INSIDE:
State of the Academy
Global Perspectives
& Fond Farewells
The creative and exciting works of Newark Academy alumni will be on display at the McGraw Gallery during the entire month of October. Various media will be showcased, including bold oil paintings, exquisite blown glass, poignant photography, striking watercolors, and innovative video and website design.

We invite you to experience the art of
Arthur Block ’56
Matt Brodie ’06
Wendy Burwell ’80
Leslie Abney Ford ’74
Jamie Harris ’93
Anne Herbst ’78
Julia Kaye ’03
Rachel Klinghoffer ’01
Tim Merrick ’83
Lisa Shah Sen ’98
Reena Shah ’95
Stephen Slutsker ’56

The exhibit will open with an artists’ reception at Newark Academy in the McGraw Gallery on Friday, October 5.

For more information, please contact Nancy McGaughan at (973) 992-7000, ext. 367 or e-mail nmcgauhan@newarka.edu.

Visit www.newarka.edu for more details.
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Cover artwork by Rachel Klinghoffer ’01  
Acrylic on canvas (cover photo cropped)
Choose to give.
Make a difference.

We urge you to make your Annual Fund gift by June 30, 2007 and join the many alumni, parents, faculty, past parents, grandparents and friends who support the mission of NA.

WHAT DOES THE ANNUAL FUND SUPPORT?

ARTS: Inspiring self-expression and confidence in dance, drama, music and visual arts.

ACADEMIC PROGRAMS: Broadening the perspective of students while providing the finest educational experience, knowledge and college preparation.

FACULTY DEVELOPMENT: Fostering commitment to lifelong learning and enabling our faculty members to grow and share professionally, benefiting our students.

ATHLETICS: Encouraging active participation in programs that instill an appreciation for physical fitness, teamwork and sportsmanship.

CAMPUS: Maintaining the facility and grounds to provide and optimal learning environment.

FINANCIAL AID: Ensuring adequate resources to attract and retain a student population that is highly diverse, talented and motivated.

TECHNOLOGY: Providing current hardware, software and the finest technology curriculum and integration.

To make a gift please use the enclosed envelope, call 973.992.7000, ext. 322 or visit www.newarka.edu and proceed to the Giving section.

Thank you to all whom have already made Newark Academy a priority in their philanthropy. Students and faculty are constantly benefiting from your generosity.
As I complete the 10th year of my tenure at Newark Academy, I find myself both proud of what we have accomplished and excited at the prospects for the future of this venerable and vibrant community. The Academy spent last year in reflection on many levels, completing a comprehensive self-study in preparation for our 10-year accreditation at the same time that the board of trustees forged a conceptual plan for the next six years. As is our regular practice, we benchmark more than 20 aspects of the Academy’s operation against the state and national averages of independent schools and, in some cases, against all secondary schools. Our Academy currently surpasses these averages on every parameter.

The completion of the strategic plan and the accreditation process this fall set the stage for research and discussion of how we will go about meeting our next set of goals. Most importantly, Donald Austin was appointed to lead the school forward as its 49th head of school.

RICH AND VIBRANT SCHOOL CULTURE
The core of the Academy’s culture remains its clear and acknowledged focus on students, collectively and individually, in their present state of development and in their futures, near and far. Our expectations of students are high in the usual academic, artistic and athletic areas and also in the development of a sense of responsibility to know and to act upon what they are learning about the world. We know that we will have succeeded as a school only when our graduates distinguish themselves not only by their personal success, but also by their generosity of spirit in devoting time and attention to civic and social issues.

TALENTED AND DIVERSE STUDENT BODY
A large, talented and wide-ranging applicant pool affords the Academy the ability to craft an extraordinary student body. The report of the external accreditation committee makes particular mention of our students: “Most impressive were the students themselves: focused, earnest yet relaxed and sociable, capable of independent and interdependent intellectual fervor, and mutually kind and supportive without pretense.”

FACULTY OF DISTINCTION
The outstanding scholarship, experience and expertise of the Newark Academy faculty is matched only by their unparalleled devotion to helping their students to develop a sense of self as they grow during their years here. I continue to be deeply respectful of the tireless and ever self-critical work of this faculty on behalf of our students.

SOUND AND INNOVATIVE ACADEMIC AND CO-CURRICULAR PROGRAMS
The regard with which the Academy’s program is held is reflected by our growing success in attracting excellent candidates and the excellent record of our graduates as they seek admission in colleges and universities. The Academy’s determination to build upon its long term internationalist perspective has energized the faculty and staff as they consider universal experiences and options to better prepare our students for a future in which cross cultural experience and technological savvy will be key. As these plans are developed, the necessary infrastructure of facilities and technology will be designed and built to support them.

THE CULTURE OF GENEROSITY
The Academy closes this fiscal year with no debt and surpassing the goal of the Light the Way Campaign to increase the endowment to $20 million. This remarkable achievement is tangible evidence of the commitment and confidence that our board of trustees, parents, alumni and friends have in Newark Academy and its future.

Respectfully submitted,
Elizabeth P. Riegelman
The new strategic plan, adopted by the board of trustees, calls for Newark Academy to prepare its students to fully participate in a world where they must understand and embrace the cultural and ethnic differences of society. By broadening the curriculum and helping to expose our students to life beyond our national borders, Newark Academy graduates will be well-positioned to excel and to thrive in a world where every culture plays a part.

But looking back through the years, it is evident that Newark Academy faculty, students and alumni have long been enriching their lives and their educations through cultural exploration. Matt Reichel ’05 spent his senior year living and traveling in rural China and before that, participated in a global service project in a remote village in Nepal. Cassie Coggeshall ’05 taught soccer to young girls in South Africa one summer. In past years, students have been encouraged to spend a term abroad with accepted programs in Spain, France, China and Italy.

UPPER AND MIDDLE SCHOOL OPPORTUNITIES ABOUND

Currently, Jackson Boyar ’08 sends regular e-mails to the NA community from Beijing, where he is living with a Chinese family while attending school. Upper School Principal Rich DiBianca puts it this way, “I am thrilled when students demonstrate the courage, humanity and sense of adventure to study overseas for their junior year. It is not only a great experience for them in that they become fluent in another language, learn to navigate another country and develop a genuine sensitivity for another culture and its people, but it is a great deal for Newark Academy in that we get those students – and their rich experiences and perspectives – back in our community for the next school year.”

In the middle school, where students have traveled with Señor Gomez to Costa Rica and Peru, and where some will spend a few weeks living with families in France, even younger students at Newark Academy are given the opportunity to learn about other cultures and to understand the different world views which comprise today’s global society. Tom Ashburn, head of the middle school, notes, “It is our hope that a globally-oriented education will lead our students to solve divisions and disagreements as thoughtful, compassionate citizens.”

Upper school students choose between many trips offered each year by faculty traveling through Spain, France, the Caribbean, and other countries. Throughout the years, hundreds of students have taken their first steps abroad and have explored these countries with the help of Newark Academy’s well-traveled and experienced faculty.

CLUBS AND EVENTS

Even without traveling abroad, our students are involved in global issues through their participation in such groups as Girls Learn International, which aim to improve educational opportunities for girls in under-developed countries, and the Anti-Slavery Club which Raises awareness about the practice of slavery.
that exists throughout the world. Faculty member Maria Teresa McNeilly-Anta ’93, who is the facilitator for Girls Learn International, feels that NA students are learning through mail correspondence just how different life is for girls in Costa Rica. “The girls in Costa Rica want to know what growing up in New Jersey is like. In turn, their counterparts surprise Jersey girls with after school activities that center on the home rather than friends, sports and clubs.” The club organizes and runs fundraisers collecting used laptops and other school supplies that they will hand deliver to Escuela El Castillo in Costa Rica this spring.

ALUMNI
The broadening of horizons and exposure to different cultures that have made Newark Academy a truly exceptional educational experience does not dissipate when our students graduate. Over the past 10 years, alumni have spent college terms or years abroad, while others have struck off on their own. They have worked, studied and lived throughout Africa, Asia, Australia, New Zealand, Europe and South America, always writing to NA to share what they have learned. Adam Kaswiner ’99 taught English in Bangladesh for the Peace Corps, Anika Patel ’09 worked with disadvantaged girls in Thailand and Tiffany Shumate ’04 went to Rwanda to work with groups that support youth orphaned by the 1994 genocide and by HIV/AIDS. Our graduates also participate in internships throughout the world as economies in different nations become part of the global marketplace. Jake Appel ’02 is now studying the efficacy of micro loans in Ghana, and Michael Clyne ’00 worked and traveled in Thailand, North India and Tibet studying new Asian markets.

BECOMING GLOBAL CITIZENS
Clearly, the idea of experiencing and learning about the other cultures of the world is one which has been embraced by Newark Academy for many years, and one which will only continue to grow as our new strategic plan is implemented, and as the economic boundaries that separate countries fall away. Newark Academy is committed to preparing and encouraging its graduates to live as citizens of this new world, to function interdependently in the global community, and to take advantage of international travel opportunities.

FACULTY AND SPEAKERS
Newark Academy faculty members personify the curious and adventurous spirit they strive to teach their students through their own personal travels. Last summer, Norm Schaffler took a sabbatical traveling through Spain; this summer Jay Torson of the arts department is headed to Peru. Betsy Barbato plans to spend her summer on a remote Scottish island, following the lead of Lee Abbey who had a sabbatical to Scotland two years ago. Stephanie Acquadro visited France to study French cinema and Karen Obydol enjoys frequent trips to France as well. Kathleen Sigrist explored the rain forests and beaches of Costa Rica last year, and this summer Amy Schottland will travel through Turkey. Faculty members are eager to share their experiences with their colleagues and students, broadening the understanding of other cultures and countries, and contributing to the multicultural perspective that NA has always embraced.

Students are also treated to speakers who represent a wide variety of cultures and viewpoints. Earlier this year, the middle school welcomed Joseph Lekuton, an acclaimed author, educator and member of the Kenya parliament. Lekuton spent his youth in a remote village in northern Kenya, living in a hut made from cow dung and helping to guide his family’s cattle to food and water. He overcame great odds to pursue an education which eventually led to a master’s degree in international education policy from Harvard University. He stressed to the NA community, “It is for the good of all mankind that you must think internationally in your schools. In Kenya, we are doing the same.”
Education Delegation: to China

BY ELIZABETH PENNEY RIEGELMAN

The remarkable growth of the Chinese economy is on everyone’s mind these days but learning more about how that nation was planning for the future was not one of my priorities until I received a letter from the China Institute inviting me to join an educators’ delegation study trip. Seizing this great opportunity, I began to read all I could find and to spend my late evenings watching films from and about China.

Our delegation of nine represented all sectors of American education. Our initial conversations were grounded in the commonalities and disparities of our work in schools and universities. We were all thrilled to have been included and determined to make the most of our experience, both in sharing our perspectives with our Chinese counterparts and in gleaning what we could from their experiences in a rapidly changing and rapidly expanding educational system.

Over the course of our 10-day trip, we visited two teachers’ universities and four schools. The great divisions of the Chinese culture, geography and economy became clearer with each visit. China today resembles, in many ways, the America of the 19th century, with a relentless, untrammeled capitalism driving rapid development, a wave of relocation from agricultural to industrial occupations and the resulting shift of the population from rural to urban areas. Formal education, and university education in particular, is suddenly necessary for many as new jobs require more highly developed skills. The longstanding tradition of passive, memorization-based education is giving way to new methods designed to produce the independent thinking, creativity and ability to work in groups which modern business demands.

Formal policy dictates nine years of compulsory education for all Chinese children. The reality of massive internal migration and insufficient members of rural schools has served to widen the gap of opportunity between citizens of urban centers and the vast majority of the population which has traditionally made its living in the countryside. Schools are expanding,
building new “satellite” campuses in the industrial parks springing up on the outskirts of cities, and developing boarding programs to serve a geographically broader proportion of each province’s school age population.

University students who are training to be teachers are offered a free education if they will agree to teach in rural schools in the Western provinces for three years. Many schools are developing hybrid structures by forging partnerships and joint campuses with for-profit international boarding schools sponsored by well-regarded schools in England and Australia. English has become the official second language of China: every Chinese child spends an hour a day from first grade on learning English. The Chinese government is also eager to promote the teaching of Chinese language in English speaking countries.

