

David Gelber '59 Speaks About Climate Change in Honor of Earth Day

By TRACY COOPER (IV)

David Gelber '59 came to Pingry on Earth Day, April 22, 2015, to speak to the Pingry community about environmental issues.

Mr. Gelber was the creator and executive producer of the television show "Years of Living Dangerously," which documents human effects on the environment. He was also a producer of "60 Minutes" and a reporter for The New York Times.

Gelber spoke about his career and about current environmental problems during the assembly, answering questions from students at the end. He later spoke with students during both lunch periods.

In the assembly, Gelber showed several clips from "Years of Living Dangerously," describing the drought in Yemen and rising sea levels in Bangladesh.

These clips explained the rare nature of rain in Yemen and the devastatingly torrential effects when it rains there, as well as the increased size, strength and frequency of cyclones in Bangladesh.

The film warned that rising sea levels in Bangladesh are already forcing people out of their homes due to

flooding.

Following the film clip, Gelber described his career as a journalist.

When he was a producer for "60 Minutes," he took

the most effective factor in preserving the environment is politics rather than technology.

He also asserted that young people should form

the summer, and will offer three environment-themed courses in the Science, History and Art Departments next year. He also mentioned that several seniors'



Mr. Gelber '59 answers student and faculty questions about climate change at the Earth Day assembly.

Courtesy of Pingry Communications

an interest in the environment and created an episode about the negative effects of clean coal on the environment. He later left the show to create "Years of Living Dangerously."

During the question and answer portion of the assembly, one student asked about potential technologies that could help curb environmental destruction. Gelber replied that he felt

their own opinions about climate change.

Art teacher and Green Group advisor Mr. Peter Delman concluded the assembly by informing attendees of Pingry's current undertakings to help the environment.

He explained that Pingry has hired a garden consultant, provides the opportunity for students to be interns in the garden during

ISPs pertain to the environment.

Christina Ou (VI) said she learned from the assembly that "when you're passionate about something, there are many different levels of involvement, whether it be recycling or using wind power or creating a TV series documenting the effects of climate change, and so you need to be the change you want to see."

Juniors and Seniors Enjoy a Night of Dancing at the Annual Prom

By JESS FOY (V)

After weeks of searching for the perfect dress or tuxedo, the highly anticipated annual Junior-Senior Prom was held on Thursday, April 23 at the Stone House Restaurant in Warren.

Both Physics teacher Ms. Jill Kehoe '04 and Head of Student Government Dr. Megan Jones were the heads of the prom planning.

Both said that the most difficult part of Prom is keeping an accurate count of the students who have RSVP'd and charging their accounts accordingly.

Dr. Jones and Ms. Kehoe agreed that their favorite part of planning the event is the prom itself.

Ms. Kehoe said, "I love seeing all the students enjoying what we've put together for them, and with all the beautiful dresses and

sharp tuxedos I feel like I'm on the red carpet."

This is the second year in a row that the Stone House hosted the Prom.

Students agreed that the venue worked well for prom due to its accommodating size.

There was plenty of space for students to eat, talk, take pictures, and dance.

Taraja Arnold (V) said, "The best part was the dancing. Everyone let loose and had fun during a really stressful time in the school year."

The DJ played a mix of upbeat dance music and the always-popular throwbacks. Students enjoyed singing and dancing to songs such as "Cupid shuffle" and "Cotton-Eye Joe."

Another crowd favorite was the photo booth. "The photo booth was a great idea," Nick Carrion (V) said. "It gave us the opportunity to take photos with friends that we could keep for memories."

As for dinner, there was an array of choices from Southern Favorites, such as corn bread, fried chicken, mashed potatoes, to mini sliders and French fries.

"The food was incredible. The Mac and Cheese was definitely my favorite," Justin Wang (V) said.

Dessert consisted of chocolate covered strawberries and chocolate covered cheesecake pops.



Seniors getting ready to head to the Prom.

G. Miller (VI)

Holocaust Assembly Stresses Inclusion

By TUCKER BICKELL (V)

This year's Holocaust assembly took place on March 27. This year's theme was "The Power of One." The assembly strove to remember the actions of brave bystanders who risked their lives to save innocent people from Nazi control.

