

Glass then outlined her strategy for approaching the daunting task of writing a novel after her initial inspiration. "After deciding whose story I am going to tell, I consider the obstacles and dilemmas they might be facing, the setting and time period, and why a reader would want to read this story," she said.

Glass suggested simultaneously giving and withholding suspense to keep the readers engaged and hungry for more.

Next, Glass introduced the workshop's exercise, the goal of which was to create a character sketch that could eventually be used as the beginnings of a piece of fiction. She asked the participants to pair off with colleagues they did not know very well and then interview them for 15 minutes to get as many details as possible to create this portrait. As the participants were conducting the interviews, Glass circled around the room handing out little slips of paper to each student. Each slip of paper had some sort of dilemma on it, such as a breakup, a loss, or a great opportunity. The purpose of these slips was to give the students inspiration for a situation, which they could then use to turn their character portrait into the beginnings of a work of fiction. Glass then instructed the students to write for half an hour and share their work.

Students had very positive reactions to Glass's workshop. Max DeChiara (V) called the workshop "a great catalyst for my future writing."

"By making us interview a person we did not know," he said, "we were able to really create a new character based off the random details that we learned during our short discussions. In my case, the situation I had to write about was perfect for the character that I developed with the information from my interview. Not only did this workshop help me with that specific story, it gave me ideas about how to better shape my future works."

Alli Dadouris (V) agreed, saying, "Not only did I get to meet a new person, I also got to create this whole little reality about him, and oddly enough, the reality he created about me was very similar to my actual life. It's interesting how getting to know someone in a limited amount of time can teach you so much about them."

### Other workshops

Students found the other workshops equally inspiring.

Brian Zhou (V) raved about Marie Howe's "Tuning the Poem" workshop. "It wasn't as much about different ways of writing poetry as finding a new outlet or a new point of view," he said. "We did something where we wrote with our un-dominant hand and used certain words and it proved to be very interesting because you never really write the same way with your un-dominant hand as you do with your normal hand. I thought she was excellent. You could tell she'd done many workshops like this, but she was never lecturing or anything. I enjoyed her workshop and her readings very much."

Myles Bristow (V) considered Thomas Sayers Ellis "entertaining to watch, enjoyable to listen to, and insightful to talk to."

"While I was already a fan of his style of poetry (as evidenced by my knowledge and appreciation for that slam-poetry, melodic, tempo keeping meter/rhythmic fashion from which he seemed to

model his poems), I gained even greater respect for him when he spoke to us in the workshop," Myles said.

"Ellis' very persona emanated that rhythmic, somewhat radical, funk-soul vibe that keeps you subconsciously swaying in your seat. As for what he taught us in the Writing the Poem workshop, he showed us more than the mechanics of lyric vs. prose vs. verse etc. He showed how the art of poetry and creating poems was not only an artistic endeavor, but a science. There could be just as methodical an approach to poetry as there could be to writing fiction."

Whereas many people commented that Tao Lin made them laugh the most in the morning readings, Giancarlo Riotto (VI) confessed, "My favorite part of the day was the writing exercise Sophie Powell gave us in her workshop. It was open-ended and creative: write about a 'fantasy place' that one could find an entry for in an imaginary encyclopedia. Being that it was the last day before break, my creative thoughts weren't really flowing; nonetheless, I ended up writing about 'Yankeeland,' a fictional place whose citizens displayed fierce loyalty to the Yankees baseball club and intense disdain for the Boston Red Sox. This was certainly an enjoyable exercise that I would enjoy attempting in class sometime."

"Even though it was challenging to run a program of this scope on the day before Spring Break, the student participants once again loved this day," Dineen said. "The writers were impressed with Pingry students, as well. A great day for our students, and a great day for our school."

## BRIDGES SPEAKS ABOUT DESEGREGATION IN THE 1960s

Continued From Page 1

by serving as a carpooler for blacks when buses were not yet integrated. She was shot dead by a fellow white.

Then, Bridges attempted to convey the sense of inferiority and hostility that the whites imposed on blacks at the time by telling everyone that they were taking a test and asking the students to close their eyes. While the students' eyes were closed, she told them that they had failed a test, one that they had no chance of passing to begin with. Such was the hostile atmosphere in which she grew up.