None of my reading, however, prepared me for the astounding pressure under which the Chinese students we met labored. China’s “one child policy” concentrates all of a family’s hopes and attention on their single child. Many children grow up in households of four grandparents, two parents and one child. Several students described the guilt and joy with which they left home for high school in a dormitory room with five other students: at school they were responsible only for themselves. Still, they were acutely aware of the desperate expectations of their elders.

I left China intent on formulating joint class projects that Chinese and American classrooms could share on the web and by video conference. I realize how important it is that our students become truly bilingual and that some of them adopt Mandarin as that second language.

The same naïve hope that student exchanges could alter the political and economic landscape of the world that led me to become an AFS student during my high school years was reinforced by my time in China. Newark Academy has made a great commitment to cross-cultural experiences for its students. Perhaps those experiences will come as much by hosting international students in our homes as it will from sending our own students abroad.
NA IN THE OPERATING ROOM

SCIENCE STUDENTS OBSERVE KIDNEY TRANSPLANT SURGERY

Thirty-seven upper school science students and their teachers, recently went to St. Barnabas Hospital not only to observe a kidney transplant but also to interact with the surgeon, anesthesiologist, and nurses during the surgeries. While seated in a screening room on the main floor of the hospital, the students watched a live video telecast of the procedure on a movie screen as they listened to and spoke with the medical personnel in the operating rooms.

Prior to viewing the surgeries, the students were introduced to a husband and wife who had both undergone kidney transplant surgery; the wife had donated one of her two kidneys to her husband. A short video of operating room procedures, equipment, and personnel was shown. Students were given an overview of the surgeries to come and shown several samples of the tools that were to be used.

The surgeries, in this case, involved a daughter who would be donating one of her kidneys to her father. Throughout the two procedures, Director of Transplant Surgeries Stuart Geffner, M.D. discussed each action he took. He also took questions from the students via microphone. Dr. Geffner introduced the anesthesiologist and the scrub nurse who described their duties during these surgeries as well as their personal training and education. Students raised questions about assessing organ compatibility, risks of the surgeries, and the effect of the procedure on both the donor and the recipient.

The program, “Live from Kidney Transplant,” usually screened at the Liberty Science Center, was screened at St. Barnabas due to renovations taking place at the Science Center. This change in locale gave students the chance to meet Dr. Geffner after the surgeries. He spoke about his own career path, the future of transplant surgeries, and the importance of organ donation.

GROWING

NA’s Fourth Annual Community Art Exhibit

From visual puns to biographical and conceptual artwork, from quilts to ceramics to digital photography, and from students to faculty to parents to grandparents – the scope of this year’s show was an impressive reflection of the talent and creativity within the Newark Academy community. The works were displayed in the McGraw Gallery during the month of January 2007.
“Give Peace a Chance…”
NA’s Annual Multicultural Assembly

The annual multicultural assembly is an NA tradition that is underwritten each year through a generous grant from Peter Feinburg ’78. This year’s assembly featured educator and journalist Coleman McCarthy. Mr. McCarthy, a columnist for The Washington Post, a professor at Georgetown University Law School and American University, and the founder of the Center for Teaching Peace, discussed the importance of desire-based learning. He advocated adding the study of peacemakers to the curriculum in every school and stressed the value of teaching peace.

The program was introduced by Jesse Greenwald ’07 who met Mr. McCarthy while attending a National Student Leadership Conference in Washington D.C. last summer.

▲ Jesse Grewald ’07, Coleman McCarthy, Annabel Sharahy ’13 and Danielle Warren ’13

16th ANNUAL INTERNATIONAL DINNER – February 2, 2007

Newark Academy’s cultural diversity was celebrated with food, dance, music, and good cheer as 380 members of the community joined together for this annual cherished tradition. The evening featured Mexican, Ukrainian, Indian, and Irish dance performances as well as American folk music, the McGlobal Blues Ensemble, and the NA String Trio.

Admission to the dinner, as always, was a favorite ethnic or regional dish. The buffet-style dinner included food from each continent. “This event is a wonderful way for new parents and past parents to meet; for middle school and upper school families to meet, and for everyone to see the faculty and their families,” commented Annaliese Staiger, current parent and co-chair of the event.

▲ Yvette Luxenberg and students in her advanced dance class perform the “Jalisco,” a traditional Mexican dance.

SCHOLAR-AT-RISK
LEOPOLD MUNYAKAZI

Rwandan citizen, Leopold Munyakazi, a visiting scholar and assistant professor of French at Montclair State University (under the aegis of the Scholars-at-Risk Network) visited with students in Newark Academy French classes. He discussed politics in Rwanda as well as his own experiences there in the early 1990s.

Munyakazi, who sought refuge in the United States two years ago, believes that the massacre that occurred in Rwanda in the 1990s was civil war and not ethnically motivated genocide. The French students were captivated by Professor Munyakazi’s stories and engaged in a discussion in French about a variety of topics, including his personal definitions of genocide versus civil war. The significant cultural differences between the United States and Rwanda presented by Professor Munyakazi were also of great interest to the students.
The 1970s musical by Stephen Schwartz was performed last March in the Rose Auditorium. Set in 780 AD, during the reign of Charlemagne, the show portrayed young Pippin’s search for happiness and fulfillment. The Newark Academy production featured a cast of 51 actors, a pit orchestra of 16 musicians, and a large and capable student stage and lighting crew. The production included students from grades 6-12 and was directed by Scott Jacoby.
THE SPORTS REPORT/WINTER 2006-2007

Winter term athletics experienced some memorable achievements. For the first time in the school’s history, we had three Essex County wrestling champions as well as three district champions. These were significant accomplishments for our growing wrestling program. Juniors John Sternlicht at 145 lbs. and Tom Jasterbski at 160 lbs., and senior Craig Heifer at 171 lbs. qualified for the state wrestling championships in Atlantic City, another first for NA. Also, Craig was named the Colonial Hills Conference most valuable wrestler. Congratulations to John, Tom and Craig for outstanding achievements this winter!

Our boys basketball team, without one senior on the squad, went undefeated in the Colonial Hills conference - another first for NA athletes. The team went to the State playoffs and lost to St Mary’s, Elizabeth in the quarterfinal round of the North Non-Public ‘B’ sectionals. Conference post-season recognition went to Coach Jim Stoeckel, who was named “Coach of the Year“ and Mike Cutri was named “Most Valuable Player.” With our whole team returning next year, the ’07-’08 season should be a banner one for boys basketball.

The boys fencing squad, under new head coach Ivanka Lucchetti, had an outstanding season, highlighted by a win over the number one ranked team in the state, Columbia High School. Final team rankings had our boys at number eight in the state. Our foil’s squad - senior Brian Gerrard, and juniors Zane Grodman and Eric Hintz - was number one in the prep school rankings. Zane Grodman was named first team All-State at foil. Congratulations to Coach Lucchetti and the boys fencing squad.

For more sports team updates, visit the athletics news page on our website, www.newarka.edu.

Middle School Team at Continental Airlines Arena

With a final score of 25-23, Newark Academy’s middle school boys basketball team defeated the Montville Broncos in a game played on the home floor of the New Jersey Nets on January 3. The opportunity to play at Continental Airlines Arena was a first for any NA team. The game took place before the “Battle of New Jersey” (Seton Hall men vs Rutgers).

The Minutemen had to battle hard for the win, and every member of the team contributed to the victory. Down by as many as 5 with less then a minute to go, Whit Harwood led the charge back with the final 7 points of the game and he hit the go-ahead 3 pointer with 10 seconds left. The win was the first of the season and by far the most exciting game.

LORD STANLEY’S CONE ALIVE AND WELL

For those alums who loved to hit the gym floor (sometimes quite literally) for the Stanley Cone Floor Hockey Championships, we report a special treat from this year’s tournament. Scott Stevens, current parent and former Captain of the New Jersey Devils and certain Hall of Famer, was on hand this year to watch the finals and present the revered cone to the champions. The Stanley Cone is an exquisitely unattractive orange construction cone that, since 1984, has been inscribed with the names of Championship teams. This year’s winners: “The Lance Aronson Fan Club.”

人脸识别 Scott Stevens with upper school students Scott Redmond, Ted Aronson, Mickey Fried, Jason Katz, Louis Feinberg, Alex Jewkes
In case anyone missed it, the average temperature for December broke all records since data were first collected; December 2006 saw no snowfall for the first time since 1888 – talk about dreaming of a white Christmas! – and because of December’s warmth, 2006 moved from its likely rank as the third warmest year on record to the warmest. No one is predicting how 2007 will stack up: the temperature in Central Park on January 7th hit 72°F, a new record by nine degrees.

Such unusual weather leads to mutterings about “global warming,” which atmospheric scientists recognize as part of historical patterns, and increasingly to alarm about “climate change,” the idea that human activity has accelerated and exacerbated what might otherwise have manifested to a much lesser degree. Even if we were all fully convinced that production of greenhouse gases (carbon dioxide, sulfur dioxide, and nitrous oxides) contributes significantly to alterations of the global climate, many of us remain unconvinced that there is much any of us can do, at this point, to reverse the trend or to affect the outcome. But this is where a version of the Precautionary Principle might guide our individual behaviors. In its purest form, the principle holds that any action that might result in detriment to environmental health should be undertaken in such ways as to minimize, mitigate, or eliminate potential effects, even in the absence of reliable scientific evidence as to harm.

In our individual lives, the Precautionary Principle suggests that we should do whatever we can to reduce carbon and other greenhouse gas emissions in case the production of those gases might cause or contribute to global environmental degradation.

Will changing one light bulb to a high-efficiency fluorescent bulb make a difference? Will turning down the thermostat two or three degrees make a difference? How about eliminating one car trip per day, or even per week, or replacing older appliances with Energy Star-rated, high efficiency models? Will recycling change the world?

Of course, the impact of any one of these changes, by itself, will be negligible. The impact on our lifestyles would be similarly negligible, but the cumulative effect on greenhouse gas production, were millions to make slight changes, might make a real difference.

A recent editorial in The New York Times spells out one example: “Wal-Mart is pushing to sell 100 million compact fluorescents a year. Because they use 75 percent less electricity, that would save customers $3 billion on their electricity bills and save the world from 20 million metric tons of greenhouse gases.”

If the earth’s geophysical and biological systems, allowed to operate as the biosphere we know suggests they have, include mechanisms for regulating climatic variation, shouldn’t we do something, even the smallest thing, to help those systems work their magic?

Constituents of Newark Academy, “The Global Academy,” should take the lead. Let the Green Committee congratulate you for the steps you’ve taken: send us reports of your “small steps” so that we can share them here for the rest of the community to see. E-mail to shuber@newarka.edu.
As we gazed into the night of the southern hemisphere, the stars appeared to multiply as we stared. "Look, there's the Southern Cross!" cried one student, though mostly even the kids were quiet as we floated in the darkness on the Tambopata River, a tributary of the Amazon, with only the guide's high-power flashlight and the stars to direct us. We were looking for the nocturnal caiman, the alligator of the Amazonian river basin. The flashlight swept the shore rhythmically. "I can't believe we're in Peru!" another student whispered in my ear. It was true: the other-worldliness of our travels was hard to fathom. We were in the jungle – the Amazon rainforest – after nearly 30 hours of travel: We had flown from Newark to Lima and then, after a four hour nap in a hotel, from Lima through Cusco to the former gold-mining town of Puerto Maldonado. In Puerto Maldonado we met our jungle guides and hopped aboard these flat-bottomed motorized fiberglass boats for the three and a half hour ride up the Tambopata to reach our jungle lodge.

Señor Gomez organized the 19 students (grades 7-11) and the 12 adult chaperones for a 10-day trip to Peru during spring break. Señor Gomez leads a trip each spring break, and many of our travelers were veterans of his excursions. However, this was his, as well as Newark Academy's, first venture to Peru. What I appreciated about the trip is that Señor Gomez sculpted the tour with the aid of both an American and a Peruvian travel agency to explore places both on and off the beaten track. Peru is at the forefront of South American countries both in the conservation of its wild lands and in the development of opportunities for eco-tourism: education and exploration oriented stays at privately owned lodges within national reserves which intend to make a light footprint on the land while also responsibly using products from the jungle and employing local citizens in ways that preserve rather than undermine the rainforest. While our boat did not get to see any caiman on this particular night (the other did), our eagle-eyed guide Daniel spotted a tiny owl-like bird on a leaf from 100 yards in the dark. During
our jungle stay we saw Titi monkeys, large mammals called agudis, black and white toucans, rainbow-colored macaws, white piranhas, and many other animals, insects, plants and trees native to the Amazonian rainforest.