The assembly was completely run by student volunteers that presented separate sections of the presentation. At the end of the assembly all of the students lit candles and said a prayer on stage in memory of those affected by the Holocaust.

Director of Community Service and Coordinator of the Assembly, Mrs. Shelley Hartz, was very pleased by the impact of the assembly and believed that the volunteers did very well in getting the message across. "While

that one person can make a difference.' And so for me, what makes the assembly powerful is the participation by the community."

Mrs. Hartz also believed that having students run the assembly makes the message stronger. "To me, what makes our audience listen best is when they hear the words from their peers," she said, "so it's really not me as an adult to get up there and tell them what they know about the Holocaust, but rather letting their peers tell them about the Holocaust or whatever the topic is that we're choosing."

Hannah Benton (V), one of the many volunteers, said she signed up because of her heritage and her recent trip to Israel and Europe. She visited Auschwitz and Birkenau after the death of her cousin, an Auschwitz survivor. "Just seeing the camps in person



L. Kim (VI)

Last Month Today

By ABBY BAUER (V)

As you read through the school news front page stories of this issue, you might notice that you are reading yesterday's news today. And no. We are not John Oliver.

Truth be told, articles have been left un-edited, meetings have been postponed, and editorials have been put off to be written "later." This is not because the Editorial Staff decided to take a much-needed vacation this past month. On the contrary, we haven't had a mere second to rest.

For several weeks, our days (and some very long nights) have been filled with cramming for a combined 17 AP Exams, while still keeping up with our classes, prepping for our SATs and ACTs, and allotting the time for our sports and clubs.

Like most upperclassmen, the stresses that came with the arrival of April have only heightened in May and, at the moment, seem to have no end.

Perhaps the delayed publication of this issue reflects a greater trend in the lives of many upperclassmen as the year literally escalates as it winds down.

While we direct our attention to what is seemingly important at the moment, such as the grueling AP Exams, standardized tests, and final papers and projects, we are forced to confront the dilemma of having too much to do in too little time.

Inevitably, we must temporarily

I guided them as to who we were going to choose and whatever, I think the message that got across was 'here's one person telling you

ily defer and tuck away our tasks and responsibilities to the back of our minds. And this is, by no means, simple.

For most of us, the books come first in our lists of priorities. We miss practices, skip club meetings, and even take an occasional "sick day" to catch up, prepare, and maintain our sanity.

We accept that we are human beings and can't physically do it all. But does our dedication to our academic pursuits make us any less dedicated to our activities outside of the classroom (or testing location)? No.

While the un-edited articles waiting patiently for us in the Google Drive folder may suggest that we have neglected our roles as editors for the paper, we, like you, were only being high school students acting consistently with the popular phrase: "School comes first." However, we did not allow our academic stresses to deny our readers Pingry news.

We were eventually able to put together this issue, despite our respective undertakings and time constraints. We'll be adding some more delayed articles to the Commencement issue.

So as you attempt to navigate through the overwhelming months of the end of the school year, remember that things that are important to you may take a backseat to other obligations, but they won't necessarily stay there. In the meantime, enjoy these stories and check out those up to date editorials and sports stories on pages 2-4.

was a whole new experience," she said. "It makes the horrors of the Holocaust all the more real. Also, with all of the anti-Semitism going on in Europe, in response to the Israeli-Palestinian conflict, I felt like it was extremely important to speak out on behalf of my religion."

Hannah felt that the message should continue to be passed on every year to make sure no one forgets the actions taken during that time period in history. "The survivors will soon be gone and people who doubt the Holocaust ever happened will be even stronger with no survivors left to testify. So it is imperative that we record and listen to the stories of as many survivors as possible because soon that will be the only proof we have left."

This year's assembly was cut down from one hour to twenty-five minutes. Mrs. Hartz was not very happy with this change, but she still believes that the shorter assembly was just as impactful as the longer version.

Mrs. Hartz wanted the Pingry community to realize that although each assembly has a different theme, the idea that genocides of any kind should never happen again is always at the root of the message.

