Immersion Experiences
Rain couldn’t dampen NA’s spirit at the annual Homecoming celebration on Saturday, October 17. The Tailgate Party took place in the Simon Family Field House, including live music, pumpkin painting, bouncy castle, Wii Rock Band, games and more! The senior grill and homemade s’mores station cooked up some fun and helped heat up this chilly day.
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Check out the latest Academy, arts, athletics and alumni news! [www.newarka.edu](http://www.newarka.edu)
Stephanie Acquadro (English), Derek Kanarek (Mathematics) and Nicole Champagne (English) accompanied 22 students on a 10-day literary tour of Ireland, Scotland and England this past summer. They began their travels in Dublin, taking in sights associated with the likes of Jonathan Swift, William Butler Yeats and Oscar Wilde. Before continuing north to Belfast, they toured the James Joyce Center and Belvidere College, where Joyce attended school. While in Scotland, they made a brief stop in Dumfries to tour the home of Robert Burns, and then made their way over to the Lake District in England. They visited the home of William Wordsworth, Rydal Mount, finding the poet's gardens almost as beautiful as his words. The next stop was London for a special performance of “Romeo and Juliet,” performed in the Globe Theatre itself! The final destination put our NA pilgrims on the road to Canterbury, touring the cathedral exhibit where Chaucer’s characters seemed to come to life.

Also during the summer, faculty members Debbie Ronan and Kareen Obydol (Foreign Language) escorted 12 students to France for the third annual 10-day excursion. One 7th grader, two 8th graders, and nine 9th graders started their trip in Paris, exploring beautiful and traditional sights, including the Eiffel Tower, Versailles and Notre Dame. After three days of exploration, students left their Parisian lifestyle to live with families in Fontainebleau. From exploring the town’s beautiful castle to haggling at the village market, the students honed their language skills and immersed themselves in different aspects of French culture. The group then traveled back to Paris to soak up more culture at the Louvre and the Arc di Triumph. They also took a cooking class, baked a chocolate cake and enjoyed a homemade crepe dinner. The students (and teachers!) left France with tearful eyes and full stomachs.
A World of Possibilities

I confess that my most formative educational experience did not take place in school. Despite many excellent teachers and a rigorous academic program at a well-regarded independent school, I was shaped most significantly by a 10-week home-stay in France during the winter of my senior year. A developing interest in the study of languages, the romantic pull of an extended stay in Paris, and a desire to escape a New England winter inspired me to risk leaving my comfortable surroundings to participate in my first immersion experience.

What I gained from that decision far exceeded my expectations. The discovery of another culture and the connections I made with my host family awakened me to a world of possibilities: a lifelong interest in another country, its language, and its history; the power of a new perspective on my country and myself; and the maturity that comes with having succeeded on my own in a foreign environment.

Much of that initial experience in France was awkward and uncomfortable. My stomach was upset for weeks by the Parisian water and the change in diet, which included smelly cheeses and strange meats that I had to pretend to enjoy so as not to offend my host mother. I struggled and frequently failed to express myself effectively. I often got lost because I was too embarrassed by my halting French to ask for directions.

But I gradually adjusted to the food, the language, and the city. The rhythms of life with the Michaux family, who would become good friends, began to seem normal. My proficiency in French language and culture steadily grew. As I gained confidence, speaking became easier, my accent improved, and my vocabulary seemed to increase spontaneously. Near the end of my stay, I discovered that I could read newspapers in French and understand most of the conversations that I heard. I even started to enjoy Camembert cheese, rind and all. By the time I left, I recognized that my eyes had been opened to another way of living, a different language, and a culture with wonderful traditions that I continue to cherish. Since then, I have been fortunate to return to France frequently and to have deepened connections to the place and the people, which have been an important part of my personal and professional life.

Now, a generation later, I watched with pride as twelve Newark Academy students hugged their parents prior to departure last June for our inaugural three-week immersion trip to Pontevedra, Spain. These pioneers pledged to speak only Spanish during their time in Spain and were rewarded by impressive gains in their proficiency as well as many memorable adventures. Their commitment to learning as much as they could in their time sets a high standard for other Newark Academy students who will pursue immersion experiences overseas in the years to come.

During the year ahead, Newark Academy teachers will lead four immersion experiences. In addition to Pontevedra, we will offer an exchange with a school in Fontainebleau, France. Wilderness adventures are planned for next summer to an organic farm in Vermont and to northern Maine for a camping and river trip on the Upper Penobscot and Allegash rivers. These experiences, beyond the walls of the Academy, promise to challenge and enrich our students and to build our school’s commitment to experiential education. One of my greatest joys as an educator has been to witness students transformed by their own immersion experiences across the globe.

...my eyes had been opened to another way of living, a different language, and a culture with wonderful traditions...
Mayor Cory Booker delivered an inspirational keynote address to the Class of 2009 during NA’s Commencement Ceremony on Sunday, June 14. Following the TC Abbey Oration by graduating senior Emma Weinreich, Mayor Booker took to the podium and offered words that were heavy on family and sprinkled with humor, religion and emotion.

Mayor Booker was joined on the dais by trustees, administrators, faculty and a special group of Old Guard alumni of 50 years or more. On this day when we celebrated the graduation of the Class of 2009 – the leaders of tomorrow – as well as honored our alumni who attended Newark Academy at its final location within the City of Newark – those who serve to remind us of our long and notable history – Mayor Booker bridged the future and the past, a shining example of what it means to live in the here and now.

Mayor Booker was the first choice of the Class of 2009 to serve as Commencement speaker since he epitomizes NA’s own core belief in the common pursuit of respect, scholarship, integrity and service to the greater community. We are honored that Mayor Booker joined us on this special day to make the 2009 Commencement Exercises truly notable.

**College Destinations for the Class of 2009**

Nathaniel Aiken  
Tufts University

Brittany Aldridge  
University of Southern California

Thomas Alter  
George Washington University

Milan Amin  
Syracuse University

Antonio Argibay  
Amherst College

Max Arnell  
Bates College

Julianne Augustine  
New York University

Stephanie Ball  
Cornell University

Andres Barrezaeta  
Rutgers University

Katherine Bergin  
Bucknell University

Gabriela Bernal  
Goucher College

Eliza Bertrand  
American University

Nicholas Bethlem  
Colby College

Andrew Binger  
Drew University

Steven Borukhin  
Post Graduate Year

James Boyman  
Georgetown University

Allison Brand  
Washington University, St. Louis

Samuel Brodie  
Rutgers University

Julia Bumke  
Princeton University

George Carotenuto  
Duke University

Zachary Carpenter  
Lehigh University

Andrew Carter  
Harvey Mudd College

Chidi Chiemelu  
Amherst College

Walker Coggeshall  
University of Colorado, Boulder

Christina Colizza  
McGill University

Rebecca Curwin  
University of Pennsylvania

Jesse Dashofsky  
Swarthmore College

Max Davidson  
Union College

Evan DelColle  
Boston College

Vikas Desai  
New York University

Ava Detore  
George Washington University

Dennis Dillon  
University of Oxford (UK)