Particularly off the beaten track was our visit to a school in the mountains above Cusco, the ancient Inca capital at 11,000 feet in the Andes Mountains. While the Peruvian education system is notoriously poor, this particular school is a progressive beacon among the Andean population who have little opportunity to go on to higher education of any sort. With the help of benefactors, the program for kindergarten through high school (Peruvians graduate a year earlier than Americans, at 16 or 17) included a well-developed vocational curriculum in which students of all ages spend time in each of five workshops: industrial cooking, electronics, sewing, shoe-making or leather-working, and carpentry. The Peruvian students were very proud to show off their school to our students, who chatted with them in Spanish as best they could and exchanged token gifts they had brought from the U.S. Though both groups were tentative at first, sitting on wooden chairs next to one another in a large circle, the sense of connection quickly became exhilarating as the sounds of voices rose to boisterousness in the mural-covered room.

We explored the area around Cusco called the Sacred Valley, visiting various sites of ruins and markets and enjoying a few other opportunities to connect directly with the people who live in this mountainous terrain, like our visit to a local subsistence farm to learn about and try our hands at native planting and plowing techniques. Finally, we took a train to the crown jewel of Peru, Machu Picchu, the Inca city in the mountains that the Spanish never found. While some students were worried that finally seeing Machu Picchu might be anti-climactic, it was nothing of the sort. We viewed the huge stone complex from above, the clouds passing...
Peru is a South American country at the cutting edge of rainforest conservation: it has protected much of its Amazon rainforest and is developing tourism that helps preserve the flora and fauna of the rainforest and employs its country’s citizens in this effort through a movement called eco-tourism.

Peru is a hotspot for adventurers, from tele-skiers of the Andean peaks to white-water rafters of the country’s many rivers.

Peru is the most eco-diverse country in the world: of the world’s possible 104 eco-climates, Peru boasts 84. It contains coast, mountains, desert, rivers, lakes, rainforest, jungle.

Peru is subject to earthquakes and to storms created by the famous El Niño gulf stream.

Peru is three times the size of California.

Machu Picchu, currently striving to be counted among the Wonders of the World, is an Inca center hidden high in the Andes mountains that the Spanish never reached. It was rediscovered in 1911 by American professor and adventurer Hiram Bingham. The particular purpose of this religious and agricultural site remains a mystery today.

The Inca are renowned for their superior masonry skills. Scientists today can neither fathom nor recreate how these people built huge edifices of such snugly fitting boulders, without the aide of the wheel or steel or mortar, that you cannot slide a knife blade between the expertly shaped stones.

Our portal out of Peru was our same point of entry: Lima, the colonial capital by the sea. Dusty brown mountains rise up just beyond the city limits and the shanty-towns, a testament to Peru’s coastal desert terrain, one of the country’s most unusual and here most inhospitable topographic zones. Lima is a city in transition: as we toured a few of its highlights on a Sunday morning, there was construction everywhere – on the streets, in buildings, at historical sites. It is likely that when our students return to Peru someday with their own children in tow, this city will be completely transformed. Indeed many of us feel the pull of Peru, its dramatic, varied terrain and its proud, generous people. Some of us hope to return, others will e-mail the friends we made there, and still others hope to give a bit back to this country, by sending items our friends need or by coming back to do service of our own. Peru had us in its grip for 10 days and I imagine that it won’t completely let us go.

across the peaks that encircled it. As we moved down among the structures themselves, it seemed we had the place to ourselves – just a smattering of tourists and a few llamas clipping the grass of the terraced fields.
On January 12, 2007, the Middle School had the opportunity to listen to and speak with Joseph Lemasolai Lekuton, author of *Facing the Lion: Growing Up Maasai on the African Savannah*. His memoir, selected by Mr. Mohammed as the sixth grade summer reading, was the basis for his visit, yet his message mirrored the global vision outlined in Newark Academy’s new strategic plan. Mr. Lekuton emphasized the need for students’ education to be oriented toward global issues.

“If my mother lives in a mud hut worth $10 and I went to Harvard,” Joseph Lekuton told the Middle School, “think about what all of you can do with the world open to you.” Lekuton shared the story of his life as a Maasai tribesman in Kenya and now as a member of his country’s parliament. His message was threefold: how important it is to be a citizen of the world, to function interdependently in one’s community, and take advantage of international travel opportunities. When asked about America’s responsibility to the world, Lekuton opined that students should be taught about other countries, cultures and geography because only then will they be able to understand the problems facing people around the globe.

What was most impressive about the assembly was the question and answer period that followed his 30 minutes of remarks. One question from a sixth grade boy: “As you continue to improve your country’s infrastructure, don’t you worry about the decline of traditional, African nomadic culture?” After getting over his initial shock that this question came from a sixth grader, Lekuton spoke about the need for clean water for all, if the reality of clean water altered culture then it was good that the culture was changing. His explanation was followed by a question from an eighth grade girl: “Now that you are a Member of Parliament, what do you see as Kenya’s responsibility to the human rights violations taking place in Darfur?” After comparing his question and answer period to a meeting with a group of college professors, he responded with the following: “The situation in Darfur is complicated, it is not one that Kenya or America can solve alone; the only way to end the suffering that takes place in Darfur is through education and understanding.”

Mr. Lekuton also reflected on his experience as a middle school social studies teacher. “It is critical that you understand your culture and your collective social values. You can not change the world,” said Lekuton, “without understanding your own history. He urged students to study their own culture in relationship to the rest of the world. Mr. Lekuton explained: “A man without a culture is like a zebra without stripes; he becomes a donkey.”

From our students’ questions, it is evident that they are excited to engage and wrestle with disparate ideas and international issues. Mr. Lekuton noted in his final remarks: “It is for the good of all mankind that you must think internationally in your schools. In Kenya, we are doing the same.” At Newark Academy, it is our hope that a globally-oriented education will lead our students to solve divisions and disagreements as thoughtful, compassionate citizens.
FACULTY FOCUS

Betsy Barbato, English teacher, earned a Ph.D. from Drew University in May. This summer, as recipient of the Ohaus Award, Betsy will travel to the northern reaches of Scotland to gather digital footage of architecture and landscape related to several Shakespearean plays.

Richard DiBianca, upper school principal, has been selected to present at the International Baccalaureate North America Conference this summer on the topic of “The Role of Independent Schools in Global Education.” In accepting Rich’s proposal, the committee noted that his design will “help elucidate the conference theme, and add to the exchange of ideas and best practice that is the hallmark of the conference.”

Ted Gilbreath, humanities teacher and boys lacrosse coach, was one of only six coaches invited to make a presentation at the national meeting of college and high school lacrosse coaches held in Philadelphia last January. His presentation centered on creating team culture. Ted’s address was attended by more than 100 coaches from across the country and was given superb reviews.

Head of School Elizabeth Penney Riegelman was nominated by the Klingenstein Center for Independent School Education at Teacher’s College, Columbia University as one of the 20 most effective independent school leaders in the country.

A beautiful baby girl, Katherine Higgins Sigrist, was born on February 19 to proud parents, Matt and Kathleen Sigrist. She weighed 7 pounds, 15 ounces.

Amy Emelianoff, who leads the Newark Academy Instrumental Music Program, has learned that Newark Academy has been chosen to have a mentoring/teaching relationship with the New Jersey Symphony.

A recent article in the Courier News featured art teacher Jay Torson and highlighted his collection of work, “Landscapes” that was on exhibit at the Bernardsville Public Library during the month of October.

Two longtime faculty members are retiring at the end of this academic year: Joseph Borlo (41 years) and Donald Goble (37 years). A tribute for Joe Borlo appears in this issue, beginning on page 28. A tribute for Don Goble will appear in the next issue of Outreach.
WHERE ARE THEY NOW?
ROBERT GRAHAM
NA Faculty, 1966-1969

It’s heartwarming to hear about faculty/student connections that occur by chance years, even decades later, after having first met in the halls and classrooms of Newark Academy. One renewed acquaintance happened recently on Daniel Island in Charleston, South Carolina, between former faculty member Robert Graham and two of his students from long ago.

Bob joined the NA faculty in 1966. After earning an undergraduate degree in classical languages, Bob pursued studies to become a Catholic priest but soon discovered that he did not have a vocation in the priesthood and began to consider teaching as the next meaningful step in his life.

Bob limited his search to independent secondary schools and was pleased to have been chosen as a Latin teacher for Newark Academy. But upon learning of an opening in the English department, he convinced Headmaster Robert Butler that he could make an even greater contribution as an English teacher. The medium of literature, Bob believed, conveyed important values to pre-adolescent boys.

FOND MEMORIES
Inspired by one of the novels he taught, “The Fire Next Time”, by James Baldwin, Bob wanted to find a way to link his predominately wealthy, young, Caucasian students with nearby poverty-stricken, racially mixed youth. He organized a program that brought fourth grade boys to the Academy to be tutored in math and English. In addition to the academic sessions, they all participated in an hour of supervised athletics and then had a meal together. The goal was to feed the mind, feed the body and have some fun.

Bob also recalled that many of the faculty members he worked with 40 years ago left lasting impressions. Blackie Parlin was a wonderful role model for him, exemplifying all the qualities of a professional teacher. Joe Borlo shared profound advice about initiating and maintaining discipline in the classroom. And Catherine Lynham, because of her unfailing commitment to her students and pension for doing things the right way, was held in the highest regard, proving herself to be a legend in her own time and beyond.

MOVING ON
As a result of teaching the fifth form, Bob was introduced to his next career opportunity. While still a teacher at NA, Harcourt Brace, a textbook publisher, had approached him in an effort to influence his choice of reading material. That evolved into an awareness of the college textbook industry. The lesson plan at NA soon became the sales plan at Random House. He had learned how to deal with students, faculty, academics and ideas. This was all familiar territory.

Sales management positions in the publishing industry soon led to senior marketing positions and eventually to human resource management. Prior to launching his own professional practice in 1997 in Westport, Connecticut, Bob served in various senior level management and consulting positions in the areas of recruitment and selection, career transition management, executive assessment and organizational analysis/effectiveness.

RELATIONSHIPS REKINDLED
Fast forward to 2007. Bob is now retired and lives with his wife, Maureen, in Charleston. Their only daughter, Rachael, was married in Westport in April. Chairman of the Board William Green ’69 also maintains a residence in Charleston. Leo Gordon ’69, president of the alumni board of governors, was visiting Will at his home earlier this year when all of their paths crossed. Will was thrilled to discover his former English teacher is now his neighbor on Daniel Island. They have since spent hours reminiscing and rekindling the bond that was created at Newark Academy so long ago.
As a young child, Donald Austin dreamed of becoming an astronaut, but as he grew older, his career path turned in the direction of education. Soon he will become the 49th head of school at Newark Academy. Although his term does not officially begin until July 1, 2007, Mr. Austin recently spent a week at the Academy, giving me the opportunity to talk with him and gain some insight into his life.

Mr. Austin’s appreciation for the arts, athletics and multicultural exploration mirrors that of the NA student community. During his visit he was able to catch a home basketball game as well as preview this year’s winter musical, *Pippin*. “You have a lot of great choices,” he said, referring to the number of extracurricular events and activities that occur during a typical day at NA.

This not only demonstrates Mr. Austin’s interest in the Academy outside of the classroom, but also his willingness to spend extra time here, as many teachers do. In fact, the relationship between faculty members and students is one of the qualities that attracted him to NA. “The concept of the global academy was intriguing,” he remarked, “but in the end it was the ethos of the school, the combination of hard-working students, dedicated teachers and the atmosphere it created, that attracted me the most.”

Mr. Austin and his family look forward to relocating to northern New Jersey from Rennes, France, where they currently live. His three sons, Ben (age 14) and twins George and Charlie (age 10), enjoyed their first visit to NA. “It’s unusual for them to agree on anything,” Mr. Austin commented, “however, they each spoke highly of their tours.” The boys’ day at NA included spending time in the classrooms, playing some rounds of ping pong at “Winter Schminter,” and watching the basketball game.