The community reflected positively on the return of the assembly. Bobby Rigby (V) thought the annual assembly is very important as a reminder to all members of the school. "I feel that the assembly is always a good time for Pingry students and faculty alike to reflect upon the horrendous actions that occurred during the Holocaust and other genocides like it."

EDITORIAL

Get the Facts Before Judging

In March of this year, the quiet bedroom community of Pine Bush, New York, erupted into civil war after a student read the Pledge of Allegiance in Arabic to celebrate "Foreign Language Week." A number of students, teachers, and parents were furious that the pledge was read in this language, especially those from Israel or those with family members killed in Afghanistan. Numerous people claimed that the student who read the pledge should "go back to the Middle East" and associated Muslims with terrorists.

This example highlights the growing problem of a sense of ignorance that is perpetuated by the media and the inability of people to distinguish between fact and opinion.

Going back to the Pledge of Allegiance situation, the vast majority of those who protested the reading in Arabic were clearly misinformed. A quick Google search will tell you that the national language of Afghanistan is Dari, and Arabic is the national language of the UAE, Qatar, and Saudi Arabia, three of America's allies. Just because al Qaeda and ISIS are extremists who profess the Muslim faith and speak Arabic doesn't mean that it is ok to automatically judge all Arabs or Muslims as terrorists who are "anti-American." Just because the media voices a particular opinion doesn't make it OK to parrot those opinions as if they are facts.

Unfortunately, this dependency on opinionated forms of information has resulted in increased social unrest and a hostile environment. The numerous protests that have occurred in the past year over police brutality are byproducts of groups of individuals who have rushed to judgment. In this country, people are innocent of a crime unless a court finds them guilty. Without this principle, we would be sentencing people solely based on our personal beliefs instead of taking the time to understand the facts. People rushed to the wrong conclusions in Pine Bush, and many rushed to the wrong conclusions in places like Ferguson and Staten Island. We need to look beyond our own personal biases and those in the media before we can start making judgments about other people.

So, what can be done to solve this national predicament? The easy way is to encourage people to do their own research and not get lured in by appealing media depictions. The uptick in social media use and Internet news sites has made Americans pickier when choosing what sources they want to hear news from. People selectively tune out news sources they disagree with, and this makes the public, especially the younger generation, more polarized on certain issues.

The other option is essentially reforming the media industry to promote more objective analysis. Granted, opinion pieces (like this one) are necessary for people to express their views on issues. However, the diminishing sources of unbiased news lead many people to rush to judgment without considering the facts of a case or an event. This in turn is associated with increased partisan fights and social unrest.

The more people become fully aware of the facts of a particular issue, the more likely we will be able to have balanced debates about the issue. People will be able to formulate their own opinions, instead of just repeating opinions of people who may also be misinformed. As late Senator Daniel Moynihan once said, "Everyone is entitled to his own opinion, but not his own facts."

—Abhiram Karuppur

Bring Pay Inequality to the Forefront

By HALEY PARK (V)

I'll admit, prior to subscribing to theSkimm, a daily e-mail newsletter that provides a recap of each morning's news, I had never heard of "Equal Pay Day." Perhaps some of you have never heard of it either. Regardless, it is an issue that I find unsettling.

The National Committee on Pay Equity (NCPE) created Equal Pay Day in 1996 as a public awareness event to illustrate the gap between men and women's wages. Equal Pay Day, which was April 14 this year, symbolizes how far into an additional year the average woman would have to work in order to earn the same wage as a man did in one calendar year. It is said that women on average make 78 cents for every dollar that a man earns.

After hearing that Hillary Clinton is officially running for the 2016 Presidential Election, I think it is important to recognize that unequal pay for women is still an ongoing issue. That said, we are living in an era where women are gaining broader recognition and influence. Hopefully in

the near future, regardless of whether or not we have a female president, women will have wages equal to those of men.

Not only is gender discrimination an issue in the workplace, it also has an

the rate for white women." This shows that women of color are at an even greater disadvantage.

Consider this scenario: a man and a woman both graduate from college with a bachelor's degree in education.

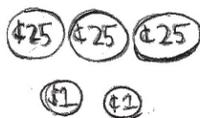
just the case with individuals working in the educational field. Take any profession: investment banker, marketing manager, computer programmer, or lawyer. Women will inevitably be paid a lower salary than what men are paid, solely because of gender.