Jihan Dodson  
Pennsylvania State University

Michael Domrachev  
University of Rochester

Mary Kate Duffy  
Villanova University

Adam Ergener  
University of Miami

Caroline Errico  
New York University

Benjamin Fish  
Pomona College

Chelsea Frankel  
Indiana University, Bloomington

Scott Garfing  
University of Rochester

Allison Gibson  
Bucknell University

Mackenzie Goepel  
Boston College

Ruchi Gupta  
Columbia University

William Gyory  
Middlebury College

Kirsten Hines  
University of North Carolina, Chapel Hill

Gregory Holtzman  
Lehigh University

Alexandra Huber-Weiss  
Swarthmore College

Molly Hudelson  
Case Western Reserve University

Carly Hyatt  
University of Maryland, College Park
Mesfin Isaac
Stevens Institute of Technology
Max Jacobson
Princeton University
Shailee Jain
Emory University
Elise Javetski
Kenyon College
Lauren Kaplan
Emory University
Jeffrey Kott
St. Lawrence University
Rachel Kronick
Lehigh University
Shannon Lam
Franklin and Marshall College
Samantha Lara
Bucknell University
Daniel Lasowski
Duke University
Rachel Lieb
Hamilton College
Ilana Maccia
Wake Forest University
Hadley Manfredi
University of Miami
Gerry Manoim
University of Chicago
James McGann
University of Maryland, College Park
Natalie McKeon
University of North Carolina, Chapel Hill
Peter McNeely
Carleton College
Shanel Mehta
New York University
Bradley Meyer
Bucknell University
Nathaniel Miller
Harvard University
Michael Mszanski
McGill University
Keziah Muhammad
Cedar Crest College
Katie Mulgrew
Post Graduate Year for Music Study
Aditi Nair
University of California, Berkeley
Ryan Neary
Rutgers University
Jamie Neiman
Washington University, St. Louis
Yesenia Nunez
Villanova University
Nnadiiim Okafor
Cornell University
Kyle Ostroff
Boston College
Sarah Perkins
George Washington University
Samira Pijfod
Wellesley College
Benjamin Press
John Hopkins University
Scott Redmond
Middlebury College
Olivia Robbins
Howard University
Kabir Sawhney
Stanford University
Danielle Seltzer
Swarthmore College
Sara Shaffer
Franklin and Marshall College
Brian Silver
Cornell University
Mary Simpson
St. Lawrence University
Bennett Skupp
University of Rochester
Joseph Skydel
Rollins College
Keith Snyder
University of Denver
Arnav Srivastava
Emory University
Maya Sullivan
University of San Diego
Alexandra Swanson
Duke University
Gabrielle Tan
Elon University
Paige Trayer
Northeastern University
Stephanie Wasser
Colorado College
Emma Weinreich
Carleton College
Tyler Wentz
McGill University
First, carbonaceous material (e.g., paper, corn husks, and egg shells) and nitrogenous matter (e.g., grass clippings, oil, and hair) are added, in a ratio roughly between ten-to-one and fifty-to-one, to a pile ranging in size from that of a refrigerator to that of a house. Next, the materials are “turned,” or mixed with a pitchfork, every two to five days. This is done to let the pile “breathe.” At this point, the pile becomes host to an array of helpful decomposers, including bacteria, insects, and the occasional rodent. Worms, whose mothers will not let them have dessert unless they finish their carbonaceous material, can be added to the compost pile at the population density of about one thousand per thirty cubic feet (roughly the size of a standard trash can) in order to speed up the decomposition. As the matter in the pile loses volume, water is added to facilitate further breakdown of the components. If, however, too much water is added to a nitrogen-heavy pile, it will start to smell. (Healthy compost should have no adverse odor.) In this case, shredded paper should be spread through the mix in order to absorb the
extra liquid. If the above steps are followed correctly, the pile should be finished in six to twelve weeks, depending on the weather (warm spells with periodic rain being optimal), the frequency of turning (often, but not too often, is best), the size of the pile (the bigger, the better, as long as you can turn it), and whatever curveballs nature throws at you. (A discussion of remedying layers of impermeable nitrogenous slime will be saved for the Advanced Placement Composting course.) At the end of the process, the composter is rewarded with a uniform pile of... dirt.

I am sure that even a dyed-in-the-highly-compostable-wool city dweller could tell that the procedure described above is far from exact. For this reason, a great deal of composting expertise must be acquired by dint of very messy experience. Naturally, people wonder why I stick with compost, when compost is so wont to stick to me. The answer to this question is, in many ways, as protean as a compost pile itself.

I began composting toward the end of freshman year, after joining my school’s environmental club, the Green Committee. I was originally drawn to environmental work by the enthusiasm of Mr. Huber, who was both the club’s director and my English teacher. Despite my initial skepticism, Mr. Huber taught me that being green is an admirable, if not always mainstream, way to live. By the end of the year, I found my green niche in the composting program, which was then under the direction of Alex, a senior. Alex taught me that composting efficiently addresses two school issues: It both reduces the school’s waste output, and makes a noticeable difference in the quality of flora grown around the campus. By the time my mentor went off to bigger and better compost piles in college, I was equipped with the skills I needed to go forward on my own. Since then, composting has become a one-man crusade (at least until the P.R. campaign drums up more popular support). In the end, the inspiration of my two role models forms the foundation of the heap of reasons why I stick with composting. Their examples proved to me, truism aside, that one person can truly make a difference.

Digging deeper, I have realized that I persist because composting is a good match for my temperament. It is a task at once simple (in its basic routine) and challenging (in its fine-tuning), requiring assiduousness and innovation in equal measure. That is, a considerable part of composting is rote digging, a valuable exercise because of the Zen-like concentration it imparts. I have, however, been tested time and again by the caprice of compost, and have had to read up on ways to remedy foul odors, abnormal crumb structure, unwelcome inhabitants in the pile, and a host of other snags. For example, after enlisting my history teacher and the school’s dean of students to hunt for ravenous woodchucks in last spring’s compost heap, I had a strong incentive to review which types of refuse to screen out more carefully. (The squeaks turned out to be from newborn mice. The woodchuck, it seems, moved to a nice hole across the garden.) Furthermore, it has been a challenge in and of itself to plan the most efficient, adaptable, attractive, and critter-proof compost bins. (Heaven forbid more competitors move in, and that the woodchuck’s rent should go up!) Since the amount of time and effort one puts into running a composting program does not always yield proportional results (it being a pursuit that is, in the end, subject to the whims of nature) the activity has further taught me a good deal of resolve and humor, without which writing this essay would not have been possible.

With college on the horizon, it has dawned on me that one stone remains unturned in my composting agenda: In order to cultivate a composter to succeed me, I will have to pitch my favorite green activity to my school’s underclassmen. While I could try some catchy requests for volunteers among “friends of fertilizer” or “minions of manure,” I think by far the best publicity would be to state, “X out of thirteen renowned colleges agree: Composting makes great fodder for a Common Application essay!” Time and admissions decisions will tell.

In any case, I know for sure that I will have a practical use for any rejection letters, heaven forbid that I should receive any.

Post-essay update: Jesse Dashevsky was ultimately accepted to 11 out of 13 schools to which he applied. He is currently a freshman at Swarthmore College.
ACCOLADES

Each year at Convocation, outstanding members of the faculty are recognized for their most important contributions to the NA community. This year honorees included Amy Hone for the Catherine Lynham Academic Chair, Bill Blaskopf for the Ohaus Chair in Science, Mathematics and Technology; Luis Gomez and Marquis Scott for the Ernest S. Allsopp Award; Carol Spooner for the Ripps Faculty Award; and Derek Kanarek, Yvette Luxenberg and Ana Josuva for the Head of School Awards. Congratulations to all for their innovative teaching!

TRAVEL

Nicole Champagne (English) was the recipient of a generous grant made by Ben Bressler ’80 of Natural Habitat Adventures. Nicole’s 12-day journey to the Galapagos Islands is highlighted on page 13.

Scott M. Jacoby (Arts) traveled to Edinburgh, Scotland, to attend the Fringe Theatre Festival on a mini-travel grant from Newark Academy this summer. This festival runs every year for three weeks in August. Scott viewed 12 theatrical events in six days. During the festival, the city of Edinburgh was converted into a large celebration of the arts with companies participating from around the world. This huge celebration not only highlights theater, but also offers wonderful experiences in music, dance and art.

Neil Stourton (English) received Newark Academy’s sabbatical travel award. He journeyed to India with his young son, Alex (age 8). Highlights of the experience are featured on page 25.

MILESTONES

Joe Ball (Humanities) hit a milestone during the 2008-09 school year as he accompanied students to the United Nations for the 25th year. Joe has incorporated this visit into the curriculum for so many years because of the important lessons to be learned by this international organization whose goals are to facilitate cooperation in international law, international security, economic development, social progress and human rights issues.

Matt Gertler ’90 (Health) and his wife, Tracey, are proud to announce the birth of their son, Eric Andrew Gertler, on May 16.

William Blomn (Physical Education) and his wife, Jessica, are the proud new parents of Joslyn Jean Blomn, born on October 16.
EDDIE PURSELL ’02: BACK WHERE HE BELONGS

Newark Academy is pleased to have alumnus Eddie Pursell ’02 back in the classroom, this time as an English teacher. After graduating from Newark Academy in 2002, Eddie continued his studies at Kenyon College, graduating with a degree in African American History.

“I have always wanted to teach, and when the opportunity to do so at Newark Academy arose, I jumped at the chance,” Eddie remarked. “The experience so far has been fulfilling; the students are engaged and engaging, and the school community is as welcoming and friendly as ever. It really is great to be back.”

CONVOCAATION 2009

THE NEWARK ACADEMY COMMUNITY ENJOYED A VENERABLE ACADEMIC TRADITION during the school’s Convocation Ceremony on September 11. Head of School Donald Austin welcomed students and faculty to a new academic year as he led the opening ceremony in the Rose Auditorium. The NA community was also greeted by Jon Olesky ’74, chair of the board of trustees; Leo Gordon ’69, president of the alumni association; Kathleen Kleiber, president of the parents association; and Sam Sherman ’10, school council president.

Esteemed alumnus Jerry Maldonado ’92 gave a compelling Convocation Address. For the last decade, Jerry has committed his professional and personal life to the pursuit of equality and justice for disenfranchised communities. His commitment to public service has taken him across the globe to work on issues as diverse as fair trade, international development, urban revitalization and community organizing. Jerry’s inspiring words to the NA community urged us to reflect on the past while imagining and reimagining the future, seeking the enduring possibilities of tomorrow.
Floreana rises to the west, her several peaks rising like buttes in the southwestern United States. The light-green, gray-brown vegetation (absent are verdant greens and vibrant flowers) cover the island’s burnt-sienna-colored soil like fluffy cotton balls of nondescript color. The effect is created by the silvery-gray sheen of the barks of the incense trees, exposed by the lack of leaves (due to the scorching sun). The grayness lends an air of mystery to the island, the sunlight playing on the rolling hills of silver, but failing to uncover that which is beneath.

Journal Excerpt: Monday, July 13, 2009 – Floreana Island, the Mystery Island
Newark Academy’s Delphine Slotten ’11 was one of two students nationwide who were awarded the Blue Ocean Institute’s Kalpana Chawla Ocean Journey Scholarship last spring. Accompanied by skilled scientists, naturalists and researchers, these students embarked on a summer voyage to the Galapagos to explore marine life and habitats. The Galapagos experience uses kayaks to travel to the natural habitats of some of the world’s most interesting and unusual animals. The program also utilizes underwater video and glass-bottom boats to bring the underwater world to life.