When Mr. Austin was a student, his favorite subjects were English, French and Latin. His international experience began when he was a senior at the Choate School in Connecticut and spent 10 weeks living abroad with a French family in Paris, studying art history. “While the program was new and not yet well organized,” he admitted, “the overall experience inspired my interest in languages and learning about other cultures.”

Mr. Austin continues to be an avid fan of traveling. In fact, he described his fantasy day to be one that begins in Paris at an outdoor café for breakfast, includes traveling to China for some adventure, taking a hike in the mountains of Peru, and finally returning to New York for a great dinner and live jazz. He also spoke of his lifelong interest in sailing. In college, he raced small boats competitively and served as a sailing instructor. He once sailed from Puerto Rico to the Azores on a square-rigger and continues to keep a small boat in Maine, which is enjoyed by the entire family during summer vacations.

When asked about the highlights of his career, Mr. Austin responded that at the Collegiate School in New York he expanded the choices of languages offered and created opportunities for students to have authentic experiences with language. Those included exchange programs with schools in Spain, France, South America and eastern Europe.
“One of the accomplishments of which I’m most proud,” said Mr. Austin, “is the expansion of professional development for faculty at School Year Abroad.” He continued, “It’s remarkable to see some of the things they’ve accomplished as a result of the school’s grants. Two of the faculty recipients have written books, another trained himself on the interactive white board and created a curriculum linking geography to trends in French society. Another accompanied a group of students to an international conference dealing with pressing global issues such as global warming, environmental initiatives, and poverty. These are the signs of an experienced faculty continuing to rejuvenate itself through research, writing, and projects that engage students directly. That’s pretty exciting,” he added.

During his tenure at the School Year Abroad, Mr. Austin also bolstered support for students by expanding the advisor program and creating forums for discussion and interaction between students and faculty to address the issues of trying to adjust to a new culture. The greatest challenges are those of language and time, considering that the students are only in the program for one year.

“From what I’ve observed, Newark Academy’s advisor program is excellent,” he said, “not only because of the exceptional staff but also because of the tremendous dialogue and communication between faculty members and students.”

Mr. Austin describes himself as a team player: “The best way for a school to change is not only through vision and leadership at the top but through the support of that vision from the faculty and also, ultimately, from the students.”

He continued, “I have such great respect for the place that NA is right now. My first job will be to listen to and get to know the students, the faculty and the administrative team.”

At the conclusion of the interview, Mr. Austin expressed gratitude for the warm and gracious welcome he received from Ms. Riegelman, the board of trustees, and many members of the school community. I, too, want to thank Mr. Austin for giving the extended NA family the opportunity to learn more about their future leader.

In January 2007, Donald M. Austin was appointed the next head of school for Newark Academy, effective July 1, 2007. He currently serves as resident director for School Year Abroad in Rennes, France. Founded in 1965 by Exeter, Andover and St. Paul’s, School Year Abroad is an academically rigorous one-year school for American juniors and seniors, with a focus on cultural and linguistic immersion.

Don earned an undergraduate degree in English and French from Georgetown University, a master’s degree in French language and civilization from New York University, and a master’s of philosophy in French studies, also from New York University. Prior to his seven-year tenure at the School Year Abroad, Don served at the Collegiate School in New York for 15 years in various positions, including dean of students and chair of the department of foreign languages.

Don and his wife, Kiki, have three sons, Ben (13) and twins, Charlie and George (10). Kiki is an accomplished editor who has worked for “Gourmet” magazine, and has also served as a school counselor and publications coordinator for School Year Abroad.
I have photographed the final dress rehearsal of every NA theatrical performance since the 1960s. The school archives has all my negatives and many prints from these shows. The photography has been a proverbial labor of love, but also a way by which I’ve learned a great deal about theater. One interesting observation. Every negative of a great actor/actress can be printed, while many negatives of the less theatrically talented have to be discarded because the facial expression is awkward or out of character.

Last year I decided to follow and photograph each step in the production of a show, from the auditions to the first reading of a script to the dress rehearsal. I was impressed! I was stunned by how much courage is required to audition in front of all of one’s peers. The experience could be compared to the solo athlete – wrestler or tennis player, for example – going into competition, the focus of many eyes. But here on stage there is just one chance.

There must be a great complex of emotions during auditions. “I shouldn’t want my friend to flop, but I want the part so much.” “The person I love is getting a romantic lead and will be kissing another person on stage.” And so forth – (I’m not a dramatist). The interpersonal relations within the tense and competitive atmosphere of the auditions went far above civility; I saw many examples of great kindness, even compassion, among those who auditioned. My admiration for the director, Scott Jacoby, was unbounded. He set the tone of civility, was fair, and seemed to want to get the best from each person.
Many, many years ago I said to Scott, “I think you made a mistake in casting
this role. You picked the weaker candidate.” He said, “The role calls for
vulnerability. The person you favored would have had too much strength
on stage.” Scott was right, which is why he is a successful director, and I
am a hanger-on taking photographs.

I interviewed Scott to learn more about his directing style.

Scott directed his first play when he was a student at Trinity College in
Dublin. He joked that it took Irish theater some years to recover. At Newark
Academy he has directed over 75 stage productions of many theatrical genres.
Years before the school talked of internationalism he directed Rashomon. He
looks ahead to co-directing with a South African or Asian director.

The timetable for a musical production, staged in March, begins with the
choice of script in the summer. Try-outs are held in early December. The
cast list is posted before the December vacation. Rehearsals begin in
January. Beginning three or four weeks before the performance, the action
is blocked out in the black box theater. Two weeks before the opening, the
stage set is complete, and rehearsals can take place on the auditorium stage.

The spring musical is a full-school production. More than 50 students are
on stage, plus 15 in the band, 15 or so work backstage. For Pippin, Ms.
DePalma directed the choral music; Ms. Emelianoff directed the band; Ms.
Luxenberg directed the dance; Messrs. Limmer and Motland supervised the
set construction; Ms. Brodie and Ms. Dixler painted the set. Señor Gomez
and Ms. Obydol did the actors’ hair and make-up. More than 15 faculty
members and parents contribute to a production. Probably 20 percent of
the school community is involved in a musical.

I’ve always believed that one of Scott’s great strengths as a director is to get
the most out of each performer. The casting is obviously critical. Sometimes in
try-outs he will say, “Do that again with more anger” or “with more lightness.”
He is looking for theatrical talent, a match with the scripted
part, and the quality of taking direction. Casting is an
enormous puzzle with many pieces to be fitted together.
When a student does not get a coveted part, Mr. Jacoby tries
to explain why the disappointed actor didn’t match the role.
The cast list is posted on an appointed day. The time is
unannounced, but news of the listing spreads quickly.
The emotions are intense. An actor accepts the role by placing
initials on the cast list.

Mr. Jacoby says of directing, “It’s exhausting; it’s enormously
rewarding…We are creating memories which will last long
after the latest biology quiz is forgotten.”

In the process of staging a play there is a fundamental truth: As Mr. Jacoby
says, “If everybody is pulling toward the center in every disparate arena that
we have, the play will succeed.”

1. Auditioning for “Guys & Dolls”, December 2005 / 2. Reading parts for “Guys &
   Dolls” / 3. Singing audition for vocal parts / 4. Scott Jacoby has said: “Casting is
   an enormous puzzle; trying to figure out who do I put where? If I put him there,
   then I put that person there, can I afford to put that person there?” / 5. The
   judges of the auditions sit with their pencils and yellow pads / 6. Dancers, too,
   audition / 7. The cast list is posted / 8. The student signs the cast list to indicate
   acceptance of the role
At NAPA's Spring Tribute Gala, Elizabeth Penney Riegelman was honored for her decade of dedicated leadership as Newark Academy's 48th head of school. An evening of camaraderie and good cheer was capped off with a moving video tribute. According to NAPA President Myra Gibson, “NAPA chose to recognize the spirit, intellect and warmth Penney instilled in NA through a compilation of interviews and photos that express the magnitude of her presence that will forever be cherished.” Penney has left an indelible mark on NA and for that we are extremely grateful.
Riegelman: Farewell
A Decade of Dedicated Service
Elizabeth Penney Riegelman: A Fond Farewell

Good bye, Penney. We will miss you!
As I write this during the final days of March, I am pleased to report that the Academy is rapidly closing in on its $20 million endowment campaign goal. With little more than three months remaining in the campaign, the endowment currently stands at $19.8 million – a far cry from its $2 million level just 10 short years ago, and $13 million at the campaign’s launch in 2005.

Credit for this tremendous endowment growth goes to the hundreds of NA constituents who dug deep to support this critical cause. The board of trustees alone contributed nearly one-third of all funds raised. Parents and alums also gave unselfishly, as their gifts – given in appreciation of the Academy’s role in developing high potential young people into responsible and successful global citizens – will benefit future generations of students and faculty.

Newark Academy stands strong as a beacon of light for an inquisitive and good-hearted student body, and for a caring and inspired faculty. Thanks to all for advancing The NA Way.

SIGNATURE TO BE PLACED BY PRINTER

Jeffrey J. Silverman ’82
Board of Trustees Vice Chair
Endowment Campaign Chair
An Incredible Journey

Alumni tribute to Joseph P. Borlo, retiring after 41 years of dedicated service to the students of Newark Academy

Introduction by Kent Motland

I’m charged with a difficult task to preface the staggering volume of letters that people have submitted about “Borlo.” Though the challenge isn’t quite what you’d expect. While it’s never easy to build a pedestal for an icon – the man you refer to as the “DNA of NA,” “the emperor of ice cream,” and “a force of nature” – the real problem is how do we give thanks to a man who is uncomfortable with being praised? Borlo has been so generous and selfless over the years that he’s never really perfected the art of being acknowledged.

So I say we roast him with heartfelt congratulation and appreciation. Which avatar of Borlo should we begin with? Let’s start with his mind. “Borlo you’re so smart!” There’s the French, Science Fiction, German, 20th Century, US History, and Philosophy scholarship and the list goes on. Bucketfuls of former students chime in: “Borlo gave me a D, an F! The best grade I ever received!” Your letters demonstrate that the best teachers don’t just reach you in the present; they continue to engage you in the future.

Yet while Joseph is a smart guy and he gives us a lot to think about, I’d hazard that the platform that he reached most of us on has less to do with content knowledge than the example of a life well lived. Joseph is indeed an epic teacher in just about any discipline, but what really draws us to him is a seductive and mysterious charm about not just the possibilities, but the actualization of a joyful life: the consequence of a love for not a single idea, but a love for ideas and the generosity of sharing them with others. Not only does he know more than we do, he also seems to be having more fun. No fair.

What’s truly magical is that we do see the possibilities and the clarity of our vision has everything to do with one man. Think of the community that you have as you comb through these letters and note just who it is that brings us together. Somebody is reading this in Tokyo and somebody is reading this in Texas, but we all have something very real and very rich in common: Joseph Borlo.
ROBERT HEATH ’71
Boulder, CO

While I never had any classes with Joe Borlo in my four years at NA, I did go fishing with him one day.

Menza, Rapp and I were talking about fishing in a study hall (one of them had Joe for a teacher) and we got into a worm vs. fly discussion. You have to be a fisherperson to truly realize the importance of this type of debate – it is a very serious matter. I was on the pro-fly side of the discussion. It got kind of heated so Joe said let’s go fishing next weekend and see if worms or flies work better. Joe picked me up at my house at some pre-dawn hour and we drove up near Blairstown to go fishing in some well-known river. A beautiful spring day, leaves not quite out, blue skies, bugs starting to hatch and a lot of people fishing. We were not catching fish, in fact I realize now that neither of us really knew what we were doing. It didn’t seem to matter, worm or fly we were just “fishing, but not catching.”

After lunch I was standing on the bridge watching Joe standing in the river and fishing the stretch right below when he suddenly yelled “I got one!” Sure enough he had a really large fish on the line. That was the same moment that his reel fell off the rod. He was landing the fish by just pulling the line in, hand over hand, and a couple of times he looked like he was about to slip and take a dive into the river. The fish fought, Joe fought back. Joe finally landed a really nice rainbow trout that in my memory was huge! The worm had won the day.

While my memory of that fishing event many years ago is definitely blurred with Brad Pitt’s scene in the movie, A River Runs Through It, what I remember is that it was more than just a day of fishing (always a great thing to do even if you are only fishing) – it was a day with Joe, a “teacher,” who went beyond my pre-defined definition of what a teacher was, to share an interest with me on a Saturday, and gave me the opportunity to spend some time with a very smart, creative, fun and funny person.