Bridges then continued to describe the world as she knew it at the age of six. Initially, she had thought that the Civil Rights Movement was race versus race, but over the years, she had learned that whites and blacks actually helped each other "behind the scenes" to end segregation.

Bridges' personal anecdotes and informative stories about those who struggled for equality in the 1960s offered students insight into the Civil Rights Movement.

"It really opened my mind to the problems that our society faced fifty years ago," As Rebecca Spicehandler (IV) said. "It made me grateful to know that I go to a school with such a diversified community."

Erika Lampert (V) added, "It was an interesting experience to hear a first-person account of an event we have all learned about in history."

## Waxberg '96 Writes for Pingry Publications

By DAN ABEND (III)

Mr. Greg Waxberg '96 currently works in the communications department at Pingry. He attended Pingry for seven years and went to Emerson College in Boston, Massachusetts, where he began to turn his scholastic interests into realities.

He was, and still is, very much involved in writing. At Pingry, he worked with "The Record" for three years, and when he went to college, he continued his interest by writing for the Emerson school paper.

Along with writing, his interests extended to classical music, a field that he loves so much that he decided to go into classical radio. Mr. Waxberg worked at Emerson's radio station, writing and announcing news to gain on-air experience. He then got an internship at a radio station and decided to drop journalism to balance his internship, school radio job, and classes.

As a Pingry student, Mr. Waxberg was very determined and goal-oriented. Even though people in the radio business told him he would not be on the air at his first job, he proved them wrong. He got his start as a clas-



D. Jiang (VI)

sical radio announcer in Jackson, Mississippi, and on his first day, he was on the air.

After a while, however, he began to lose interest in his job as he came to realize that loving classical music and announcing it on the radio were not the same. He started to tap into one of his original passions and began writing more, mostly freelance.

Eventually, he decided to make it his full time profession, and so a year ago this past January, Mr. Waxberg came back to work at Pingry. He now works in the Communications Department,

where he writes the majority of the articles for the school's alumni magazine, "The Pingry Review," edits the magazine, and takes pictures for it.

He also writes the citations for the Athletic Hall of Fame inductees and Letter-in-Life recipients here at Pingry, distributes Pingry's press releases, and in his spare time, continues to do freelance work for magazines, newspapers, and opera companies.

Mr. Waxberg's specific memories from his school days here include working for "The Re-

cord." He also remembers how Mr. Keating, his English teacher for a few classes, shared a love of opera with him, which created a unique bond between them that was beneficial for him throughout his time at high school.

The English teachers at Pingry helped him learn the writing skills that really paid off for him as he began writing for a living. Also, Pingry gave him important skills such as professionalism, respect for peers, and cooperation. He said that "strong cooperation", and the ideas that it encompass, such as "being able to take constructive criticism, can make any project a successful one."

Mr. Waxberg's advice for today's high school students about the future that lies ahead is to get involved in anything you have an interest in because it pays off, whether that is in experience, learning new skills, or your résumé. Most importantly, he said never be afraid to ask to do something. Mr. Waxberg said that in his career, "most of the assignments I received I got by asking." Even for those who do not want to write or work at Pingry, he said, the lesson to be learned is "follow your passions and interests."

## Cum Laude Inductees

### Form VI

Ned Adriance  
Brooke Conti  
Diane Giangreco  
Henrietta Hakes  
Danielle Lashley  
Ian Martin-Katz  
Jack Muller  
Maddy Popkin  
Matt Rybak  
Kathryn Salvaggio  
Alex Salz  
Grant Thomas  
Andrew Weinstock  
Alyssa Zupon

### Form V

Brandon Brier  
Alex Daifotis  
Kate Dreyfuss  
Sam Fisher  
Emily Gilbert  
Nick Gilligan  
Jenny Gorelick  
Calvin Jones  
Bozhena Lisko  
Yamini Nabar  
Bennett Rosenbach  
Jennifer Soong  
Neha Srivastava

## Zoellner '83 Serves as Assistant General Legal Council for The New York Times

By JENN SOONG (V)

Since her days at Pingry, Alison Zoellner '83 has pursued a consistent yet exciting career in the legal field. Her interest in law, which stems back to the second grade, has taken her to some of the most prominent corporations, including Sullivan & Cromwell, and now the New York Times, where she is part of the Mergers and Acquisitions department.