“This ocean journey gave me the opportunity to not only observe the threats faced by the islands and the surrounding marine ecosystems, but also introduced me to the conservation efforts being undertaken by a coalition of local people and concerned individuals worldwide and to witness their success,” Delphine said. “It was fascinating to walk in Darwin’s footsteps 150 years after his voyage and have the islands reveal the same evolutionary wonders.”

Led by a team of five naturalists, a videographer, and an expedition leader, Delphine explored Baltra, Floreana, Isabela and Fernandina, Santa Cruz, Bartolome and Santiago, and Espanola. Delphine’s experiences encompassed everything from gazing at the views in a kayak to swimming alongside sea lions. Truly a once-in-a-lifetime experience, Delphine explored areas of the world that very few humans have seen.

The Kalpana Chawla Ocean Journey Scholarship was established in honor of Kalpana Chawla, an astronaut who perished aboard the Columbia Space Shuttle in 2003. Her profound connection with the ocean and concern for its conservation inspired the scholarship which is designed to introduce students who are passionate about the oceans to the wonderful marine habitats they would otherwise not have the opportunity to visit. Throughout the Voyage, Delphine kept journals to record her daily observations, experiences, and personal thoughts. Samples of her writing and poetry are posted on the Blue Ocean Institute website (www.blueocean.org).
Darwin’s Land

I had heard of it before
In the style of a fairytale
Of a land far away.
Darwin’s land.

I had discovered it before
Seen Galápagos tortoises in the zoo
Behind glass.
Read *Origin of the Species*
And followed Darwin’s journey
On the map in my bedroom,
And dreamed, and dreamed…

Now, at last, I saw it:
No other man’s land.
The mysterious, moss-draped, untouched,
pristine gem of the Pacific.
From the peak of the verdant Fernandina,
Volcanoes loomed from Isabela,
Lava oozed
But no industrial smoke billowed.
The soft sound of the water
Lapping up against the rocks.
The blue-footed boobies,

Unmistakably identified,
Comical
Cyan feet of heavenly hues
Crowned in all their glory as they hopped from
volcanic stone to newly-formed rock.
And oh! the penguins content without ice!
The iguana perched upon its lookout rock.
The frolicking sea lions, unafraid and unabashed
in their playfulness.
No predators
No prey
No tyranny
No destruction.

And as I fell asleep beside the turquoise water
I prayed that I may stay here forever
To soar high on the wings of the albatross
Free to float in infinite serenity,
Unchanged by time, but reversing time,
Undoing harm
And displaying, in all appeal and sincerity,
The one true gem to humanity.

– Delphine Slotten ’11
Immersed in Beauty
A trip to the Galapagos

by Nicole Champagne, English faculty

The Galapagos Islands lay off the coast of Ecuador, 600 miles out to sea. An archipelago of volcanic formations, the Galapagos are home to a host of endemic animals and plants so unusual they inspired a young Charles Darwin to ponder nature’s mysterious evolutionary secrets.

Thanks to the generosity of alumnus Ben Bressler ’80, three Newark Academy teachers have traveled to the islands to learn, explore, and reflect upon the landscape and wildlife that inspired Darwin. The award is given annually to honor the passion and adventurous spirit of the late Pavlo Levkiv ’07. Award recipients embark on a 12-day journey by land, sea, and air with Bressler’s company, Natural Habitat Adventures.

As this year’s Natural Habitat Adventures Award recipient, I first traveled to Quito, Ecuador, a city of incredible beauty and rich cultural history. Our first destination was the largest open-air market in Latin America. A stop along the way at a flower-growing greenhouse provided each traveler with two-dozen Ecuadorian roses. Arriving in the Otavalo market meant beautiful weavings and fresh tropical fruits for all. Lunch at an original Spanish hacienda provided views of lush, tropical gardens, and dinner in Quito meant hearing traditional Andean music performed live.

From Quito’s loveliness we traveled by air through the Andes, taking in breathtaking views of snow-capped volcanic mountains. Landing in the Galapagos provided a striking change in scenery to landscapes of towering cacti and volcanic rock. As we approached the boat dock, we were greeted by a family of Galapagos fur seals barking their welcome to each traveler. As we toured the islands by boat, giant frigate birds with their seven-foot wingspan chased our ship through the sea. Blue-footed boobies fished playfully along the coast while the colorful Sally Lightfoot crabs frittered away at the slightest provocation. Large, docile, marine iguanas swam for their dinners and sunned themselves on the shore. Orca whale families played in sparkling waters, breaching in the evening sunset. Beauty was everywhere, and the wildlife seemed to know it.

Back home in New Jersey, sifting through photographs, I am awed by the magnificence of the earth’s animal empire. Beginning the teaching year with the Galapagos imprinted on the mind is an immersion experience of the most precious kind.
Global Speaker Series

Newark Academy’s Global Speaker Series kicked off the 2009-2010 school year with a talk from documentary film producer Tom Grant.

Tom Grant was the producer and camera man for “The Final Inch,” an Oscar-nominated short documentary that examined the efforts of the world community to eradicate polio in India and Afghanistan, two of the final four places where it is still endemic. Grant spoke about polio and the challenges of combating it, as well as the difficulties of filming in India. He gave filmmaking tips, spoke about the “new, leveled playing field” that technology brings to filmmaking, and discussed the two key elements of funding and access for documentary projects. The presentation was followed by a breakout Q&A session and visits to Middle School humanities classes, which had watched “The Final Inch” and studied India in preparation for Grant’s visit.

NA CELEBRATES SCHOLARSHIP SUPPORTERS

Newark Academy hosted its first Scholarship Appreciation Lunch on September 11, giving the Academy an opportunity to celebrate the contributions made to the NA community by NA scholars and their most ardent supporters – their benefactors.

The luncheon brought together families who have designated scholarship funds with students who are the proud recipients of such funding. Head of School Don Austin’s remarks to the 40 guests who gathered in the Eberstadt Room, perfectly described the spirit of the gathering:

This event presents an excellent opportunity for NA to show its appreciation to the donors who support the NA scholarship program, as well as to the outstanding students whose hard work, dedication, and talent enhance every aspect of the NA community.

During the program, Mr. Austin and Director of Financial Aid Lydia Masterson thanked each student present for the many ways in which their diverse talents and interests contribute to the vibrant fabric of the NA student life community.

The students shared the spotlight with their many supporters, as Mr. Austin thanked them for their generosity and their commitment to making NA accessible to talented students, regardless of their financial means.

Mr. Austin’s words of gratitude were echoed by senior Kumar Ghafoor ’10, who shared his personal story during the luncheon. “Thank you so much for your support. My NA education has been so important to me over the years,” he said. “Especially now when I have so much help and guidance with my college application process.”

The event came to a close with hugs and handshakes, exchanges of e-mail addresses, and repeated refrains of, “See you next year.”
NA PARTICIPATES IN THE GLOBAL PREMIERE OF

The Laramie Project:
Ten Years Later, Epilogue

On October 12, Newark Academy participated as a presenting partner in the premiere performance of Tectonic Theater’s *The Laramie Project: Ten Years Later, Epilogue*. This groundbreaking play is an epilogue to *The Laramie Project*, which since 2000 has been one of the most performed plays in America, including a production at Newark Academy in 2002.

The Epilogue focuses on the long-term effects of the murder of Matthew Shepard on the town of Laramie, exploring how the town has changed and how the murder continues to reverberate in the community.

The Epilogue was performed during a one-night-only event at Lincoln Center, and simultaneously at more than 150 other theaters in all 50 states, Canada, Great Britain, Spain, Hong Kong and Australia. Newark Academy's Theater Department was honored to have been chosen to participate in this important reading on stage in the Rose Auditorium.

Taking advantage of contemporary technology, each participating theater group was connected to the venue at Alice Tully Hall while opening remarks were made by playwright Moises Kaufman, actress Glenn Close and Matthew’s mother, Judy Shepard.

“NA’s *Laramie Project* performance in 2002 was a powerful artistic undertaking that launched a dialogue within our school community, tackling some important and serious issues,” remarked Scott M. Jacoby, Arts Department Chair and director of NA’s original production. “Our participation in the Epilogue is a fabulous opportunity to consider how we measure change in a community and how we shape our own history.”

Following the performance, an online interactive community was launched where participants had the opportunity to blog, upload video and photos, and share their stories about the play and experiences in preparing and presenting the Epilogue in their communities.

THE EPILOGUE CAST

Alexandra Ackerman '04
Blake Alex '10
Corinne Almquist '05
Elaine Brodie, Faculty
Ashleigh Davidson '04
Hillary Dixier '04
Dan Drew '10
Jesse Friedman '10
Pegeen Galvin, Faculty
Jaxon Gruber ’11
Julie Madison Jacoby, Former Faculty
Scott M. Jacoby, Director, Faculty
Sam Klein ’10
Joe Longthorne ’08
Bethany McHugh ’11
Christine McKeon ’05
Sabrina Merold ’13
Clara Mooney ’13
Adam Nassani ’10
Sararose Nassani ’13
Sam Peinado ’11
Alex Ratner ’10
Nikhil Sawhney ’11
Liza Seiden ’11
Ruth Shannon ’04
Zach Shinske ’11
Noah Weingarten '10
FALL SEASON HIGHLIGHTS

Newark Academy athletic teams have enjoyed a successful start in the Super Essex Conference. As of the end of October, the cumulative won-loss record for all varsity teams to date was a competitive 59-49-1 and a strong finish is anticipated.