So Joe, thank you for that day in particular and for all of the days that you have made NA a great learning experience by really enjoying what you do and the interest you take in people. Now that you are retiring you should have more free time, let’s go fishing. I am still pro-fly!

PAUL SCHOTTLAND ’70
South Orange, NJ

You made it happen!... I have known you longer than I have known my wife and children. You are my family. You gave me the “jolt” and courage to find my intellectual confidence. I was afraid and you knew it and I didn’t. You took my books away so I couldn’t study. You sat me down privately and said, “What’s with you?” Out of all the teachers and professors in college, grad school and post doctoral fellowships, you were the one! No one had a greater influence on my mind than you. And, I have been fortunate enough to feel the pride in having you teach our children, Elliot and Laura, and be a colleague and friend to my wife, Amy. I truly am a lucky guy! We love you, admire you and feel very fortunate and proud to have had you in our lives. I hope you feel the unbelievable sense of accomplishment and satisfaction that you deserve.
John Joelson, MD ’73
Northampton, MA

When I was taking French II with Mr. Borlo, I had the audacity to yawn in the middle of a class. “Mr. Joelson,” he glared, “Are you having trouble staying awake?” “No, sir,” I stammered. He then opened the window, grabbed a handful of snow from the windowsill, formed a snowball, and made me hold it in my hand for the remainder of the class. I was embarrassed, but certainly stayed awake, and didn’t yawn any more.

After Tony Keats and I directed a production of *The Me Nobody Knows* for our senior project in 1973, Mr. Borlo told me that it was the best show he had ever seen produced at NA since his arrival there. His praise meant more to me than any other compliment I received at the school. To this day, I think of Joe Borlo remarkably often, and offer him my very best wishes for a wonderful and long retirement.

J. Kim Capobianco ’74
Beverly Hills, CA

I met Joe Borlo in 1972... he was my French teacher. I was one of the lucky few females admitted in the first co-ed sophomore class [and] for the three years I attended NA, I couldn’t quite “get” what the mystique was about this man who walked down the halls with bundles of students tied to his ankles and hanging on his every word.

Flash ahead to 2001... Joe Borlo accompanied Penny Riegelman to an LA alumni reception, where I presently live. I had the pleasure of sitting with him, recounting the way he always had a flip answer to anything I had said back at NA. He thought for a moment, then delivered a most sincere and heartfelt apology. BAAAM!

I was hooked and wishing I was 15 years old again with more opportunity to join the throngs of “Borloites.” He has an energy and a magnetism that time has obviously not diminished.

David S. Crane ’72
New Delhi, India

It has been 35 years, but I still remember the grade I got from Borlo on one particular assignment: Sitting in a classroom devoid of desks and replete with old easy chairs and the like that we students had scavenged from who-knows-where (does he still do that?), we listened to an album (remember those?) by the Moody Blues entitled *Every Good Boy Deserves Favor.* We had just completed reading Arthur Clarke’s novel, *Childhood’s End,* and Borlo wanted us to write a comparison of the book and the music. I dove into the assignment head first as I loved both the music and the book. But mostly I loved Borlo and wanted him to love me. I don’t know if I quite understood it that way at the time, but he did.

An A might have shown me what I was looking for, but Borlo had more in mind than just grading my work or satisfying my cravings. I think he wanted me to learn that doing the work was of value to me regardless of his approval; it needed to be done with MY approval. I remember the deflating chagrin I felt as I saw my grade – a “P47.” “What is THIS?” I asked, and I remember the huge grin on his face that answered my question in a way that took years for me to fathom.

Hopefully everyone has a teacher, sometime, who changes their lives in immeasurable ways. Borlo did that for me. Thanks, Joe. For all you’ve done for me and countless other students, you deserve at least an “L57!”
Dave Hosseini ’74
Sacramento, CA

I remember Mr. Borlo as a master teacher, a kind of magician or pied piper. When Whitman mentioned a “nook” in *Leaves of Grass*, Mr. Borlo wanted us to see just the kind of nook described, so off we went into the woods behind the school. Whenever I visit the City Lights Bookstore in San Francisco (home of Feltingetti & the Beats), my mind goes back to happy hours spent in humanities class. Thanks, Mr. Borlo, and all the best to you!

George C. Peck Jr., MD ’74
Essex Fells, NJ

I took an elective course in science fiction with Joe Borlo in my senior year. Mr. Borlo had a reputation of being a very good teacher but was tough and demanding. I purposely managed to avoid him until that year.

For our first test, we were allowed to choose the A test, the B test or the C test. However, if we selected the A test and didn’t get an A or the B test and didn’t get a B, we would get a failing grade for the test.

With a false sense of security and the thrill of a gamble, I decided to take the A test. The test was pretty tough but I wrote as much as I could and filled as many blue books as possible. When I received the test, I read the RED INK on the cover of the blue book. It said, “Never take the A test again.” A - - - - -.

Thanks, Joe Borlo, for your devotion and dedication to teaching. You are one of the few teachers I can remember that earned complete respect from your students while always having a smile on your face.

Adrien Katherine Wing ’74
Iowa City, IA

It’s really hard to express on paper what Joe Borlo means to me. He was the finest teacher of my entire life, which includes Princeton, UCLA, and the Stanford Law School. He is the template I use in so many ways as I finish my 20th year as a law professor at the University of Iowa. Excellence. Competence. Rigor. Joy. One of the best moments of my adulthood was when Mr. Borlo sat at MY table in 2004 at my 30th NA Reunion. I was the winner of the Alumni Achievement Award and his presence beside me was even better than the wonderful glass vase I was given.

I owe many aspects of my career to Joe Borlo. He taught me various courses in literature and advanced French. From him, I absorbed French into my very soul – so deeply that it is the basis today for me running Iowa’s study abroad program in Arcachon, France. The writing and analytical tools he honed have helped me in my 25 years as an international lawyer.

Interestingly, I love him even though he gave me one of my lowest grades in high school, a B+ in black literature. As a black American, I was really angry that he was giving me such a grade. It was going to ruin my chances of going to an Ivy League institution. He told me something that I tell my African American students today. “You don’t get an A in a race course just because you are black. You must earn it.” He was right. I went on to do a certificate of concentration in African American studies at Princeton. Today I teach a race discrimination course and am known nationally in legal academia for my work in this area...

Mr. Borlo, I am sorry that future NA students will not have the experience of being taught by you. Your DNA is imbedded in the walls at NA. I am delighted to be able to publicly acknowledge what you mean to me. Thank you from the depths of my soul.
Douglas Teiger ’78
Los Angeles, CA

I was one of the few who started at NA in 3rd grade and even though Joe Borlo taught 10th through 12th grades, everyone at NA knew him. When I was in 9th grade, I had heard legends of him for so long that I asked to sit in on his Friday humanities class at the beginning of the term. At the end of class he asked for a 2,000 word paper due on Monday that could be about anything. I went to him afterward and asked if I could get credit by continuing with the class and turning in the assignments. He agreed.

That weekend, I wracked my brain about what to write. But nothing was coming. Having always been visually oriented, that Monday I turned in my 2,000 word paper: two photographs with the caption, “If a picture paints a thousand words, here’s two!”

Borlo took this in stride and suggested if I wanted to get credit, I should hand in a “real paper.” I returned to the next class with a copy of The New York Times. He handed it back with a D grade and wrote “weak material.” With a straight face, in all sincerity, I asked if I could try again. I came in the next day with The Wall Street Journal and got it back with a B and the comment “Better, but not enough substance.” Not being happy with a B, I asked if I could try again. I promised to do this one seriously and I would not let him down. The next day I returned with a perfectly rolled joint. I said, “Here is my final paper with great substance.” His mouth dropped open but he took it. I never did get a grade on that paper, but the next day he said that if it had been “real substance” he would have turned me in. So my guess is that he must have sampled it to know it was tobacco and not anything illegal. Still, leave it to Joe Borlo to take a deep interest in the contents of every paper and to know what he is talking about.

Joe has been in my heart and memories every year since then. He has been one of the greatest teachers of my life and I am sad that no future Newark Academy class will be able to experience his passion for teaching. I am grateful to you and appreciate you, Joe!
Wendy Berton Handwerger ’79
Lake Oswego, OR

We used to joke that Joe Borlo never joined the Newark Academy faculty. He had always been there – they just built the school around him. The man is a force of nature.

Joe Borlo had a lasting effect on my education and outlook on life. His teachings regarding existentialism provoked further study in college and adulthood. Some of these very positive aspects have stayed with me and guided many of my actions to succeed. His out-of-the-box approach at that time (late 1970s) led us to question right and wrong and helped us to grow intellectually. Thank you, Mr. Borlo! And congratulations on 41 years at NA!

Bernard Bate ’79
New Haven, CT

I frequently date my trajectory in anthropology – and in scholarship, more generally – from a conversation with Joe Borlo sometime in the middle of my senior year at NA. As I was applying to schools he suggested to me that I might study anthropology. I wasn’t even sure what it meant at the time, though he had recognized that penchant for critical interrogation of the social and political, mixed with the kinds of interests I had developed at home and in Mrs. Kass’ class. And he magnified it. His senior seminar that year was “The 20th Century,” a course in which I was first introduced to a great many things that would stick with me and stick hard. The Holocaust, for instance, the film Night and Fog. But he also introduced us to the critical study of film, to postwar Japanese film and thought, to Camus and to Sartre, to existentialism, and to the first concept that I experienced as a thrill – entropy, the second law of thermodynamics, the idea that all things tend toward maximum randomness. It’s hard to know why the idea spoke to me and to my classmates then – it resonated with the times, perhaps (the late ’70s were a rather dissipated moment in the history of the U.S., to be sure). Regardless, by exam time that year we were hooked. We sat in the first row of the school auditorium waiting to hear our room assignments for the exam one morning; and when our seminar was called, about 5 or 6 of us shouted “ENTROPY!” at the tops of our lungs, like we were cheering some football team. We startled everyone, but Borlo liked it. And we liked that he liked it.

I suppose it wasn’t the specific ideas themselves, but it was the fact that ideas could be exciting, that thought itself could generate such a thrill. Joe Borlo modeled that intellectual excitement and wonder that led me to think that I could build a career off just that energy – as he did.

Now, almost 30 years later, Joe stills embodies that energy and intellectual excitement that first set me on a path toward my life in academia. We’ve met twice over the past few years in New Haven, as he shepherded his flock of students to Yale’s Model Congress conference each fall. On both occasions we sneaked away and sipped wine and talked and laughed and thought deep into the night. And just this past fall, we stayed up well past midnight thinking through the life of the mind, reflecting on his experiences and mine. And I realized then that Joe Borlo was, and remains, among the brightest guiding stars in my life.
Sarah Key ’80
New York, NY

Il était une fois… (is this that dream again where I’m unprepared for the French final?).
Let’s start over. Once upon a time, I strode the halls of Newark Academy as a student (my children are already doubting the verity of this story), an unbalanced mixture of confidence, shyness and bookwormishness (that they’ll believe). One morning, as I was racing to my locker for a book, Mr. Borlo marched by, halted, and presented me with a standard yellow #2 pencil, then quickly resumed his journey. He spoke not a word. I looked around for a friend to advise me as to what to do with this strange grail, but alas, the halls were bare. The pencil was too short to be useful as a writing instrument. And had almost no point. I was about to toss it out, but found myself unwilling to part with the odd offering. A tribute to the strong spell Mr. Borlo cast over all of us. He was often surrounded by every kind of student (jocks, nerds, etc.) talking philosophy or just laughing about life. I had never felt comfortable enough to join these entourages, but I longed to belong.

French class was last that day, many hours after the pencil bestowal. Mr. Borlo was particularly trigger-happy with his beloved tape player (which he had given a female name that I’ve erased from my memory). She, the mechanical minion, spewed out entire conversations in French so fast it sounded like one word. Each class member was expected to answer her questions with *la meme vitesse*. We panicked each time Mr. Borlo pointed, not knowing whose number was up next. His expression was frightfully serious, shadowed by barely reined-in glee, which I now see, not just as sadistic pleasure (maybe a touch?), but real delight in our progress – on the occasion someone was able to put together a semi-intelligible answer. My turn came, but first he demanded *le crayon*. As I reached into my pocket, I was relieved to find it still there. While reclaiming his talisman, Mr. Borlo allowed a hint of a smile to steal into his eyes. Maybe I was worthy! Maybe one day I would be one of those kids hanging out in the halls discussing Voltaire with Mr. Borlo. I felt joyfully triumphant… ready to take on the world and all its quixotes.