Entering Pingry in the sixth grade, Zoellner has fond memories of her education at the school. She said, "My son now has [social studies teacher] Mrs. Everett, whom I loved. She was just so wonderful." Although she remembers, "not being a very

good math student," she recalls gaining some extremely useful skills while at Pingry. At Duke University, where she majored in history and political science, she built on the "study, research, and writing skills" that Pingry gave her. By the time she had experienced the rigor of high school, she said, "college was not very difficult at all."

After receiving her bachelor's degree, Zoellner already knew that she wanted to become a lawyer. In a recent interview, she shared that she "always had a combination of good communication and analytical skills, [...] and that there was probably some adult who thought I was a wise guy in the second grade." She

went on to study at the University of Texas, where she received a law degree.

After graduating from the University of Texas, Zoellner worked at various law firms, including Shearing and Sterling. She then "practiced at the Wall Street firm, Sullivan & Cromwell" where she was able to interact with "many clients in Europe (primarily Great Britain)." Although she still says that she "would be happy to go back to a law firm" because she finds the environment "very collegial," Zoellner decided to work for the Times so that she and her husband, a managing investor who was travelling extensively when they were young, could settle down and start a family.

Zoellner is now the mother of two children, ages eight and eleven, both students at Pingry.

As the assistant general counsel for the Times, Zoellner said the best part of her job is that it "permits me to buy and sell different media properties. Media is quite understandable," she said. "we all read magazines and watch TV [...] the business is sometimes flamboyant but always expressive, and the media business just attracts a very urbane culture."

She also said that as a newspaper, the Times is "very intrinsically interesting, and it covers very broad topics from travel to books to editorials, captivating an enormous range of interests."

Zoellner's advice to Pingry students is to "get everything out of Pingry you can because it truly preps you very well for the ups and downs that are to come." She also stressed the importance of maintaining good ethics in today's society, saying that "when times are good, everyone can afford to be high and mighty, but when people begin to panic, ethics really kick in." More than anything, she said students should "deal with adversity by sticking by their friends and the core values that they have the luxury of absorbing at Pingry."

In her free time, Zoellner also enjoys playing golf, ice-skating, and participating in sports with her children. She is a great example of someone who has found a balance between her personal and career life, enjoying success in both worlds.



Mrs. Zoellner talks with Pingry students at Career Day.

Courtesy: Pingry Communications

## Harry Allen '82 Manages Consulting Design Firm and Designs Furniture

By BRANDON BRIER (V)

Since graduating 27 years ago, Harry Allen '82 has become a successful furniture and interior designer. After studying political science at Alfred University and earning a degree in industrial design from the Pratt Institute in Brooklyn, he focused his career on interior design. Currently, Allen manages his own company, Harry Allen Design, a consulting design firm which specializes in "industrial design, interior design, graphic design, and identity development."

Although he recommends this advanced degree for anyone seeking a similar career, Allen acknowledges that success in his field comes "from many different directions." He encourages those who bring "order to ideas" to consider a career such as the one that he has chosen.

Recollecting his days at Pingry, Allen realizes that he was "not a fantastic student" but "was infected by the general spirit of accomplishment" nonetheless. He attributes his success in college, as a Cum Laude inductee and commencement speaker at his graduation, to the preparation he had received at Pingry. Most of all, he "learned to interact and communicate at Pingry," enjoying the opportunity to meet the many "great people" that guided his education.

He gives extra praise to Mrs. Diane Handlin, the pottery teacher who acted as a "great mentor" in his life by "believing in my ability" and "pushing me to be better than I was." Her guidance assisted him in "discovering

about myself," a primary focus of his high school years that became a central priority.