There are several reasons that individuals have justified the wage gap. Some believe that occupational differences are one of the leading reasons that explain the wage gap. However, I do not find this an accurate rationale. While some women may be choosing more female-dominated occupations, there is still a percentage of women who are choosing careers that have a larger male percentage.

Another reason people claim is a justification for the wage gap is differences in hours, that women are working fewer hours than that of men. Again, I find this unconvincing because women who work longer hours than men still will not be paid an equal salary.

While high school students are not earning yearly wages yet, this should not be a topic we are completely unaware of, or disregard.

The Daily Beast's statistics might at first seem discouraging, but the more awareness brought to the issue, the better informed we can be and the more our voices can have a lasting impact on future generations.



vs.



N. Mo (VI)

Both land a job as elementary school teachers in Louisiana. In terms of salaries, the woman is paid 66% of what the man is paid. Why? Because the woman is working fewer hours than the man is working? Because the woman is doing less work than the man is doing? None of the above. It is simply due to gender. Regardless of whether you consider yourself a proponent of "women's rights," is this justifiably sound? Pay equity also differs by state: Washington D.C. is the best state for pay equity, whereas Louisiana is one of the worst.

This discrepancy is not

Sleep is A Must for Students

By KATIE HO (IV)

I am all too familiar with the feeling of resting peacefully in the morning, my feet tucked under the covers and my eyes gently shut, when my frustrating enemy, the dreaded alarm clock, screeches loudly in my ear and instantly turns my mood sour for the rest of the day.

Sleep will always remain one of my best friends. It always does an excellent job of seeping all of the negative energy out of mind and replenishing my brain with positive thoughts the next morning. One of the moments I relish the most after a day chock full of tests and stress is going to sleep and feeling refreshed the following day.

Even though I live exactly four minutes from school, which saves me an immense amount of transportation time, I often still feel lethargic during the day, because I did not sleep enough the previous night. Unlike those

who can survive for days with insufficient amounts of sleep, I unfortunately need a solid nine hours of sleep each night in order to function properly. Whether my spirits are high during the day often directly correlates to what time I fell asleep the night before.

Recently, I have realized that students often fall into one of two categories: those who go to bed early and wake up early, and those who go to bed late and wake up early. At a school that begins at 8:05 AM every morning, pretty much every student has to wake during the same narrow range of time, somewhere between 6:00 and 7:30 every morning. However, the time that different students choose to fall asleep varies greatly.

As the school year is rapidly drawing to a close, I have noticed that many students, myself included, are sleeping later and later each night, claiming that the barrage of homework that they are receiving is the primary culprit for their late night cramming sessions and desperate attempts to finish homework assignments. Especially toward the end of the school week, I can see students making a beeline for the cafeteria in order to pour a quick cup of coffee or tea to keep them animated during class. Typically after lunch, I witness constant yawning that seems to trickle its way across the entire classroom. Students are constantly tired, and they aren't trying to fix the problem. But the solution is obvious: sleep more!

Every student knows that getting enough rest is important. Staying focused during class and after-school activities takes a tremendous amount of concentration. But students need to take advantage of sleep now more than ever, because our teenage brains

SLEEP! YOU NEED IT!



S. Wang (V)

are still developing. Not getting adequate amounts of sleep can have a huge impact on students' health and overall mood.

In a recent New York Times article titled "When Work and Sleep Conflict, Work Wins" author, Margot Sanger-Katz, reported that those who sleep less than six hours a night could potentially experience detrimental problems, such as cognitive impairment and an increased vulnerability for sicknesses. Ironically, according to one of her sources, Mathias Basner, a professor at the University of Pennsylvania, "The major determinant of short sleep is actually work."

At a highly active school like Pingry, where students are staying up late in order to complete their assignments, it is no wonder that many students arrive at school with dark bags under their eyes, claiming to have only gotten five to six hours of sleep the night before.