Ben Bressler ’80
Boulder, CO

I graduated from Skidmore College in 1985 and, figuring it was an easy way to get through life based on the lives I perceived the teachers at Newark Academy led, I took a job teaching history at a prep school in New Hampshire. The work was endless, the appreciation little and the financial reward poor at best. Alas, I was not a very good teacher and after a single year there I left teaching.

I knew at that time that I needed to work for myself so I started my own business, an adventure travel company, with $600 I had saved while driving a garbage truck at Action Park, an amusement park owned by the family of my buddies Andy ’81 and Jimmy Mulvihill ’82. I was very proud of this business I started – though revenues were negligible – and I felt as though I had finally made a turn in my life, pursuing something that was interesting to me and admirable in its global vision. I rarely took things terribly seriously back then, at age 22, but I was very dedicated to this business.

That year, at a Manhattan Newark Academy function (with free beer – I needed all my money for the business), I ran into some old friends and, though I am sure they were somewhat suspect about the chances of my success, they provided me with encouragement for my new venture. Then I ran into Joe Borlo who brusquely inquired about what it was that I was up to. I told him my plans and he shook his head, looked me straight in the eye and said, “Bressler, I’d never buy anything from a crook like you.” He turned and walked away, likely headed back to the bar for his own free booze.

Joe Borlo has never been known as a sweet-talker or one to candy-coat his opinions, and I shouldn’t have expected a pat on the back and a sincere, “Good luck!” Nevertheless, his comments hit me hard. Of course, it was exactly what I needed and, over the past two decades I have kept his words in the back of my mind, occasionally drawing upon them when I needed motivation to succeed. I am still running that business and I no longer feel like a crook. Thanks Joe, whether you meant to or not, here’s one more student on whom you’ve had a positive impact.
Helaine (Lainie) Aronson Winer '80
Short Hills, NJ

There is no one more inspiring than Mr. Borlo. Here is my most enduring (and endearing) memory of him:

In my senior year, I took advanced French. There were a total of three students in the class – a parent’s dream, a student’s nightmare. Anyway, I had just spent the summer of my junior year in France – traveling, living with a family, speaking French. So, by the time I got back to NA, my French was tres bien.

Our intimate class was conducted by Mr. Borlo and his mechanical assistant, George. George was a tape recorder which spoke French tres vite and waited about a second for you to reply. Needless to say, it was stressful. Given my summer immersion, I was by far the most proficient at keeping pace with George. This advanced class was pretty easy for me. However, as with most things, the less French I spoke, the less well I spoke French – George was starting to get the best of me, and my classmates were showing improvement. I was losing my edge.

Midterm report cards rolled around – I must say, that I was pretty much an A/high B student throughout my NA career. Fully expecting my high academic performance to continue, my family was quite surprised (some may say shocked) to see that Mr. Borlo gave me a D in French. How could I get a D? I was still more fluent than my classmates? According to Mr. Borlo, my command of the French language was on the decline and if the trend continued, that would be the grade for the first marking period. For the next few weeks, I dedicated myself to maintaining my French standard, worked hard and in the end redeemed myself. Of course, it’s a happy ending.

The point of my story is – Mr. Borlo had his own, perhaps unconventional, way of motivating students. He knew how to push your buttons and always made sure he got the best out of you. What more can you ask for from a teacher whose job it is not only to teach but to equip you with the tools for life.

Scott Schaible '82
Denver, CO

In a nutshell... I got good grades in my 20th Century fall class with Joe my senior year – but ended up getting a D+ in the class. I didn't even blink and assumed it was an error, that he looked at the wrong column in his grade book and that he would change it. But when I asked him about it, he calmly said “no, that is your grade.”

“But Mr. Borlo, I had all these A's and B's – there’s no way my final exam could have brought me down to a D+.”

His reply: “You had decent grades relative to your classmates, but compared with what I know you are capable of, it was a D+.”

I freaked out, assumed I would never get into college, and literally didn’t know what to do. But I have to admit, it helped me become a better writer and more critical thinker in the long run. It also helped me get over a fixation on letter grades, which I think every student has the propensity to over-analyze.
Betsy Dollinger Bernstein ’86
Summit, NJ

“On ne voit bien qu’avec le coeur. L’essentiel est invisible pour les yeux.”
Le Petit Prince, by Antoine de Saint-Exupéry

You are one of the few teachers who still impact my life to this very day. You inspired me as a student not only to work hard but to play hard as well. You taught me to strive not for grades alone, but for knowledge and for life experiences.

You touched all who had the good fortune to come into contact with you and all, I am sure, have their favorite “Joe Borlo moment.” I have two. The first is hanging out with you at a party. I no longer remember whose party it was but I do remember being surprised and glad you were there. You could party with the kids and still command respect the next day in the classroom. The second moment is receiving a note from you after my debut as Adelaide on the Newark Academy stage. It was a tiny note wrapped in beautiful Asian paper. Your words were simple and sincere; your thoughts were better than any grade I ever received.

You made a difference in my life. You helped me to become the person I am today, and you still inspire me to see with my heart and not just with my head. Enjoy your next adventure!

Stacey Kent ’83
London, England

On a personal note, I send a huge thanks to Joe Borlo for putting me on the right track in life. Everyone has that one teacher, don’t they? Joe Borlo was mine. He taught me much more than I can fit into this one paragraph; practical things that have come in handy in my adulthood, joys of learning that have enhanced my entire life. And on a career note, my album The Boy Next Door recently reached gold status in France and the French seem to want me to tour their country more than anyone else. My speaking French put me in good stead with the folks over there. Thank you, Mr. Borlo, for turning me into a Francophile!

Rob Platt ’84
New York, NY

I never had classes with Joe Borlo, but he was an important influence in my education nevertheless! From his office he dispensed jokes, recommendations of good books to read (and often the loan of the book), and an admonishment about our inconsistent study habits. Thanks to Mr. Borlo and the other 20th Century Studies faculty, I encountered authors from Japan, Greece, and the ancient world that I never would have found in a less challenging setting.

There were always books to browse through in that fascinating office. Once I asked him why one wall was painted orange-yellow and one was painted blue. He explained that he had met an ergonomics specialist, who told him that the combination of these two particular colors contradicted all the rules of good design, so he had to try it out.

One time Adam Weiss ’84 and I wanted to perform Monty Python’s Parrot Sketch for a school assembly, but we were unhappy with the absurdist kind of ending. We asked Mr. Borlo if he would participate. When Adam, the angry customer, insisted on a replacement parrot, I ducked behind the curtain. After a few seconds of cacophonous sound effects, I led Mr. Borlo out by the hand (twitching and blinking at the daylight like a monkey, sniffing the air) and said “I have the perfect item for you!” It was an ending that assured waves of applause. Adam and I felt 10 feet tall, how old vaudeville stars must’ve felt.

Now I work in a library and have my own collection of books that I distribute to visitors as needed. It’s never far from my mind how Mr. Borlo never provided the answers, but pointed us in the direction where they might be found. We can best express our gratitude by trying to carry on the tradition!

Douglass Barre ’88
Chatsworth, CA

Mr. Borlo (or Borlo-san, as we called him for no particular reason; in later years, it seems obvious that Borlo-sensei would have been more appropriate) was one of my most fondly remembered teachers, and I’m sure I wouldn’t be a published comics writer today without his influence.

Here are a few lines of recollection:
There were few teachers in my years of school who were as determined to kick-start me as Borlo-san was. As an avid comic fan, he went so far as to assign the whole class a comic related paper in the hopes that it would get me to apply myself. While results were mixed, it was due to no lack of effort on Mr. Borlo’s part. One of my fondest memories at NA is of hanging out in his office – to which the door was always open, whether he was there or not – and leaving him bad Ernest Hemingway parodies on his typewriter.

Borlo-san: The wine is still good, and we still drink it long into the night.
Loren Weiss Selig ’87  
Durham, NH

I can’t believe Mr. Borlo is going to retire. He played a major role in my educational development! When I entered NA as a junior, I enrolled in French classes at the same level as I had been enrolled in my previous school. Little did I realize how unprepared I was. I remember some funny moments from that class, one student meant to say (in French), “I cut my hair.” However, he confused the final sounds so that what he said was that he cut his horses. We all had a good giggle. Unfortunately, I couldn’t keep up with the rest of the class as they progressed rapidly through the curriculum, and on more than one occasion, Mr. Borlo’s comments left me in tears. After two terms, I withdrew and embarked on a course of creative writing classes. Imagine my chagrin when I discovered Mr. Borlo would be my assigned teacher for 20th Century the following year! Mr. Borlo pushed us to learn as much as we could, and far more than I believed I was capable of achieving. During the year I often felt resentful and frustrated. That all changed when I got to college and realized how valuable Mr. Borlo’s educational training had been. I was able to tackle the most rigorous classes using the skills Mr. Borlo had offered. During my junior year of college I took a course with a major focus on T.S. Eliot. Using my notes from my 20th Century class, I astounded my professor with my comprehension of *The Wasteland*, however, the real credit lay with Mr. Borlo.

After college, when I pursued a career in education, I stopped by to see Mr. Borlo… to thank him for what he had taught me and to share my goals with him. Mr. Borlo received me warmly, remembering me far better than I have remembered some of my own students, and provided additional encouragement for me to succeed in teaching. I suppose the greatest tribute I can make to him is that when my 11th grade students complained that the work I provided was too challenging, I told them to wait five years before complaining and then let me know whether it was worth it. All of the ones with whom I kept in touch later thanked me for pushing them to work so rigorously.

I wish Mr. Borlo the very best in his retirement, and I hope he knows that the impact he made went far beyond his own students’ lives.

Melissa Shaner ’89  
Berwyn, PA

On a dare from Mr. Borlo – fascinated that I self-identified as Catholic despite not attending church and being skittish about religion – I spent my senior project with the Missionary Sisters of the Immaculate Conception in Paterson. I visited a community of retired nuns, many of whom retained the habit, and who enjoyed such shockingly human activities as watching *Wheel of Fortune* and eating Tater Tots; tutored Latino children after school; listened to nuns who worked in a rehab center and placed adoptees; shadowed a nun in an inner-city hospital; helped at a nursing home; and talked more than I ever had about my beliefs and my goals with strong, dedicated women whose conviction and trust astonished and humbled me. Several nuns, very conscious that their order’s average age was well over 40, announced that God must have a purpose in sending me to them. Terrified, I replied, “God wants me to graduate from high school;” indeed, 18 years later, I am Episcopalian and married, with two children. Nevertheless, I kept in touch with the sisters for years, and credit them (and, by extension, Borlo-san) with igniting the curiosity about and openness to religion that turned into an undergraduate minor, a National Endowment for the Humanities thesis, and personal commitment. In the fall of 1988, six or seven of us – I don’t remember everyone, but certainly Gary Walk and Paul Mooney – broke Mr. Blaskopf’s domination of the Halloween costume contest: we put on jackets and ties, and with paper bags with a photocopied image of Mr. Borlo’s face over our heads, collectively won Best Faculty Member.
Scott Algeier ’91
Fairfax, VA

For the senior project trip to the Grand Canyon in 1991, we spent three days floating down the Green River in Canyon Lands. Two of those days and nights were pouring rain with strong wind. The rain came down sideways, and the wind was blowing sand in our faces and picking up tents that were not secured. A couple of us found a little slope or valley in the area where we were making camp, and decided that would be a great place to pitch our tent, as it offered protection from the wind.

Well, at about 2 a.m. we woke up with nearly an inch of water in our tent. This little valley was formed by the rain water coming down the canyons, and we were right in its path. When we gathered around for breakfast the next morning and told of our woes, Mr. Borlo smiled and said “I knew that was going to happen.”

Later that second day, people were complaining about how cold and dirty we were. The rain would not end, and the dirt and mud seemed endless. But, Mr. Borlo helped us to see the light at the end of the tunnel. He told us of the “shower boats” that make their way up and down the river. For only a dollar, we could get our own shower, with an unlimited supply of hot water. He explained how the boats would draw water from the river and heat it, so we did not have to worry about the water tank being on empty.