Perhaps Allen's greatest testament is to the character of the students, who he observed were notably "thoughtful and analytic before they spoke." As such, it was "a great place to come of age," he reflects, because countless "thoughtful people" were eager to become "friends and colleagues."

Although his focus in youth was not strictly on academics, Allen appreciates the stimulating intellectual environment at Pingry and has sought similar interactions as he matured. An experienced traveler, Allen has met with innumerable communities, all of which he wishes were such "considerate populations" as Pingry. Such expeditions have continually expanded his horizons, continuing the learning process from schooling as he has appreciated interacting with the world's "beautiful tapestry of people."

In reflecting on his past as a whole, Allen ultimately believes that "life is so long and circuitous" that everything eventually fell into place as he became an industrial designer. Recognizing his creative side, he always hoped to pursue this career path, which eventually "found him" after he was bored with his jobs following college. Realizing that he "was never happier than when he was being creative," Allen found a job in which he was truly "happy and engaged."

Nachum Tevet, an Israeli sculptor, helped him add direction to his life and recommended at-

tending Pratt. He believes he has lived in "great joy" following this career shift and is thrilled to work in a realm for which he is truly "well-suited." On these grounds, he recommends to all students to seek "lots of varied experiences, travel, ask questions, and look

at yourself objectively." From his own experience, he realizes that true happiness is finding an individualized life choice, not one prescribed for you. It "is a great benefit to see yourself," Allen remarks, "and nurturing that" brings true happiness.

## Entrepreneur Amanda Freeman '94 Runs Online Fitness and Nutrition Newsletter

By JENNY GORELICK (V)

After graduating from Pingry and later Duke University, Amanda Freeman '94 went on to start her own business, Vital Juice Daily, a website and free daily e-mail newsletter about fitness, nutrition, beauty, and wellness. Vital Juice is mentioned in a wide range of publications and television shows, including USA Today, People Magazine, The New York Times, and the Rachael Ray Show. While the company is located in New York City, its newsletters also cater to residents of Los Angeles, while its e-mails specifically target parents with small children.

While at Pingry, Freeman enjoyed her classes with Mrs. Susan Ortner, Mr. Emanuel Tramontana, and Mr. William Bourne. Even as a high school student, Freeman was always

confident that she wanted to eventually have a career in business. "Running my own business was something I was pretty focused on at a young age," she said.

A sociology major in College, Freeman recalls, "I loved Duke because the weather was great. It was a work hard, play hard environment." She went on to receive a graduate degree from Harvard Business School. Immediately after college, she worked at the Intelligence Group, a market research and trend-consulting firm.

"I worked with amazing women. It was a small company, a start up. I got a great deal of varied experiences, and I got a lot of responsibility very early on," Freeman said. Working with the Intelligence Group exposed her to "a lot of variety in terms of the industries I learned

## Schachter '96 Works In Marketing for NBA

By SHAAN GURNANI (IV)

Frederique Schachter '96 currently works in marketing for the National Basketball Association (NBA). After graduating from Pingry, Schachter attended Princeton University, where she received her AB, majoring in Politics.

While in high school, Schachter "expected to be a lawyer or a journalist." But, once she got to college, she "decided she did not like law" and is happy with what she chose.

Schachter's two older brothers, Tim and Chris Lear '92, attended Princeton before Schachter. Therefore, in making her college decision, "I had the four year perspective of their experience to judge from." Schachter decided to attend Princeton because her brothers spoke of compelling coursework, "but more importantly the people they met were amazing, and I wanted to be surrounded by an equally smart, dynamic and diverse student body."

After Schachter had worked in marketing for companies, she "really wanted to work for a brand that was global and still developing." At the time, the NBA was just the right place to go, as it was still expanding to locations such as China, India, and the Middle East, and was a brand with a lot of growth. However, one obstacle that Schachter faced regarding working for NBA was that she "had never worked in sports before."

Working for the NBA, her group "focuses on the one-to-one relationship fans have with the leagues (NBA, WNBA and Development League). We are responsible for the direct marketing efforts with our fans globally - everything from Facebook to e-mail, text [message] to Twitter."

One challenge that Schachter faced in choosing an occupation was making a decision on priority: whether to follow "money or to follow my heart with a job I really love." Schachter

focused on the second option and "ended up happier."