Junior varsity teams are more than keeping pace with their varsity counterparts with an overall winning percentage of 68 percent, led by the girls soccer and volleyball teams. Congratulations to all our coaches and players... the future looks bright for NA athletics!

At the varsity level, the boys cross-country team is sporting a dual record of 7-0 while the girls are a very respectable 5-2. The boys team won their SEC division championship by placing all their runners in the top five, an outstanding effort.

Both our girls (8-6) and boys (9-6-1) soccer teams are off to strong starts and are near the top of their respective divisions within the SEC. The girls are the top seed in the upcoming Prep tournament and the boys have drawn the 4th seed in their Prep tournament.

Varsity football had their first victory of the season with a home victory over Sussex Tech, 20-6. The boys will be finishing their season against three traditional rivals from the former Colonial Hills Conference, Cedar Grove, Verona and Glen Ridge.

The girls varsity volleyball team is enjoying a very respectable 12-8 record at this point of the season and is looking toward the State playoffs in early November.

Our varsity field hockey team, playing a most difficult schedule, which includes the three top teams in Essex County – West Essex, MKA and Montclair – is a very competitive 7-7. Prep and State playoffs begin the last week in October with first round matches against Henry Hudson Regional (State) and Princeton Day School (Preps).

Girls tennis presently sports a 10-8 record which includes tough losses to Millburn H.S. (ranked 4th in the state) and MKA and Livingston, presently ranked 2nd and 3rd respectively. As always the girls compete well against the best teams in the state.

FOR CURRENT SCORES AND ATHLETIC NEWS, GO TO WWW.NEWARKA.EDU, CLICK ON “ACADEMY LIFE,” THEN ON “ATHLETICS.”
Parade Magazine’s All-America High School Soccer Team

Last June, Newark Academy’s Maya Hayes ’10 was named to this unique roster of All-Americans as the only female athlete from New Jersey to be recognized for her outstanding athletic achievement and sportsmanship. According to a spokesperson for Parade, “Very few possess the values it takes to earn this special honor: talent, commitment, dedication and teamwork”. Congratulations, Maya!
A Write of Passage
Rebecca Curwin’s Senior Project at the New York Times

For the last four weeks of their last semester at Newark Academy, senior class members spend time outside of the classroom gaining real-world knowledge through senior projects. A leader in experiential learning, Newark Academy began the senior project program in the early ’70s as an exciting culmination to a senior’s education – and it didn’t hurt that it kept students engaged after they were accepted to college and ready to “check out.”

Today senior projects are a graduation requirement that offers the chance to learn about a new and exciting enterprise or activity, in depth, for up to four weeks. When students approach this opportunity with enthusiasm and a sense of responsibility, they are able to test themselves against the world in a significant way. Part of the requirement states that a project should be a new experience or an extension of a student’s experience, and that it must involve learning from a mentor/sponsor who is accomplished in the student’s area of interest.

So when Rebecca Curwin ’09, then editor-in-chief for NA’s Minuteman newspaper, hooked up with alumni parent Marc Charney, international editor for the New York Times Week in Review, the writing was on the proverbial wall.

“When Rebecca suggested the project, I tried to figure out what kind of short course might offer some insight into how the Week in Review takes shape,” Charney explained. “Perhaps, I thought, if she experienced the process from start to finish, we could have a running discussion not just about journalism in general, but also about the collaborative spirit in which good editors work with talented writers and with each other.”

Rebecca spent two weeks interning at the New York Times, learning the ins and outs of journalism from Marc. Upon her return to Newark Academy, Rebecca offered this reflection to describe her experience:

“On the third floor of the Times building, the most unimpressive piece of print is taped haphazardly to the side of a cubicle. On crumpled white paper are the words ‘Pick up your piece of knowledge.’ An inconspicuous piece of paper with stacks of awareness, information and insight above.

It is from this stack that I would pick up two copies of the paper daily, one for me and one for my mentor, Marc Charney. It was essential that we be prepped on the daily news so that we could develop Week in Review stories, which are more analytical and often investigate trends.

It was incredible to observe the amount of communication that goes on between editors and writers, spanning, quite literally, around the world and around the clock. In ten minutes, Marc could talk to Rod Nordland in Baghdad and John Burns in London. Meanwhile, he’d be editing an article by Rachel Donadio, who just e-mailed from Rome.
And while I was wide-eyed, mouth gaping, it was just business as usual around the Times building. The Week in Review is unique in nature; the section is produced Tuesday through Friday, and is distributed on Sundays. It is heavily illustrated and quite varied in topics. So, I was able to see it all: to work with Marc most frequently, international editor, and also to see the work of Bill Marsh, graphic editor, Jeffrey Scales, photo editor, and Eviva, art editor. And, because there isn’t the bustle that comes with dailies, they had plenty of time to show me the process of creating a weekly section.

As somebody extremely interested in writing, my focus lay heavily on the reporters themselves. There is a sort of nonchalance to the observations they make because they are living the environment in which they report daily. Still, their writing makes everything come alive, even to the readers across the world. These reporters see things – parallels and equivalencies and microcosms – which allow them to integrate writing techniques and analysis into their reporting. A man on the run in Iraq, who may be an actor, an idea or a fake identity, isn’t just that; he’s also a symbol of the chaos in Iraq. The corruption in Parliament is not just current; it’s an opportunity to evaluate reform in English government throughout history and imagine the possibilities in the future. And while these examples are literary in nature, in all instances the journalists are pursuing the same goal: to convey truth the best that they can to their readers, regardless of the repercussions. “When a writer does not care about reactions,” Marc says, “then he is truly doing his job.”

Perhaps the most rewarding experience of all was sitting in on the brainstorm meetings among editors of the Week in Review. The discussions are rapid, as they bounce ideas off one another and draw in observations from their daily lives. When there were no meetings to attend or when we were waiting for a writer to file, I was able to simply read the paper. I read it front to back during my weeks at the Times – a habit that I really do hope to retain.

The very first day of my Senior Project, Marc brought me upstairs to the third floor where there was a hallway of framed political cartoons, all satirical portrayals of the release of the Pentagon Papers. This is the true essence of the Times: to expose what the people have to know and to offer voices from reporters all around the world. To be able to walk into that transparent building on 41st and 8th every day was quite a privilege; to be able to see past that building, through the lenses of the photographers around the world, and to hear the voices of the reporters as well, was even more astonishing. This experience quite literally broadened my mind, taking me to places – analytically, attentively and internationally – that I had never been before.”

In ten minutes, Marc could talk to Rod Nordland in Baghdad and John Burns in London. Meanwhile, he’d be editing an article by Rachel Donadio, who just e-mailed from Rome.

A REWARDING EXPERIENCE

Becoming a senior project mentor is a fabulous way to reach out to NA students today, offering both mentors and students the promise of personal growth and learning. If you or someone you know is interested in helping NA students learn from new experiences and take risks in unfamiliar environments, please become a senior project mentor. For more information, contact Pegeen Galvin-Scott, Dean of Students, at 973-992-7000, ext. 222 or pgalvin@newarka.edu.
In the mind’s eye, it’s easy to picture diligent NA students with their heads buried in textbooks, pouring over classic works or memorizing theorems. But this is only a small part of what makes up a student’s academic experience here. Newark Academy encourages students to look up from the pages and make meaning from the data. Then they are gently pushed into the world and challenged to see the faces behind the facts; to hear the voices within the texts.

Experiential education at Newark Academy ranges from cultural day trips to three-week Immersion Experiences or semesters abroad. NA students move beyond the books and classroom walls to participate in the real adventure of learning and discovery. This inclination toward exploration is contagious, pertaining not only to students, but to NA faculty and alumni as well. As those in the Newark Academy community journey across the globe and share their stories, they offer an appreciation for other perspectives and a greater understanding of the world in which we live.
Para Hablar La Lengua Hay Que Vivirla

Living In a Different Language
NA’s Inaugural Immersion Trip to Pontevedra, Spain

by Molly McGaughan ’05

Newark Academy’s new immersion requirement encourages students to practice more than just their accents, as 12 NA students found out when they traveled to Spain with faculty member Maria Teresa McNeilly-Anta ’93. For these students, their immersion started when they signed a language pledge as soon as they landed in Madrid, challenging them to speak and write solely in Spanish for the duration of the trip. Practicing what they have learned in textbooks on the streets of Spain, these students learned how to get around using public transportation and how to order their own lunch.
According to their guide and native of Madrid, Maria Teresa McNeilly-Anta, “The linguistic benefits were immeasurable. Kids drew from the oral and written exercises learned in class and practiced them in intensive daily interaction.”

Students not only spoke in Spanish, they learned to live in Spanish, spending their nights at the homes of host families. They ate dinner at 10:00 p.m., watched Spanish TV, and played with the family dog. According to Andrew Morrison ’11, “The home-stay dramatically improved my Spanish. Just talking with and being around Spanish speakers my own age very much helped my accent and my Spanish vocabulary.” The home-stay program truly enabled each student to become immersed in both the language and the culture of Spain.

Along with their host-siblings, the group explored the cultural happenings of Pontevedra, a medieval port city in the northwest corner of Spain. One of their most unique experiences started with a 4:30 a.m. wake-up call to attend the fish market in Pontevedra. Sleepy and sluggish, students jumped in to the experience, handling all kinds of fish and learning about the livelihood of the port city. Guides explained the long history of the city and then the importance of the fish market in Pontevedra.