Oh were we excited for this. That’s all we talked about was the shower boats. When would we see one? Where are they? Mr. Borlo assured us there would be a shower boat at the place where our rafting trip ends. “Don’t worry,” he said, “It will be there.” Well, on the third day, Mr. Borlo mentioned that the shower boats leave at 3 p.m. and we were still many hours away. So instead of letting the current take us, we began to row, and row and row – racing against time to get to the shower boat. As long as we were on the boat before 3:00, Mr. Borlo assured us, the boat would not leave. It will stay for another hour to let us finish our showers.

It was a struggle, but we made it! We were at our final destination, and it was only 2:30. Only there were no shower boats, just the men from the canoe company to help us load the canoes. When someone asked Mr. Borlo where the shower boats were, he replied “They must have changed their schedules.”

“Shower boat?,” one of the canoe workers yelled. “You got them again, didn’t you?” he called out to Mr. Borlo. By this time, we all realized we’d been had, and Mr. Borlo was cracking up.

I have many excellent memories of that trip, which I’ll always cherish. Racing for the non-existent shower boat will always be among them.

Eric D. Lurie ’91
Odenton, MD

Capturing my thoughts regarding the omniscient one inevitably requires some intellectually witty words spun from some annoyingly sophisticated thread, but I will resist such nebulous banter and instead state the following in a clear and concise manner. By a large margin, Mr. Borlo is the best instructor, professor, and the most provocative thinker I have ever known. I owe him a debt that only time and my own life’s success can possibly repay. He taught on a plane that others could not, believed in my abilities and my integrity when others questioned them and most importantly, he seduced others into his passion for thought, reason and ideas. Thank you, Joe!
Vicki Rames ’92
Darfur, Sudan

Mr. Borlo was a very special teacher. He was the one teacher at Newark Academy who valued unconventional approaches to learning and “out of the box” thinking. The value he placed on this strengthened my confidence and has served me well in my professional life. Currently I work as a protection officer for the United States Agency for International Development (USAID) in Darfur, Sudan. The skills I learned with Mr. Borlo have transferred well to the war zone in which I work where every day life is extremely unpredictable.

Trevor Hackman ’94
Pittsburgh, PA

When I look back on my youth and the people who influenced me, Joe Borlo always comes to mind. What a charismatic, enthralling and curious human being. He gave his students the power to think for themselves, but you never quite knew what he was thinking. I often wished I could get inside his head, but was always nervous as to what I might find. He challenged you to be original in your thoughts and in your life. He taught me to embrace my voice and beliefs. I could not imagine anyone else teaching 20th Century, or Joe Borlo teaching anything but 20th Century - it was the perfect fit. He ruined that class for any future generation bold enough to follow in his footsteps. I remember thinking, “If my college professors are as inspiring as Mr. Borlo, I can’t wait.” Unfortunately, while my collegiate professors were accomplished and engaging, no one lit a candle to Borlo. I will also forever remember the times in his classroom, the casual chats in his office and his good-humored remarks out on the patio as he puffed down one of his choice cigarettes from the ominous black carton with a skull and crossbones on the front (a yearly gift from his brother). There is no doubt why he was revered by students and graduates, and will be for years to come.

My fondest memory of Joe Borlo was of meeting up with him and his wife, Carolyn, in Denmark the summer after college, as I was backpacking through Europe with my girlfriend, now wife. The consummate gentleman, he had learned I was going to be traveling through Europe, and extended an invitation to a house he had rented for a few weeks on the north shore of Denmark. Why he would want to entertain a former student in Europe while he was on vacation with his wife is beyond me. He must have known I would say yes when he extended the invitation. Who would turn down hanging out with Borlo in Europe, and at Hamlet’s castle no less. But that’s what Borlo would do for a student.

I remember how surreal it was when we arrived at the picturesque cottage and I saw Borlo emerge like Hemingway from his thatch-roofed home. We spent the weekend exploring Hamlet’s castle and feasting on herring and fine cheeses. He probably does not even realize, but that was one of my most cherished memories from my trip and my life. The Borlos hosted my girlfriend and I like old friends. While he was a larger than life high school professor at NA and I will always be his student, I felt like I had graduated to his circle on that trip.

I will be forever indebted to Joe Borlo for his part in my life. He represents to me the epitome of the profession of teaching – fostering a love for learning among his students and planting a seed of intellectual curiosity for their future endeavors. He will be dearly missed by the NA community and by those that never will have the privilege of his teaching.

Jessica Mayer Herthel ’92
Weston, FL

Here’s my fondest memory of Joe Borlo... As a Newark Academy senior, I (a petite redhead) was dating fellow senior Fernando Maddox (a fiery Colombian). Mr. Borlo fondly referred to us as “Lucy and Ricky”... a sweet moniker that tickles me to this very day.

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Rebecca Moll Freed ’94
Montville, NJ

Mr. Borlo was one of the most inspirational teachers that I ever had. He encouraged me to think for myself and helped begin my lifelong love for literature. Mr. Borlo graded each student against him or herself rather than against one another. I always did very well in his class, but I will never forget the day that I got a 90 on one of his tests. I was relieved to get a 90 because I had several other tests on the same day in classes that I did not enjoy as much as 20th Century. My relief did not last long because right next to my grade, Mr. Borlo wrote in huge letters “Not good enough for you!” It was the first, but definitely not the last, time in my life that I was disappointed with a grade of 90 on a test!

Michael Hammer-Lahav ’95
South Orange, NJ

Borlo: Your passion for French literature, and the enthusiasm with which you delivered it left a lasting impression on me. I was extremely fortunate to have had the chance to spend an entire year learning one-on-one with you, and was amazed at the depth and dedication in which you taught. You far surpassed the curriculum and created an adventure in culture and history. Ignoring my request to turn a simple literature class into an even simpler language course, you instead chose to devote your time and energy to teaching me about French language, literature, history, art and life. I am honored to have been your student. You may be retiring from teaching, but your knowledge and experience will continue through those you have taught. Thank you for expanding my senior year and my world.

Julie Gouterman ’96
New York, NY

I’m still not sure why high school can feel like a lifetime and the 10 years that follow seem like a fleeting moment. I think of you and our senior trip out west more than I should probably admit. I lived, loved, and laughed on that trip more than I ever thought possible. You taught me so much in two weeks without ever having to actually teach a thing. I don’t speak to many people who were on that trip anymore, but you all know me better than most people I’ve met since. There are no words to express what a lasting impact you’ve had on my character and my life, so I will simply say thank you. Good luck on this next journey of your life. I hope our paths will cross again someday soon.
I remember looking at the book from almost every angle imaginable. I read the back, the author biography, ran my fingers across the pulp-fiction style graphic on the front. I checked the title against the course description. Nope, right there, in Times New Roman 12-point, it said: IB Philosophy, Mr. Borlo – *Gates of Fire*. At this point, the summer before my senior year, I had already taken AP US with Borlo, so I knew it was too good to be true. An easy book. A fun book. A book with battles and romance about a bunch of people known for keeping things straight forward and clear. In other words, there must have been a catch because, really, does this sound like Borlo to you?

We got back to school in September, and we only talked about that book – a popular retelling of the battle between the Spartans and the Persian Empire at Thermopylae – for two classes, and then we were off onto Plato and Freud, Nietzsche and Sartre and prisoners’ dilemmas for the rest of the year. The work was harder, but I lost my wariness because these assignments, at least, made sense: they were impossible, or seemed that way, and kept opening out onto other discussions and consequences in totally unexpected ways, made you think, more importantly made you rethink everything you thought you knew. And, because it was Borlo teaching them, made you laugh, and were memorable. Par for the course, in other words. I never did quite figure out what the point of that summer reading was, until this past winter. I was back at my parents’ house, studying for my master’s exams, and looking hard for something to read besides post-structuralist narrative theory. Grabbing *Gates of Fire*, I must have only been a few pages in when – suddenly, finally – I *got* it. In between the single entendres and dubious military history, this was a book about theory and practice, about the possibility of philosophy structuring the every-day behavior of a whole society, about how societies plan and control the development of individuals, about how those individuals go on to make choices, about what being a citizen means. It was, in other words, that whole course and a big chunk of Western philosophy besides, wrapped up into an accessible container with pretty boys. Wow.

There are a lot of other stories I could have told about Mr. Borlo, a lot of other ways I could have thanked him (or tried to) for teaching me everything I ever needed to know and didn’t realize I needed to learn, but I couldn’t think of anything to say that would encapsulate the feeling of those classes better than that one word: *wow*. We absorbed a truly astounding amount of information in that class, but there were always more ideas and concepts Borlo handed out than we could really process at the time. The trick of it was that every single class was so memorable that the jokes, the insights would just kind of sit there in the back of your head until you needed them, until you could see them for what they were. I swear, at least once a week Mr. Borlo said something that, seven years later, I now recognize was a skeleton key to some whole field of work. A few months before I sat down to do my summer reading, for example, we were slogging through yet another lesson on the Civil War, which at that point had stretched from October to March of junior year. It was about to get worse. At the end of the period, Borlo walked over to his desk, picked up a scarily thick stack of Xeroxes, and said: “Here’s your homework. Go reconstruct!” But, we objected, we just read about reconstruction. “And now you can read about it again. Twice.” Our text book was a standard account. We had just been given the South’s perspective, and the corresponding chapter from Zinn’s *A People’s History*. And, just like it, history became something subjective, something written by individuals with their own agenda, blind spots and abilities. Borlo being Borlo, the next thing we learned was that everything – every discipline, every thing that happened and shaped the world around us – worked the same way. He told us that, knowing this, we had to understand that our every action counted not less but more. I’m sure he conveyed all this information by making fun of some people and saying something shocking, but that’s the jist of what he meant.

I’m 24 now, working toward a doctorate in a field where that goes without saying. I was 16, then, and finding that out – that I didn’t know nearly as much as I thought I did, and that this was the best thing ever – was amazing. That moment, and the 768 other Borlo-lessons like it, is why I’m here now, a large part of why I’m good at what I do, and why I know how much learning and teaching is worth doing – as well, as sincerely, as crazily as you can.
Elliot Schottland ’02
George Washington University, Washington, DC

During my freshman year, Matt Feldman told me that Borlo once gave a test with 50 true/false questions and that all the answers were false except for one.

Jordan Hauer ’04
Cornell University, Ithaca, NY

I signed up for AP US history because I felt like I was not taking enough AP classes. I was dreading taking the class because I never liked learning about history or the humanities. I hated the summer reading for the class; the book was drawn out and boring. However, during the first day of classes, Mr. Borlo showed the class the significance of the book. By the end of the year, I loved the class because of the way Mr. Borlo taught. He was completely dedicated to his students and he knew how to teach subjects to students even when they were not interested in them. That is the true sign of a great educator, and in my opinion, he was the best teacher I have had in my entire life. Thanks, Mr. Borlo.

Eric Carniol ’04
Boston University, Boston, MA

My favorite Borlo story occurred during one of my free periods of my senior year. I was sitting with Simma Reingold in the cafeteria eating breakfast and doing AP chem homework. We invited Mr. Borlo to join us and we started talking about something I’m sure was of the utmost importance. During the conversation, he asked me about the homework that we were doing and I told him that it was about balancing oxidation and reduction reactions, definitely one of the toughest topics all year. Calmly, Mr. Borlo “borrowed” the worksheet and did the next two problems. Simma and I just sat there in amazement. He did the problems correctly in the typical nonchalant Borlo fashion as if he had just now learned it.

Tim Hwang ’04
Harvard University, Cambridge, MA

The year was 2004, after the spat of early action receipts came in, I was in the biggest existential firefight of my young life. Should I go to the University of Chicago? Or Harvard? Did it make a difference?

As was habit, I wandered out to the parking lot, where Joe Borlo stood, puffing away on a cigarette. And I asked him. He looked at me over his glasses and said, “Timothy” in a friendly, grouchy kind of way. He smiled and exhaled a smooth stream of smoke. We talked.

So I went to Harvard.

Thinking back on it, that was probably one of the most significant 30 seconds of my life.

Juliane Corman ’05
Barnard College, New York, NY

Some of my fondest and funniest memories of NA are those of Joe Borlo – from dancing to The Nutcracker in our classroom (which was next to the auditorium) while the orchestra practiced on stage, to staring me down as I passed him in the hallway just because he knew it would confuse me, to “going to his office” which really meant going outside near the dumpster where he always was.