Directly out of college, Schachter did consulting; she feels that this "prepared her for her subsequent jobs." Through consulting, Schachter learned about "different industries" and gained business knowledge and experience, which she said "is very important."

Some of her favorite memories from her years at Pingry, which she entered in 7th grade, come from when she was attending with her brothers. She especially remembers when her brother, Tim Lear '92, now Pingry's Director of College Counseling, was the president of the S.A.C.

Two courses that Schachter especially remembers from her time at Pingry are "Freedom with Mr. Keating and my independent study classes with Mrs. Geacintov."

"Both teachers encouraged independent thought from their students and challenged us to improve our writing skills, but in unconventional ways."

Schachter also remembers "Mr. Bourne, who was incredibly fun as my softball coach" and "[German teacher] Mr. LaValette. The level of energy he brought to the classroom everyday was unbelievable."

Additionally, Schachter has memories of "Blairtown sporting events and dances."

"I had a wonderful, happy childhood," Schachter said. "While at Pingry I learned a great deal and made great friends, but more than that, I remember laughing a lot."

Schachter summed up her experience while at Pingry by saying "[it] was an incredible six year educational experience, without which I would never have ended up where I am today."

Schachter's advice to Pingry students about the future is "in college, don't focus on studying a certain trade. Rather, focus on learning, on reading and writing well, and on articulating. Students should also learn the important skills of negotiating and standing up for themselves."

about and the consumer groups."

After gaining important work experience from the Intelligence Group, Freeman started her own business.

"I always had ideas for new things so I finally believed that I had the nerve to actually do it," she said.

On her average workday, Freeman goes "through all the emails that have accumulated. I meet with my ad sales person to discuss different meetings or proposals that we're sending out and pursue different marketing cross promotions."

While building her business, Freeman had to face many obstacles along the way such as "going without a salary" and investing her own money.

"It is important to ride the ups and downs and not give up," she said.

Recently, Freeman has

been preparing for a large event that Vital Juice is sponsoring. She is planning a "wellness retreat, creating a three-day experience within an empty retail space and offering free nutritional consultations and beauty treatments." She feels most fulfilled with her work when she looks at the statistics proving that Vital Juice is "successfully growing because of our subscriber base and the ads we sell."

Freeman advises current high school students to "be open-minded about different job opportunities and career paths." She also notes, "You don't have to choose one career and stick with it." She highly recommends a career as an entrepreneur. She said, "There is a lot to be said for pursuing your passion and being your own boss and seeing your hard work pay off."

## Softball Starts Strong After Solid Preseason

By ANJANA GANTI (IV)

After losing seven seniors at the end of last year, the softball team still has high hopes for the spring season. The team, captained by Emma Carver (VI) and Maja Feenick (VI) and coached by Leslie Miller, Sheree Hoskins, and Alison Grill, is determined to work hard and not suffer from the loss of its previous players.

The team started its preseason with a trip to Orlando, Florida. In Florida, the team had a record of 3-2-1, making it one of its most successful preseasons. The team faced teams of different skill levels from around the country, which helped the players prepare for the season ahead.

The trip was an opportunity for both training and team bonding. "Florida's a great way to start off the season. We have fun and learn to work together on the field as a team," said Emily Crooker (IV).

The players had one-hour field practices and two-hour field

practices during their training days. On other days, the varsity team would have doubleheaders and the JV would have one game. The players worked hard in the morning and then enjoyed themselves at the many Disney theme parks during the afternoon. The players bonded well through playing softball, as well as spending free time together.

Back at Pingry, the team had a strong start, winning its first game against Montclair Immaculate Conception High School by a large margin. Although the team lost to Delaware Valley 12-9, the girls are determined to improve. As Carver put it, "If we continue to work hard, this season could definitely be a great one".

The team has many more important games coming up and the players are very excited at the prospect of a successful season. Rebecca Hamm Conard (VI) describes the team as "an amazing group of people who support each other in every possible way."