The group also hiked and picnicked on a mountainside, viewed Celtic ruins, and played futbol and basketball matches with Spanish students. They visited the Catedral de Santiago de Compostela, traveled to a vineyard, and enjoyed the natural beauty of their host country.

While in Pontevedra, the group also celebrated the annual Festival of San Juan by participating in traditions such as building bonfires, setting off fireworks, and chowing down on sardines. “Each experience was a cultural exploration that can only come from living the language in an immersion style and environment. Students learned the patterns and values of everyday life,” said Maria Teresa.

The group also took time in the country’s capital to dine at El Botín, the oldest restaurant in the world. To remember all of these experiences, students were required to keep a daily journal in Spanish. Each night, the group reflected on the day’s events with one another, sharing what they liked and what they learned.

After three weeks of exploration, students said goodbye to their host families and made the long journey back home. However, their experience was far from over. During the first three weeks of the 2009-2010 school year, the Spanish students that the NA group got to know so well traveled to Newark Academy and lived in the homes of NA families for a three-week period, fully completing the exchange program aspect of the trip.

According to Arjuna Siva ’13, “Being immersed in the culture and being forced to speak the language helped build my confidence and improved my Spanish speaking skills. I also made many new friends in Pontevedra, some that I hope will last a lifetime.” For these students, a trip to Pontevedra was not about the pictures they took or the souvenirs they bought; it was an experience that broadened horizons, opened doors, and created lifelong friendships.
Where in the World Are They?

Eight students are participating in Newark Academy’s off-campus study program during the 2009-10 school year. They are:

**George Boyar ’11, School Year Abroad, China**
“You can’t really imagine how amazing it is to do what I’m doing. I’ve never felt so motivated in my life, worked so hard or learned so much; and I still manage to have more free time than I do in America. School in China is based on short, extremely intense chunks, followed by long breaks to apply what we learned or explore the culture. This is a life-changing experience. No description can do it justice. All I can say is just do it. Put yourself out there and get going.”

**Alex Hyman ’11, School Year Abroad, Spain**
“It’s been a month since I arrived in Spain for School Year Abroad, and so far it has been great! I am learning the language very quickly, visiting museums and castles throughout the country, and studying Spain’s art, history and literature in school. I am having fun with my friends and host family in the city where we live, Zaragoza. I consider myself truly lucky to have this fabulous opportunity.”

**Adam Hyatt ’11, The Island School, Bahamas**
“SCUBA diving, kayaking, celestial navigation, aquaculture research: the beginning of a new unexplored world for me. So much to discover; I’ve been so unaware to the beauty of the planet. Here at The Island School, starting each day with the beautiful Bahamian sunrise, I push myself to my physical and mental limits and become conscious of my personal abilities.”

**Nick Szuch ’11, School for Ethics and Global Leadership, Washington, D.C.**
“We have a case study each week dealing with relevant issues going on around us. For example, when we studied Afghanistan policy making, we went to the Pentagon and met with officials, including two advisors to Richard Holbrook, top advisor to President Obama. The opportunity to be in Washington, D.C. during such an exciting time of change is amazing. I love being connected to the international community, and it is great living on Capitol Hill and going to school in Dupont Circle, both of which are wonderful parts of Washington, a city that has so much to offer students my age.”

**David Weinman ’11, The Mountain School, Vermont**
“My time at the Mountain School has helped me develop confidence, communication and analytical skills. I have experienced a different hands-on style of learning, giving me a new perspective in my academic development. But most important, I have made friends that will last a lifetime and formed relationships with students and teachers that I would not trade for the world.”

In the spring, Ben Martin-Katz ’12 will attend the Mountain School, and Nitika Daga ’11 and Emily Heller ’11 will attend the School for Ethics and Global Leadership.
India: A Land of Contradictions
A Summer Sabbatical
by Neil Stourton, Chair, English Department

Living with another family brings many surprises: conversations about arranged marriage versus love marriage; three on a motorbike excursions; learning to “beat out” clothing at the water pump; and being accepted as “Uncle-gi.”

As the grateful recipient of Newark Academy’s sabbatical travel award, I chose to visit India over the summer. I wanted to explore both the legacy of the past, and the emerging economic giant. As an English teacher I wanted to inform my teaching of Anglo-Indian and Indian fiction. Now I was reading Rudyard Kipling’s *Kim* while walking around Shimla, and exploring firsthand the rich contradictions that give modern Indian literature such extraordinary appeal: mule drivers with cell phones; American advertising all over the ancient walls of Delhi; traffic snarls on highways caused by determined tractors.

After serving on the immersion experience committee, I wanted to learn firsthand what our new expectations for our students really involve, so I combined all three core components into my trip: cultural immersion, service, and wilderness experience. The bulk of my time was spent on a farm home-stay, in the “real” village India. I was struck by the traditional rhythm of life, but also the contrast between the aspirations of the old and new generations. I was able to teach the students of the local village school some conversational English to supplement their more regimented lessons, and supply some new classroom resources. Then I went trekking in the foothills of the Himalayas, a grand undertaking with mules carrying equipment, and a cook and guide to ease the way. It was an unspoiled paradise, with the beauty of the pine-scented hills, terraced fields, hidden villages, and most of all, cool breezes!

India is a land of extremes: ancient religions, pluralistic culture, teeming with people and truly a massive country, with crazy cities and sleepy villages. India is learning fast from the West, but retains pride in its own traditions. After my brief initiation, I hope to explore further with NA students through a senior elective offering on Indian literature, and an immersion trip, with home-stay, teaching and hiking, in the spring of 2011.
While the Newark Academy community is feeling rightfully proud of the new Immersion Experience Requirement that compels future graduates to engage in a significant foreign language, culture, community service or wilderness experience during their time here, it’s important to note that – even though they haven’t been a required experience – travel and immersion have always been a part of NA’s core philosophy. Indeed, some graduates have truly taken this ethos to heart, allowing it to guide them in their studies or careers.
For David Green, spending the summer traveling throughout Africa gave new meaning to being immersed in a different culture—1.5 million years different, to be exact!

Green is a doctoral candidate at George Washington University working on the final leg of the research portion of his dissertation in paleoanthropology, a science focused on the study of human evolution. He spent the summer in South Africa, Ethiopia and in the bush of Kenya excavating skeletal remains of a hominin (a name referring to individuals and species directly ancestral to and including modern humans) right arm found at a 1.5 million-year-old archaeological site.

Part Franz Boas, part Indiana Jones, Green endured remote camps with no toilets or running water, wind storms, rain storms, scant rations and rolling blackouts. While he was digging through the rock, he immersed himself in another culture, language and environment and, as a result, offers the world a rare find: two newly discovered fossilized footprint layers containing hominin prints!

Green began his summer in an area of northwestern Kenya known as Koobi Fora to resume work with a Rutgers University field school at a base camp set up in the 1960s by the Leakey’s, the world famous “first family” of paleoanthropology. He and others soon trekked truckloads of gear three hours north to a remote camp in Ileret—a city run on hydroelectricity, which was randomly shut down to conserve energy. “It certainly kept things interesting and made me oddly wistful for the ‘booming metropolis’ of Nairobi,” Green recalled.

While in Addis, Green had the good fortune to spend time at the National Museum with renowned paleoanthropologist Zeresenay Alemseged, who not only gave Green entry to examine the complete shoulder blade of a 3.3-million-year-old infant skeleton, but also feted him with an authentic Ethiopian meal, complete with Njera bread, mutton and raw minced meat, not to mention traditional music and dancing. “For this road weary warrior, the chance to experience the local culture gave me a much-needed boost. It was a great way to cap off a short, yet surprisingly rewarding, trip to Addis.”

Green followed his dig in the bush with a stint in Nairobi where he spent time curating the team’s finds from Koobi and made an additional discovery: a partial trapezium (a wrist bone). This find articulated well with a previously found thumb bone that is associated with a nearly complete right arm, preserving portions of the shoulder, upper arm, forearm, hand and finger bones. Finding bones of the hand and wrist are especially important to our understanding of human evolution, as by 1.5 million years ago, hominins had largely abandoned the use of their hands for locomotion (i.e., climbing), but had become proficient users of a wide array of stone tool technologies.

While there is so much to learn in the classroom, the laboratory and the museum vaults, it is so incredibly rewarding to make a discovery out in the field, in the exact place where our ancestors walked before us millions of years ago.”

Green is now back in the states, teaching at George Washington University, writing his dissertation and working with his colleagues to publish the hominin arm and footprint discoveries in scientific journals. He sends a huge "amesegenallehu" (thank you in Amharic, the official language of Ethiopia) to his friends in Africa who gave him the opportunity to immerse himself in its wilderness, culture and prehistory.
Parallel News Stories

I have reviewed the Newark Academy archival material on events of the past with parallels in the world today. In the first reports on the Swine Flu there were many references to the 1918-1919 Influenza Epidemic which killed scores of millions of people. (Estimates have great range.) And, our present economic “Downturn,” “Recession” or “Depression” is often compared to the Great Depression of the 1930s.

INFLUENZA

Headmaster Wilson Farrand in his semi-annual letters to the trustees twice referred to influenza. The Pupil Register for the period notes only one student death, Laurence King, February 10, 1920 but does not indicate the cause of death.