While my memories of Borlo still make me laugh to this day, I think the most important thing that he taught me was to relax and to trust my own mind. I would go into his tests every other week very nervous and tense. Once, when I was taking a test and writing frantically, Borlo came over, slammed his fists on the desk and yelled “ahhh” in my face. I was so surprised and taken back. Everyone started to laugh, and he just said to me, “Relax.”

Borlo taught me to be confident in my own abilities. He taught me how to develop my own theories and opinions and not take others as fact. I want to thank him for turning me from a “nervous nilly,” as he once called me in an e-mail, to a more confident and relaxed thinker and person.
Mike Calcara ’05
Wake Forest University, Winston Salem, NC

Borlo wrote three things on my first philosophy test:
1. “Mike”
2. “You Joke”
3. “F”

For the record, each of those statements were accurate and well deserved, but needless to say I was still at the point in my life where I thought I knew everything. Over the course of the next two years, Mr. Borlo taught me how much I didn’t know. I can look back now and never forget that test simply because it was the “pre-Borlo” me. Regardless of how difficult he managed to make his exams, he forced me to change the way I think today as a person and as a student. I will be forever thankful for that bit of enlightenment he shared with me each day. He will still be forever known to his students “as like the smartest guy EVER… he knows everything!”

Jake Gorelov ’05
Williams College, Williamstown, MA

Mr. Borlo’s American history class was far and away the toughest class I took at Newark Academy because he pushed me so hard and was very conniving in his teaching techniques but I’m better for it. I have to thank him for teaching me to analyze and write about history. He is one of the reasons I have chosen to pursue a history major while at Williams. I wish him the best in retirement and hope he continues to stay involved at NA.

[Editor’s note: Alumni from all over were inspired to submit heartfelt messages in honor of their beloved teacher. The response was so overwhelming that it was necessary to limit the number of tributes published due to space constraints. Please be assured, however, that each message will be included in its original state in a tribute book. Messages included here have been edited for length and clarity.]
From the President of the Alumni Board of Governors

The 2006-2007 academic year was an exciting one that included a number of successful events for the alumni association’s board of governors. The governors sponsored activities that focused on a cross-section of the alumni body – Reunion 2006, the alumni soccer game, the alumni hockey game, the in-college lunch, the young alumni cocktail party in NYC, alumni gatherings in Denver, Boston and Los Angeles, the Alma Mater lunch, the spring meeting with the Class of 2007, the Hendrickson Roast, the first alumni lacrosse game and the Minuteman Golf Invitational. The Academy and the governors also published a revised alumni directory. Beginning this year, the governors will designate the proceeds from the Golf Invitational to create an alumni fund to benefit the faculty.

During the year the governors undertook the development of a strategic plan in an effort to more clearly define the association’s role with the alumni. The charge for the board of governors is to lead the way toward creating a more dynamic alumni community and to build more authentic, sustainable ties between the alumni and the Academy, with the goal of having alumni feel more connected to each other and be more a part of the NA community.

The plan will enable the board to foster outreach, instill loyalty and promote pride and support through involvement with the Academy for all alumni, whether you graduated in 1940 or in 2006. Under the plan, the governors will evaluate and enhance alumni activities in an effort to make all of our events highly successful with increased participation from a broad base of alumni. The governors also will broaden support for the Academy through consistent engagement and involvement of the alumni body. The goal is to build a strong appreciation for the role that NA has played in the lives of its alumni. Lastly, the governors will enhance the effectiveness and visibility of the board by improving the lines of communication with alumni so as to build greater awareness of the board of governors, its purpose and its role within the greater NA community.

As we end this year, we thank Leslie Abney Ford, Nita Dang Khurana ’90, Jane Florin Langendorf ’80, Richard Rapp ’71, and Richard Szuch ’80 for their dedication and service to the board of governors. We also thank Joe Borlo for his positive impact and devotion to the education of countless students during his long tenure as a teacher at NA. Lastly, the governors wish Penney Reigleman good luck as she embarks on her new career. The board very much appreciates Penney’s wisdom, guidance and friendship during her 10 years as head of school at the Academy.

Leo M. Gordon ’69

REUNION 2007
Calling all 2s and 7s!

FRIDAY, OCTOBER 12
• All School Pep Rally
• Reunion Class Parties at area locations
• “At the Bar with Borlo” Houlihans in Livingston

SATURDAY, OCTOBER 13
• 11 am: Meet Head of School Donald Austin
• 11:30 am: Alumni Awards Lunch
• School Tours
• Athletic Games
• Alumni Arts Show
• 6:30 pm: Alumni Reunion Dinner

Celebrate this year’s Reunion award honorees at the Alumni Awards Lunch!
Jeffrey J. Silverman ’82 Fulton MacArthur Award
Madeline Vasquez ’77 Alumni Achievement Award
Pat Ciccone ’62 Athletic Hall of Fame Award
Joseph P. Borlo Distinguished Faculty Award

FOR MORE DETAILS, VISIT www.newarka.edu
UPCOMING EVENTS

May 23
MINUTEMAN GOLF INVITATIONAL • WILD TURKEY GOLF CLUB

June 2
ALUMNI LACROSSE GAME

June 7
SENIOR DESSERT

June 10
COMMENCEMENT

September 7
FALL CONVOCATION

October 5
ALUMNI ART SHOW ARTISTS’ RECEPTION

October 13
REUNION/HOMECOMING

VISIT NA’S WEBSITE FOR MORE EVENTS AND DETAILS.
www.newarka.edu

THE NA COMMUNITY IS INVITED TO ATTEND
The investiture of Donald M. Austin
Newark Academy’s 49th Head of School
AT CONVOCATION
SEPTEMBER 7, 2007
THE SIMON FAMILY FIELD HOUSE, NEWARK ACADEMY
Benjamin Levin Purkert first discovered his love of writing in Ms. Barbato’s 7th grade English class: “She presented us with texts she truly loved, and her passion carried over. It was hard not to be excited about writing in such a vibrant intellectual environment.” It was her contagious zeal for words, he says, that fueled his interest in literature throughout high school, and beyond into college. Now in his senior year at Harvard University, having dedicated the last three years to the study of many of the same writers to which he first gained exposure in 7th grade at NA, Ben is set to graduate this June with an honors degree in English. His thesis – a creative rather than a critical work – is a collection of original poetry, and has afforded him the privilege of working closely with highly esteemed Harvard Professor Jorie Graham, a Pulitzer Prize winning poet.

Though the thesis represents the culmination of his academic career at Harvard, it may be Ben’s extracurricular experiences that ultimately leave the biggest mark on him. During his first year at Harvard, he began working with the Crimson Summer Academy (CSA), a program dedicated to improving educational opportunities for low-income, academically high-achieving, Boston-area high school students. An initiative of the president of Harvard University, the CSA selects every year 30 high school freshmen through a highly rigorous application process. These students then spend the next three consecutive summers on Harvard’s campus, working with undergraduates and faculty to strengthen their writing abilities as well as other critical skills. The overarching objective of these three years is to prepare these students to succeed at highly competitive four-year colleges.

Since 2003, the first year of the program, Ben has served as the lead writing mentor with the CSA. This past summer, he says, was particularly rewarding as he had the opportunity to guide all 30 rising high school seniors through the process of writing the personal statement, otherwise known as the personal essay section of the Common Application. Through a series of one-on-one intensive brainstorming and revision sessions, every one of the students finished the summer with a completed personal statement. This accomplishment, Ben admits, was not without its unique challenges: “For these students, it is not only learning how to write about experiences personal to them, but also how to overcome the pain of revisiting these experiences. A number of my students have lost loved ones to gang violence. As a writing mentor, I try to give my students the tools to construct an essay that captures vividly and cogently the personal impact of such an event.”

It was especially rewarding for Ben when he received an unusually jubilant email this past December from one of his CSA students. “She was writing to tell me she had just been accepted to Harvard, and to thank me for all my help with her personal statement.” The student had written an exceptional essay about the experience of emigrating from Macau as a young girl and the ensuing culture shock.

Now that Ben is graduating, he plans to spend this summer at home in New Jersey and pursue an entrepreneurial venture – Benjamin Levin Personal Statement Consulting, (www.benjaminlevin.com). Through this enterprise, he hopes to continue working with rising high school seniors on the personal statement, an experience he knows firsthand to be incredibly gratifying.

Personal Experience with the Personal Statement

Benjamin Levin Purkert ’03 teaches underprivileged, high-achieving high school students how to write about themselves
Alumni Gatherings

Young Alumni Cocktail Reception

NEW YORK CITY
January 31, 2007

Opal on East 52nd Street was the place to meet on January 31st for the annual NYC Young Alumni Cocktail Party. More than 50 alums attended and enjoyed spending a few hours together and sharing stories with some of their favorite Newark Academy faculty members. For New York area alums in the Classes of 1990 or later, this is a great event for getting together with old friends and finding out who else lives in the Big Apple.

1: Lynsey Scott ’02, Penney Riegelman
2: Andrew Martino ’02, Katie Ungaro ’02, Adam Burke ’02
3: Dave Mazzuca ’03, Joe Borlo, Michael Prasad ’02
4: Julie Jacobs ’01, Katie Ungaro ’02, Jesse Borinsky ’02
5: Sharon Ochs ’97, Joe Borlo, Amanda Rubinstein ’97
6: Blackie Parlin, Michael Carniol ’98
In-College Alumni Lunch

NEWARK ACADEMY
January 3, 2007

NA alums in college were welcomed back to campus for lunch, and to visit with their former teachers and classmates. More than 100 alums attended and they filled the Great Hall of the Simon Family Field House with laughter, good spirits and old stories.

1: Neha Bhalani '03, Viraj Bhalani '00, Betsy Barbato, Charlotte Koeniger '03, Julien Cobert '05
2: Lauren Anderson '03, Kylie Taylor '03, Ben Purkert '03, Evan Sills '03, Penney Riegelman
3: Emily LiMandri '05, Mary Lysinger, Jon Alloca '05
4: Matt Redmond '06, Brie Aquilina '06, Tony Ungaro
5: Nina Suda '05, Tim Orr '05, Jyothi Vynatheya '03, Nisha Suda '03
6: Prashant Kaul '06, Jon Ollwerther '06, Steve Volkert '06, Jasper Guarnaccia '06, Ben Taylor '06
NA Travels West!

DENVER REGIONAL EVENT
March 1, 2007

Jim Mulvihill ’82 hosted the first Newark Academy Denver regional gathering at his home. Coloradoans in the Denver area spent a wonderful evening catching up and connecting with one another as well as with Head of School Penney Riegelman, Chairman of the Board William D. Green ’69, and Director of Advancement Fred McGaughan.

1: Barbara Green, Eric Lederer ’69, Janet Lederer
2: Lexie Armitage ’75, Ben Bressler ’81, Heather Mulvihill
3: Penney Riegelman, Jim Mulvihill ’81 and Will Green ’69

L.A. REGIONAL EVENT
March 7, 2007

Head of School Penney Riegelman, Chairman of the Board William D. Green, Director of Advancement Fred McGaughan, and Humanities teacher Joe Borlo gathered with many Los Angeles area NA alums at the home of Bill Simon ’69 and his wife Cynthia. It was a wonderful evening of laughter and conversation.

1: Harlan Spinner ’79, his wife and his nephew Sam Gordon ’05
2: Bill Simon ’69, Sue Karlin ’81, Gordon Clapp
3: Finley Miller ’02, Ilana Epstein ’01, Penney Riegelman
4: Eleby Washington ’69, Bob Hendrickson
5: Jason Diamond ’89, Will Green ’69 and Christopher Lipp ’89
newark academy
homecoming & reunion 2007
october 12 and 13

Come back to NA for a weekend of fun and friendship. Catch up with your classmates and former teachers, root for your favorite NA teams, and see what the Academy is like today!

For a schedule of activities, visit our website, www.newarka.edu and log on to the alumni portion of the site. You will be able to access a page for your class with valuable information about celebration details, area hotels and class parties.
You’ve Got Mail

Have you read your alumni online newsletter?

Don’t miss out! If you have not received our monthly alumni “NA Minute” in your inbox, it’s because we don’t have your current e-mail address. Log on to the NA website at www.newarka.edu and update your e-mail address in your profile.

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