Courtesy of fotki.com

## Boys' and Girls' Track Vie for State Title

By MARY KATE MARTINSON (IV)

Track and Field started out this season with a bang on April 1st when the boys and girls crushed the visiting team Immaculate Conception at their first dual meet. Despite frigid rain and unseasonably low temperatures, the disciplined Pingry runners did not give themselves an excuse to slow down. Instead, they dominated their opponent: the girls won 103-9 and the boys 95-30. The girls boasted victories in all events and their captain Kate Sowinski (VI) commented, "Our victory showed that we have depth across all of our events. We're hoping to get better each week and to set personal bests in our championship meets."

Since then, the track team has won every meet of the season. The coaches and athletes are looking forward to the Somerset County Meet and proving that

they have the organization and skills to be champions.

According to the boys' track captains Matt Laforgia (VI) and Matt Ford (VI), their victories were expected and they are confident many more will come. Laforgia stated, "We are looking for our third straight undefeated dual-meet season. We also have an advantage going into the spring season now because a lot of our athletes trained over the winter on the Winter Track team, so they are already in good shape." Ford believes the key to their success lies in the hands, or legs, of the newcomers. "The seniors who will be graduating at the end of this year make up a large part of the team's core," he said, noting that "a lot of the underclassmen talent is going to shine through this year."

This season holds special importance to the returning athletes who faced bitter defeat at the Non-Public B State Championship last year. The girls had held the title for eight years straight. Sowinski explained that the girls are determined not to lose the title again: "I think our biggest goal for the year is to win back the Non-Public B State title. The team is very motivated and it has shown in the first few weeks of practice. If everything goes right at States, we have a very good shot at winning."

Laforgia shared similar sentiments about the boys team. He believes Pingry has the talent to win: "We would like to pick up the Non-Public B State Championship again this year. After winning it in 2007, Holy Cross came into group B and took it

last year, which was really disappointing. We seniors on the team would love to win the title back before we graduate, and we certainly have the talent to pull it off."

As championship season draws near, with the motivation of the athletes, conviction of their captains, and talent of the coaching staff, spirits are high. Already, the senior captains have broken records, snatched titles. For example, the Distance Medley Relay team consisting of Laforgia, Carlton Bowers (VI), Andrew Sartorius (VI), Dan Schuchinsky (VI) took both titles at the Somerset County and Colonial Hills Conference Relays. Helen Daifotis (IV) summed up the season's goal: "We are ready to go and get back our title!"



B. Hamm Conard (VI)

## Upcoming Big Blue Games

**Friday, May 8- Boys' Varsity Lacrosse vs. Millburn**

**Wednesday, May 13 - Boys' and Girls' Varsity Track - Prep A Championships @ Peddie**

**Saturday, May 16 - Girls' Varsity Lacrosse vs. Madison**

**Monday, May 18- Boys' Varsity Baseball @ Glen Ridge**

**Wednesday, May 20- Boys' Varsity Tennis vs. Morristown Beard**



## Lacrosse Improves on Last Season

By DAN MULLER (V)

Despite the loss of several contributing seniors from last year's team, the boys' lacrosse team has started off strong, already surpassing its win count from one season ago. With a record of 7-3, the team has bounced back from early losses to both St. Joe's of Metuchen and Madison to win six straight and climb to a #7 non-public ranking. Among the team's victories were upsets over #11 Ridge and #8 Moorestown. Junior

midfield Chris Christensen (V) said, "after our slow start, we were really able to get it together and currently we're playing our best lacrosse of the season."

Led by captains Eric Oplinger (VI) and Abram Bernstein (VI), the team is trying to win at least 10 games this season, which would be a complete turnaround from last season's mark of 5-10. Also, the team wants to play in a championship final this year. "To play in a county, conference, or

state championship would be a big accomplishment for the team," said senior defenseman Jack Muller (VI).

Head coach Mike Webster, in his 21st season with the Big Blue, has stressed the importance of hustle and team defense. Thus far, this mentality has seemed to pay dividends. Despite a difficult loss to Hillsborough, 8-6, in the county tournament, the team is determined to qualify for and perform well in the NJSIAA tournament, which begins in the coming weeks.



Courtesy of the Star Ledger