Wilson Farrand, Letter to the Trustees, October 11, 1918

“Thus far the health of the school has been very good. There have been a few cases of Influenza reported in the school, but there has been no prevalence of it. The number of absences is fairly large, because parents are cautious, and because we encourage the speedy departure of any boy who shows suspicious signs, but while the number of absences is perhaps larger than usual, it is by no means as great as is frequently the case during the winter. So far I have seen no reason to consider closing the school. I am, however, watching the situation closely and am prepared to act at short notice. Of course, if the Board of Health so orders, we shall close without question. We shall also close instantly if there are any indications that the disease is being spread in the school. Thus far there have been no such indications, and I feel the boys are probably safer in the school than if they had their time entirely on their hands.”
Wilson Farrand, Letter to the Trustees, May 20, 1919
“The school has had several interruptions of its work during the year, due largely to the war and the various celebrations connected with its end. The most serious break, however, occurred when by order of the Board of Health, the school was closed for two weeks on account of Influenza.”

THE GREAT DEPRESSION
The Trustee Minutes and Headmaster Reports do not refer to the Depression of the 1930s until 1931. The evidence suggests that until that year the school was not experiencing economic difficulties. It is unfortunate that the Trustee minutes after 1931 are not extant.

Wilson Farrand, Letter to the Trustees, October 16, 1931
“The Head Master has to report that the Academy reopened on Wednesday, September 2nd. The enrollment up to date is 259, as compared with 284 at the same time last year. This loss of 25 pupils is staggering and raises a very serious financial problem…The falling off in numbers is evidently due almost entirely to the present business situation…It is somewhat consoling to know that we are not alone in this loss, although that does not relieve us of an impending deficit…Our experiences of last year, however, with its unusually large amount of unpaid tuition, leaves great doubt as to how much we may suffer in that way this year.”

Wilson Farrand was Headmaster of Newark Academy from 1901-1935. He initiated the school’s move to the First Street location in Newark, which was purchased in 1906, constructed in 1929 and opened in 1935. He is also historically noted as a founding member of the College Entrance Examination Board.
In the most recent election cycle, the campaign of Barak Obama spoke a great deal about its desire to engage in non-partisan politics, and claimed to be committed to seeking new ways to achieve important policy goals cooperatively with Republicans. While this air of bipartisanship has yet to manifest itself, hope still remains that both parties can move forward toward addressing national issues in non-ideological ways.

Distinguished Professor and Economist

Richard Thaler ’63 Gives Us A “Nudge”

By Benson Hawk, Chair, Humanities

One Newark Academy alumnus, Richard H. Thaler ’63, has established a lifetime of work looking at decision making and public policy making from an economic perspective, and it is worthwhile for us to take a look at some of his work as a way to become more informed about the philosophy of governance that is being practiced today.

Thaler (B.A. Case Western Reserve University, M.A. and Ph.D. University of Rochester) is a professor of economics at the University of Chicago’s Booth School of Business. Since his dissertation project in 1974, entitled “The Value of Saving A Life: A Market Estimate,” Thaler has been working on a series of economic questions that might be gathered under the broad title of what has come to be known as “Behavioral Economics.” This discipline, which might be better labeled as “Cognitive Economics,” is broadly the study of how human perception and reasoning leads people to incorrectly weigh costs and benefits in their economic calculations.

Most recently Thaler has brought this field of study to national attention with the publication of his popular book, *Nudge – Improving Decisions About Health, Wealth and Happiness* (Yale, 2008), which he co-wrote with University of Chicago constitutional law scholar Cass R. Sunstein. In it, Thaler and
Sunstein urge us to recognize that our current political dialogue, which tends to speak in absolutes about personal responsibility and governmental assistance, is actually out of step with the realities of human cognition. Since humans make poor decisions routinely in some circumstances, it is logical, and non-oppressive, for the government to step in to help. This policy of measured, corrective action, they argue, might well be termed “libertarian paternalism”.

Nudge is rife with examples of how human cognitive tendencies might lead to unfortunate policy outcomes, and many of these have been well addressed by some of the reviews of Thaler’s work that have appeared in the New Yorker (February, 25, 2008). One of my favorites, however, is Thaler’s exploration of the error of unreasonable optimism, because it so clearly applies to teaching, learning and achievement. Thaler explores this principle in his class by having students fill out surveys on the first day of classes in which they rank their anticipated performance relative to other students. In it, fully half of the students indicate that they will perform in the top 10-20 percent of all students. Fewer than five percent indicate that they will score below the 50th percentile. This example, however, translates directly over to politics in discussions over tax policy. For example, as of 2006, to be included in the top one percent of all income earners in the United States a family had to earn $382,600. To be included in the top five and ten percents, one has to earn $148,400 and $104,700 respectively. The median US income was $50,233 in 2007. Yet, as we know from Thaler’s work, as well as from the utterings of “Joe the Plumber,” people are exceptionally optimistic about their financial circumstances. Indeed, a Time Magazine-CNN poll from 2002 confirms this: 19 percent of those polled reported that they were in the top one percent of income earners, and an additional 20 percent said that “they expected to be there one day.” This gets in the way of effective national political discussions about tax policy – discussions that would be vastly improved if the government did more to disclose this data to the average citizen. We need a Nudge every now and again. Thaler’s work is rich, detailed and sensitive in its outlook, and it is certainly worth a read as we move forward as a school and as a nation.

Could we have foreseen this kind of research in Thaler’s career at Newark Academy? Maybe. According to the 1963 Polymnian, Thaler was a “born humorist,” and muses, “Who else but Dick would come roller-skating down the chapel’s center aisle sporting a ski jacket, and fiercely waving two ski poles?” Equally, however, the editors of the Polymnian, in the particular prose of the day, say that Thaler, “as President of the debating club…can turn the most skilled rebuttal of the position into a seemingly ludicrous statement.” There certainly seems to be a certain puckishness that informs the scholarship that drives Nudge, which reminds one a bit of ski poles in chapel. Hopefully the students of 2009 still aspire to the same kind of intellectual irreverence that we see demonstrated in the work of Thaler.
Caught in the Act
Actor and Playwright Thomas Bradshaw ’98
Awarded Guggenheim Fellowship

by Molly McGaughan ’05
Actor and Playwright Thomas Bradshaw is the first NA graduate to receive a Guggenheim Fellowship Award in Drama and Performance Art. He was chosen from a pool of nearly 3,000 applicants to receive this Fellowship, which honors recipients on the basis of stellar achievement and exceptional promise for continued accomplishment. Monetary sums are awarded to each artist to allow them time “in which they can work with as much creative freedom as possible.” A lifelong honor, the Guggenheim Fellowship is a source of distinction in the field of performing arts.

Known for his daring and bold work, Bradshaw pushes the envelope, focusing on themes of race, gender, slavery, prejudice, alcoholism, and sexuality. Strom Thurmond is Not a Racist (2005), Cleansed (2005), Prophet (2005), Purity (2007), and Southern Promises (2008) are some of his more famous published works that have been performed. He has been featured as one of Time Out New York’s 10 Playwrights to Watch, as one of Paper Magazine’s Beautiful People, and Best Provocative Playwright by the Village Voice.

Bradshaw’s latest endeavor, The Bereaved, has received rave reviews in publications such as The New York Times and Time Out New York. The unpredictable plot of this play is set into motion when a woman collapses from a drug overdose, and on her deathbed implores her husband to marry her best friend when she is gone.

According to The New York Times’ review of The Bereaved, “Cocaine and sudden death are nothing new for Mr. Bradshaw, the cult theater artist. But while his provocative explorations of race and sexuality like Purity and Southern Promises receive most of the attention, his gift as a stylist marks him as a real talent. He has proved in play after play that he has a confident vision of the theater that is his own.”

“Thomas Bradshaw pushes the boundaries,” remarked Scott M. Jacoby, Chair of the Newark Academy Arts Department. “He is not interested in writing stuff that is easy. He wants to provoke. He forces people to confront very difficult and unpleasant truths.”

While at Newark Academy, Bradshaw was an active participant in the NA theater program. He portrayed Tom Robinson in the 1997 fall production of To Kill a Mockingbird, and experienced some of his first playwriting efforts in acting class. He returned last year to speak with NA theater students about acting, discipline and creativity.

Bradshaw attended Bard College for Playwriting and Sociology, and received his MFA from Mac Wellman’s playwriting program at Brooklyn College. He is married and teaches English at Brooklyn College and Medgar Evans College. He will soon be working on his new play about Queen Charlotte in England and Germany.

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A Mission of Hope
Zack Oates ’04 Follows the Path of Big Dreams and Deep Impact

by Nancy McGaughan

Every once in a while a student comes through Newark Academy with a spirit that makes him unforgettable. The type of person who is a friend to all, has incredible energy, and is involved in just about everything. Zack Oates ’04 was that type of individual; so we wondered what he was up to now that he has celebrated his fifth Newark Academy Reunion. We were amazed, but not shocked, at what Oates has accomplished during these last few years.

After graduating from Newark Academy in 2004, Oates left for Ukraine, living there for two years, providing humanitarian aid and spiritual service. He experienced many wonderful and life changing experiences while abroad, and feels it was not only the most amazing experience of his life, but where he really grew up as an individual. His work there also helped him develop a profound love for the Ukrainian people, a feeling he knows will stay with him for his entire life.
After his time in Ukraine, Oates went back to college at Brigham Young University and studied advertising. He was fortunate to land a job at a newspaper and then an advertising agency, working with companies such as Volkswagon, Fox-Walden Media, Maybelline, UNICEF and more than 100 other national and local businesses. He graduated from college in May 2009 with a degree in advertising, specializing in strategic communications, took an internship with one of the top New York advertising agencies, Naked Communications, and is now a marketing consultant with three different companies.