As homework assignments, tests, and projects will always be inevitably assigned to students

during the course of the school year, it is important for us to develop study habits where we plan ahead and develop sleep habits now, rather than wait until college, where life can be even more hectic. All students who are not already doing so should make an effort to sleep at least eight hours every single night. By designating a specific time that they are going to shut off social media and close their notebooks for the day, students will have a much higher chance of being fully alert the next day at school.

I've been trying this myself. For the past week, I have been trying to go to bed at ten o'clock every night and wake up at six-thirty every morning, leaving me a good hour to review for tests and write essays in the morning, when my brain is the most aware. So far, this practice has paid off: I've noticed myself feeling more awake and ready to work throughout the day. And because I'm getting more sleep, I don't dread the alarm quite as much as these days.



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We Can't All Be the Leader

By ABBY BAUER (V)

As I head into the final months of my junior year, I have noticed the heightened expectation for me to assume more leadership positions. It is a pressure that is known to nearly all rising seniors: we vie for the captain designations of our sports teams, we become more outspoken and participatory in our clubs, and we apply for the competitive Peer Leadership program.

We do all of these things, not solely to bolster our college resumes, but because being a leader is perceived as a goal we all should and are expected to attain.

And this perception extends beyond high school and college. Just as we attempt to rack up titles signifying leadership within the Pingry community—Captain, President, Editor-in-Chief—we later aim to collect parallel titles in the “grown up” world. We strive to occupy a spot near the top of the flow-chart of life in the hopes that it will bring us success and maybe even happiness. We are taught that somehow holding these titles of leadership makes us more respected and recognized individuals when compared to our “inferior followers.”

But this expectation that everyone should be a leader is unrealistic. Though it might be quite obvious, not everyone can lead. A successful community simply cannot exist if it is comprised of only leaders. The non-leaders appear to be just as, if not more, critical to the existence and success of every community, from a school sports team to a corporation to a nation. Though “fol-

lower” is generally regarded as a derogatory word for one who doesn't think independently or who relies upon others for guidance and direction, these followers are the ones who implement the ideas, execute the game plans, and complete the tasks assigned to them by the so-called “leaders.” Thus, we can neither expect nor want every single student, college applicant, and member of society to be a leader.

So if you find yourself struggling to attain the leadership titles sought by your high school peers, fear not. It doesn't necessarily mean you don't possess leadership attributes and skills. In my own pursuit of leadership, as a rather introverted person, I have come to realize that leadership is not limited to a mere title one holds.

We often overlook the individuals within the community

who lead by example. For instance, one might look up to the team members who give their all at every game and practice and support their teammates. While the letter “C” may not be embroidered on their uniforms, they are leaders. Similarly, one might admire the students who offer their ideas to improve the school and immediately take action to make them a reality. While they may not hold positions on the student government, they too are leaders.

Perhaps a leadership position is something that is not always designated or voted on. It can be achieved by individuals who influence, inspire, teach, and motivate others by their words and actions.

Nor do leaders have to be the most outgoing, popular individuals. Some of the most well-known and respected political leaders, such as Abraham

Lincoln and Gandhi, were introverts. Being a leader doesn't mean you have to be the loudest in the room. To me, it means you are passionate about and confident in your ideas and pursuits and you want to instill this passion and confidence in others.

To my fellow juniors, I am not discouraging you from aiming to be captain of your team, president of your club, or the coveted Peer Leader: these are all admirable positions that will definitely allow you to expand your leadership skills. However, do not abide by the misguided premise that you need leadership titles in order to impress college admissions staff, succumb to the expectations of society, or even be successful in life. Do not feel constrained by conventional leadership roles. Define leadership on your own terms.



H. Conti (VI)

When Creativity Becomes Plagiarism

By CAROLINE TERENS (V)

Creativity and originality is greatly valued in our society today, but can also be hard to find. Given our unlimited amount of information, the availability of an immeasurable number of sources, and the ability to communicate instantly, are our original ideas even really our own?

Truly individual work is almost impossible to come by because of all of the advancements in our society. Many people believe that because it is so easy to find information and use what other people have already created, what is called “original” work, is really not that original. But is this a bad thing? All great artists, entrepreneurs, and inventors had to be influenced by someone or something during their careers. As a result, there continues to be a very blurry line between what is considered one's own intellectual and creative work and related ideas from another person. This controversy is greatly debated in many copyright and intellectual property cases.