Through it all, Oates wanted to connect his strategic education with his desire to help people. So in early 2009, he founded a non-profit organization called Courage to Hope. During his time in Ukraine, he had seen a lot of domestic violence and wanted to do something to help. Courage to Hope now partners with existing shelters for battered women around the world and helps them raise money and develop better programs which provide meaningful and lasting support to abused women and their families. The organization currently has more than 400 members and has broadened its scope to help sponsor youth who want to make a difference in other charitable fields. By expanding the scope of the organization beyond domestic violence issues, Oates hopes to inspire more and more young people to get involved in helping others.

Drawing on his own personal experiences, and the life lessons he has learned through his education and outreach, Oates is also authoring a book that will be completed this year. It is a book about establishing dreams and achieving them by combining personal intuition with positive thinking. The working title, *What Most Happy People Don’t Know They Know*, reflects Oates’ belief that when you ask yourself the right questions, you will find the right answers for your life and follow a path that is best for you as an individual.

Oates credits his time at Newark Academy with giving him the confidence and the opportunity to ponder those questions. The open environment of NA, the culture of acceptance and the emphasis on personal development allowed him to do all the things he wanted to do without being locked into a certain group. He played sports, performed in musicals, participated in clubs and discovered who he was in the process. He’d like to help others discover what he learned.

“Life isn’t a dinner menu…it’s a kitchen. You can make whatever you want out of it.”
Babies on a Budget
Stacey Bradford ‘89 Helps New Parents with Fiscal Plan

by Nancy McGaughan

New parents are often inundated with advice about child rearing, whether it comes from one of the hundreds of parenting books available for new parents or from well-meaning relatives offering unsolicited theories on everything from potty training to puberty.

While some parenting advice is practical and helpful, very little of it has to do with creating a responsible future plan for a new family. The Wall Street Journal Financial Guidebook for New Parents, written by Stacey Bradford ‘89, addresses the very important issues not covered by Dr. Spock or Aunt Edna, and helps guide new parents into making responsible and long range plans for the financial security of their families.

Written as part of a Wall Street Journal series, Bradford conceived the idea for this guidebook while she was on maternity leave with her first child. She saw, as she looked around at friends and co-workers, that most young parents seemed to focus their attention on short-term situations like decorating the nursery, or buying baby paraphernalia when they should be thinking long-term. Her book offers a sensible road map for young families who are nervously setting out in this shaky economy, and provides guidance for couples concerning where to focus their attention and resources.

Bradford, who spent 11 years writing for SmartMoney.com and who now blogs for CBS MoneyWatch.com, has been able to translate good fiscal policy into language that everyone understands. According to Bradford, “The biggest mistake young parents make is their failure to adequately plan. They end up spending thousands of dollars on stuff that doesn’t matter when some of that money could have gone to help fulfill long range goals.” With recent estimates that it will cost $300,000 without factoring in educational costs to raise a single child from birth to age 18, it makes sense for parents to set a budget and establish priorities.

Their first steps should be to buy life insurance, draw up a will, and establish a trust to protect their assets and their children. While estate planning may not seem as fun as picking out an expensive stroller, it establishes a foundation that will last a lot longer. Parents might also be tempted to short change their retirement accounts in favor of college savings, but Bradford cautions against that, “There is always money to be found for college including attending a less expensive state school and applying for loans or scholarships. Without proper retirement savings, you are assuming that your children will be able to support you — something they may not be able to do.”

Now a mother of two (her second child was born last September) Bradford is mulling over new book ideas and continuing to look for innovative ways to communicate with her readers. She and her husband, Rick Greenberg ’89, live in New York City where they see many of their old NA classmates and friends. In fact, Stacey and Rick, who married in 1999, were reconnected after college through a mutual Newark Academy friend. Obviously Newark Academy has played a large part in their lives and Bradford has continued her connection to their alma mater by sitting on networking panels and serving as a mentor. She credits the individual and caring attention she received from her teachers with giving her the confidence to pursue her career goals.
Happy Trails
Honoring Hulet Hornbeck ’38
by Alexandra Mahoney, English faculty

If you have hiked on any trail in the San Francisco East Bay – the Oakland and Berkeley side – chances are that you have trod upon land preserved for public use by Hulet Hornbeck ’38. Hornbeck, who turned 90 in October, served for 23 years as the Chief of Land Acquisition of the East Bay Regional Parks system, the largest regional park agency in the nation.

The man who camped in New Jersey’s Ramapo Mountains as a child, navigated B-52s in the Pacific Theater during World War II, earned a law degree at Rutgers and then provided for his family as an insurance agent, found his calling in life helping to create 38 new parks and negotiating the purchase of 49,000 acres of land in California’s Alameda and Contra Costa Counties.

In California this past summer, Hornbeck, ruddy and vital, welcomed our family from beneath the limbs of a massive oak tree that spreads out magnificently above the home he’s lived in for 50 years. The choice that he and wife Mary-Lynn, who passed away over a dozen years ago, made to settle in the town of Martinez proved serendipitous as it was also once the home of the granddaddy of American conservationists and instigator of our National Parks system, John Muir. The Muir Homestead served as the location from which John Muir – who hails originally from Scotland – did much of his writing and also launched his now-famous excursions to Yosemite and to Alaska. Hornbeck drove us to the Homestead and then out to a park he himself worked to create along the Martinez shoreline. From the car we looked up toward the ridge where one can hike a three-mile segment of the Carquinez Strait Regional Shoreline called the Hulet Hornbeck Trail. The trail honors Hornbeck’s dedication to preserving wildlands and open space in the East Bay during his lifetime.

Hornbeck credits Newark Academy with instilling in him a passion for learning and exploration, particular through his study of mathematics. His abilities in math led him to use compass and drift meter to navigate warplanes over the Pacific Ocean at night. When he matched these skills with a love of the outdoors and a desire to protect land from development, he made a lasting mark on California’s landscape. Today there are 65 parks within the East Bay Regional Park District, the heart of the outdoor culture in this Northern California region. Whether looking out over the UC Berkeley Campus and the Bay Bridge from Wildcat Canyon Road in Tilden Park or checking out the views of Mt. Diablo and Mt. Tamalpais from the highest peak in Briones Park, the extensive system of preserved land is a treasure of the East Bay, and we have Hulet Hornbeck of Newark Academy to thank for it.

Alexandra Mahoney grew up in Contra Costa County and returned with her family (husband, Von Rollenhagen, dean of faculty, daughter Zoe and son Sam) for a summertime visit with esteemed alumnus Hulet Hornbeck ’38.
From the President of the Alumni Board of Governors

As we begin the new year, the board of governors continues to provide NA alumni with a series of vibrant programs and events. Our goal is to forge connections among the more than 5,000 members of the alumni community.

Welcome to the new members of the board of governors: Stuart Flaum ’73, Matthew Haiken ’01, Kathy Loesberg ’95, Lisa Millman ’92, Ben Purket ’03, and Brian Zucker ’84. These alumni have considerable experience and talent that will contribute to the board’s ongoing efforts to create a dynamic and vibrant community.

In the coming year, we look forward to seeing you at various alumni events in the greater New York area and throughout the country to renew friendships, to bring you news of the accomplishments of students and staff, and to provide information about the focus and direction of the Academy.

Leo M. Gordon ’69
At Reunion 2009, we celebrated the achievements of:

ALUMNI ACHIEVEMENT AWARD

Michael Ravin ’74
Susan Cohen Pannullo ’79

ATHLETIC HALL OF FAME AWARD

Jerry (Royal) Davis ’46
Heather Poole ’99

DISTINGUISHED FACULTY AWARD

John Rubinstein ’64
Ray Cruitt

FULTON MACARTHUR AWARD

For more information about the stellar achievements of our honorees, please visit the Newark Academy website, www.newarka.edu.
The Women of NA Luncheon honored the first women admitted to Newark Academy in 1971. Women from the classes of 1972 - 1975 came together on October 17 to reminisce, share their experiences, and catch up with one another. It was a wonderful time highlighted by former faculty member Annette Tomaino’s recounting of her experience as the “Girls’ Advisor” when NA went co-ed. These successful, powerful women were happy to see one another and to reconnect with Newark Academy. We hope to see them often and encourage all NA women to stay active in our alumni community.

REFLECTIONS

I have a theory that the coeds who braved an all-male NA went on in life well fortified with life skills at overcoming obstacles and opposition. This was not a timid group. If we wanted something, we had to speak up; we had to make it happen. I know much of what I did following NA was aided by being in that small pack of first girls, going to a recently co-ed university, working on Wall Street. In retrospect, it may not have been the easiest or most cushy of high school experiences, but it challenged and it certainly was unique. I am so glad I did it and I love seeing the girls now that follow in our footsteps. I hope our doing what we did helped them.

I think it did. — Nancy Baird Harwood ’75

ON BEING ONE OF THE FIRST GIRLS

“It was tremendous fun. The boys were happy to see us and very friendly. I was either the only girl in the classroom or one of two girls the first year.” — Leslie Abney Ford ’74

“I loved being dumped into the traditions of a 200-year-old boys school. I think we got a superior education because there was no tradition of subordinating girls or giving them inferior opportunities.” — Adrien Wing ’74

It was a period of firsts, the first girls had just been accepted at Yale and Princeton... so this seemed a continuation in “breaking the barriers.” — Candia Herman ’74

“It was different, challenging – we were the guinea pigs. It was a learning experience for the staff as well as for the students. — Randi Rotwin ’74

ON TEACHERS THAT STAND OUT

Mr. Limmer was so tolerant of the women in the class and made learning science great. — Candia Herman ’74

“Mr. Borlo was the most influential teacher in my life... Tears come into my eyes whenever I think of him. I had him for advanced French and advanced English courses, including black literature.” — Adrien Wing ’74

“I remember Mr. Abney for being so creative and enhancing the theater experience; Mr. Limmer for encouraging me in chemistry and Joe Borlo for being Joe Borlo.” — Cynthia Rotwin ’73
MEMORABLE EVENTS

I enjoyed being able to be a part of the first girls’ teams in field hockey, volleyball, lacrosse and basketball. I was proud that my classmates elected me to student government and that I was elected to the cum laude society. I was the founder of the black student union of NA and the black student coalition for about 20 private schools in the area.” — Adrien Wing ’74

“What the boys always wanted to know was what we carried a purse for and what was in it. Eventually whenever we sat down in the dining room with a table of boys we would just dump the contents of our bags on the table so they could see what was in it, rather than answer all the questions.” — Leslie Abney Ford ’74

WHAT THEY’RE DOING NOW

“I have been a law professor at the University of Iowa for 22 years... I teach human rights and law in the Muslim world... So much of what I am I owe to NA.” — Adrien Wing ’74

NA taught us that we could do anything – our generation of women was the first to be seen as equals [with men] intellectually and that made us strong. — Candia Herman ’74

From Bryn Mawr I graduated from the University of Pennsylvania Law School, went on to become a partner in a law firm... I am now the chief of legal services at the 1,000 lawyer international firm of Ropes & Gray. Along the way I raised five children... am a grandmother... have been an active member of the synagogue where my husband is the rabbi and have been involved in a number of charitable endeavors [including] an organization I founded to support the many Israeli victims of terror. — Fran Robins Liben ’73

I moved to New York City after graduating from Carnegie-Mellon University with a BFA in design... worked as a designer/art director for numerous publications... ran my own graphic design business while my twins were young... have a studio space, create art in a variety of media and am exhibiting in juried group shows as an emerging artist. — Leslie Abney Ford ’74

Excerpts are from written recollections submitted by many of the first women graduates of Newark Academy.
Class Representatives Come Together and Reach Out

Newark Academy Class Reps serve as liaisons between the Academy and their class with the primary responsibility of contributing time, thought and energy to the lasting connection between their classmates and Newark Academy.

This year, the Class Reps started the school year by gathering for a breakfast that took place during Reunion weekend. Graduates spanning 50 class years met in the Eberstadt Room to discuss objectives for the upcoming year while catching up with one another.

“It’s so great to see alumni from all these different years coming together in support of the mission of NA,” said Artie Williams ’81, chair of the Alumni Board of Governor’s Annual Fund Committee. “With their help, I know that our connections with our alums will grow even stronger, much to the benefit of the Academy and the students and faculty of today.”

A key role for Class Reps is working with the Advancement Office to increase alumni participation in the Annual Fund. Last year, 13.65 percent of all NA alums supported the Annual Fund. This year, Class Reps are hoping to increase that to at least 16 percent. In addition to their work for the Annual Fund, Class Reps also encourage classmates to attend alumni events and gather information for class notes.

“We are so grateful to our Class Reps for the help they provide us in keeping in touch with NA alums,” said Kristin Walpole, director of development and parent relations. “There was a great deal of excitement at the Class Reps Breakfast and I feel confident that with our Class Reps’ help, we can reach the alumni participation goal of 16 percent.”

If you are interested in becoming a Class Rep, contact Nancy McGaughan at nmcgaughan@newarka.edu.
**UPCOMING EVENTS**

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<td>ALUMNI TRAVEL</td>
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<td>YOUNG ALUMNI COCKTAIL PARTY</td>
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**MARK YOUR CALENDARS**

**NA NETWORKING NIGHT**

**THURSDAY, JANUARY 7**

6-9 P.M.

THE PENN CLUB

30 WEST 44TH STREET

NEW YORK, NY 10036

PANEL DISCUSSION • COMPLIMENTARY BEER, WINE AND APPETIZERS

If you are interested in being part of our panel, please contact Nancy McGaughan, (973) 992-7000, ext. 367, nmcgaughan@newarka.edu

Look for our invitation in the mail or check the NA website for more details.

**ALUMNI TRAVEL... NA HITS THE ROAD!**

The Advancement Office and Alumni Relations are planning to travel the country this year and catch up with alumni in the Southeast, Florida and the West Coast. So watch your e-mail and your snail mail for news about these events. Make sure we have your mailing and e-mail information so we can keep you posted as we plan our travels because we don’t want to miss you!

If you are interested in hosting an alumni event in your area, please call Nancy McGaughan at 973-992-7000, ext. 367, nmcgaughan@newarka.edu.

**THE ALUMNI ELECTRONIC NEWSLETTER GOES OUT THE 1ST OF EACH MONTH. PLEASE MAKE SURE TO UPDATE YOUR E-MAIL ADDRESS WITH THE ALUMNI OFFICE SO YOU DON'T MISS IT!**
ALUMNI PROFILE: ASHLEY B. CARRICK '28

The spring 2009 issue of “Outreach,” which contained many trivia questions from past eras, brought us some pleasant surprises, and put us back in touch with one of our oldest living alumni.

Ashley B. Carrick, born in 1910, graduated from Newark Academy in 1928. While attending Newark Academy he lived with his family in Jersey City and can still vividly remember riding the steam powered trains to Newark for school.

After leaving Newark Academy he continued his education at Princeton, graduating with a degree in French literature in 1932. That summer he spent two months in Paris studying at the Sorbonne, attending Columbia University upon his return and graduating in 1935 with a law degree.

Carrick practiced law for several years, in one case saving an African-American man from a false murder charge by proving that the prosecutor had inaccurate facts. Later, he was appointed a judge by the Governor of New Jersey, and sat on the ground-breaking City Affairs Committee of Jersey City that was instrumental in dismantling the infamous Frank Hague rule over Jersey City. The committee, of which Carrick was immensely proud, was formed in his apartment!

When World War II broke out he immediately left the bench and volunteered for service. Joining the Army as a lieutenant, he fought bravely in the European Theater. Carrick was at Bastogne in the middle of the Battle of the Bulge.

Returning home to the states and to his wife, Elizabeth, he moved to Ridgewood, New Jersey, where he raised his only son, William. Carrick continued his law career at the Federal Courts in Newark until his retirement, after which he ran his own court reporting business, Federal Court Reporters, for many years.

Since 1982, Carrick has been living in Colorado, presently in the town of Littleton, with his son and two grandsons, Andrew and Austin.
SOCIAL NETWORKING SITES

FACEBOOK
Newark Academy has a Facebook page, Newark Alums, and more than 1,400 friends who share their news and events with each other. Become one of our friends and a fan of the Newark Alums page to learn about upcoming events and breaking NA news. It’s a great way to find old classmates and friends! Go to www.facebook.com and request to be a friend of Newark Alums.

LINKED IN
Networking has never been more important and Newark Academy now has two groups on Linked In where you can further your career with the help of your fellow alumni. If you are searching for a new job, looking to hire a great new employee, or just want to expand your professional life, the Newark Academy groups can be an invaluable resource. Ask to join the Newark Academy groups on Linked In by going to www.linkedin.com and search: Newark Academy and Newark Academy Alumni.

TWITTER
Believe it or not, Newark Academy is now on Twitter and we would love to have you follow us as we “tweet” about alumni events and school news. Just go to www.twitter.com and ask to follow Newark Academy.

MONTHLY ONLINE NEWSLETTERS DELIVERED TO YOUR INBOX
One of the best ways to keep informed about all things NA is to receive our monthly electronic alumni newsletter which is always full of NA news and alumni information. Make sure we have your current email address so you can put you on the mailing list. To update your email address contact Nancy McGaughan at nmcgaghan@newarka.edu and make being connected to NA as simple as opening your email.

THE NA WEBSITE: WWW.NEWARKA.EDU
The NA website is still the best source for all Newark Academy information. From current athletic games, theater productions, speakers and other school news to important alumni events – it is the place to check first with new information being added every day.

ALUMNI CONNECTIONS
There are many ways to reconnect with Newark Academy and no excuse to be out of the loop about school and alumni events. Here are the ways you can be part of our dynamic alumni community.

MAKE IT OUR BUSINESS...

PLEASE TAKE A FEW MOMENTS TO FILL US IN ON WHAT YOU ARE DOING PROFESSIONALLY AND BECOME A PART OF OUR DYNAMIC ALUMNI COMMUNITY.

GO TO WWW.NEWARKA.EDU AND UPDATE YOUR PROFILE, WRITE TO US USING THE ENVELOPE ENCLOSED IN THE MAGAZINE OR SEND AN E-MAIL TO NANCY MCGAUGHAN: NMCGAUGHAN@NEWARKA.EDU
Parents of alumni: If this publication is addressed to your child and he or she no longer maintains a permanent residence at your home, please notify the alumni office, 973.992.7000, or send an e-mail to nmcgaughan@newarka.edu.

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