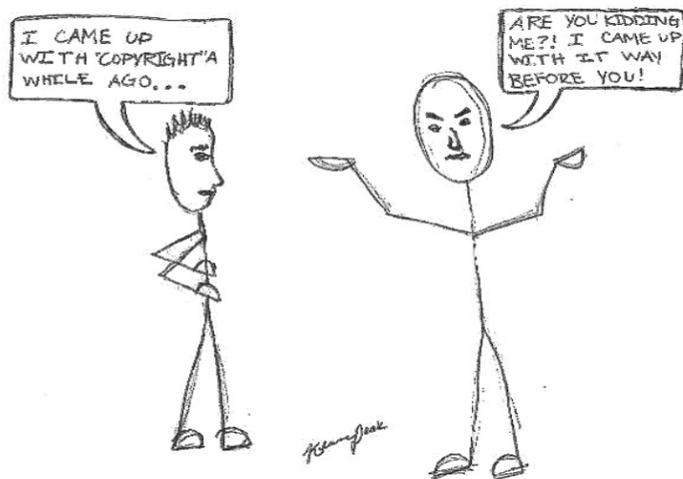
Speaking of blurred lines, in a recent case between the upcoming artist Robin Thicke and the Motown star, Marvin Gaye, Thicke owes Gaye's family more

than \$7.3 million to account for the violation of copyright laws. As many listeners

but whether Gaye owned the thing that was borrowed.”

First of all, while Robin

the use of cowbell—may, in combination, be distinctive enough to warrant legal pro-



K. Deak (V)

have discovered, the opening of Robin Thicke's “Blurred Lines” (2013) is extremely reminiscent of Marvin Gaye's hit “Got to Give it Up” (1977). Due to the apparent similarity, the case has been brought to center stage in the music world.

In Tim Wu's article discussing the case in *The New Yorker*, he explains, “there is no question that Pharrell was inspired by Gaye and borrowed from him; he has freely admitted as much. But, by that standard, every composer would be a lawbreaker. The question is not whether Pharrell borrowed from Gaye

Thicke claimed “Blurred Lines” was his own song, Pharrell wrote the song and openly acknowledged that he was influenced by Marvin Gaye's work. So what constitutes a violation of a copyright law? According to Tim Wu, Marvin Gaye's copyright contract says that he specifically only owns the right to the notes of his sound, not the way it was produced or the general style. He only had copyright authorization for his composition, not the actual recording. So Wu believes “even accepting that some of Gaye's style elements—such as the male falsetto and

tection, there remains a technical problem that will likely get this verdict thrown out.”

While the verdict of the case may not be accurate, it is largely the result of how Robin Thicke acted and presented himself to the public. Wu explains how he is already a controversial figure in music and most people are not going to take his side over that of Marvin Gaye, a music legend. But although the ruling states that he did “steal” intellectual property from Marvin Gaye, by law, this is not entirely true.

The Robin Thicke and Marvin Gaye case is just one

EDITORIAL

Let's Imagine New Rituals

It's no secret that Pingry takes pride in tradition. After all, the lower commons is currently lined with banners that hold our past and current headmasters' names, and the school crest is engraved on seemingly everything from pens to metal plaques.

While some might resent this strong adherence to the past, tradition is looked upon by most as a unifying force in the community: it's what ties alumni to current students, actors to athletes, and teachers to pupils. In fact, Pingry's emphasis on tradition was one of the main reasons I wanted to come to this school.

Recently, though, it seems as though the administration has been halting certain traditions: SAC assemblies have been shortened from 45 minutes to 25; Rufus Gunther Day, which was once a day for students to dress up in costumes and spotlight community service, is turning into merely an opportunity to get two hours out of the way; and most recently, Senior Prank Day was banned.

Since we were freshmen, my classmates and I had looked upon Senior Prank Day as a rite of passage and had eagerly awaited the day that we, too, could celebrate the end of classes with Nerf guns and water balloons and practical jokes. When we found out that we wouldn't be able to participate in the same ritual that our siblings and older friends did, many of us complained that it was unfair for the administration to deprive us of a long-standing tradition.

I will say that I understand why the administration stopped the tradition of Prank Day: in past years, it has seemingly become an excuse for seniors to trash the school. (I might even add that the senior prank is not even much of a tradition—according to my sister, who graduated in 2012, it only came about six or seven years ago). And, after all, if celebrating the end of classes requires a destructive ritual, then I think we have a much bigger problem.

But I would also like to defend the dismay among the senior class and perhaps explain why we were so upset about losing our Senior Prank Day. For me, at least, my disappointment didn't lie in losing Prank Day itself. Rather, I was disappointed with the gradual loss of tradition that I've seen in my four years at Pingry.

As I mentioned above, many of my classmates and I have become disheartened by lack of reverence for certain traditions like annual SAC assemblies and Rufus Gunther Day. And the abrupt ending to the senior class's last SAC assembly attests to the fact that some of the lighthearted traditions that account for our school's *je ne sais quoi* are evaporating without our understanding why.

Perhaps that's the reason that the loss of a rituals such as Senior Prank Day hits us as a loss. Instead of just getting rid of this ritual entirely, perhaps it's just in need of revision.

So, what we really need is to find a middle ground: which traditions are worth preserving and which ones are not? It would be anachronistic and closed-minded for me to say that all traditions are worth keeping for the sake of preserving the past. Just imagine what our school would be like if not for our capability to change: unless you are a white Protestant male, you wouldn't even be attending this school (harsh but true).

Students need to realize that certain traditions such as Senior Prank need to be looked upon as privileges rather than rights: maintaining them requires us to prove our responsibility. And it's important that we stress this idea of reciprocity, because it's what affords us something as fundamental to Pingry as the Honor Code. When we can't uphold our responsibilities as members of an interdependent community, the system as a whole fails. In the example of Senior Prank, past senior classes failed to uphold their responsibility as not only role models for underclassmen but also as basic members of a community. What resulted was a seemingly parent-child relationship between the administration and the student body.

Though I graduate in a month, I hope that this parental relationship doesn't come to define our school zeitgeist. However, ensuring that this doesn't happen will require an effort from both the administration and the student body.

The student body can't become entangled in the grips of a ritual, because when this happens, we lose sight of what a certain tradition has become. But the solution shouldn't be to end the tradition (or at least the value of it), which has seemingly been the case with events like Rufus Gunther Day, Senior Prank and SAC assemblies: these losses only cause a greater divide within our community. Ultimately, the goal should be to preserve the traditions that bring us together while also reexamining the ones that might not be as valuable.

So, should senior prank be shut down? No, I think it's a tradition that is worth keeping—but with some serious tweaking and imagination.

—Lori Kim

of many to reach the public. There has been a similar controversy over Vanilla Ice's song “Ice Ice Baby” copying Queen and David Bowie's “Under Pressure.” Even more recently, the blatant resemblance between Sara Bareilles' “Brave” and Katy Perry's “Roar” even leaves me confused when the two come on the radio. Music is just one field in which there is a very gray area between originality and intellectual theft.

At Pingry, we take pride in our original work and are trusted to cite whatever sources we use to aid our own creativity. If we are expected and encouraged to use our resources, as long as we cite them, shouldn't artists and inventors be able to do the same? If Robin Thicke asked the Gaye family if he could use the same style of the opening of “Got to Give it Up” in his own song, he would have saved a fortune and avoided the condemnation of the public. Using someone else's ideas, if you have the authority, is only a sign of respect. Creativity can still be original if we acknowledge and accept the influences that other people and their work have on our own ideas.

GIRLS' GOLF

2-9

By Miles LeAndre (IV), Brandon Li (IV), Jacquie Jakimowicz (V), Jamie Moore-Gillon (IV), Amanda Cosentino (V), Zayna Nassoura (V), Edward Johnson (IV), Mackinley Taylor (IV), and Julia Axtell (V)

The girls' golf team, led by Coach Robert Mauer and seniors Lori Kim and Bella Zinn, currently holds a 2-9 record. Kim said that despite having "graduated five seniors last season, the team has been practicing hard to make up for the loss." She also commended the team's first-seed player, freshman Ami Gianchandani, for helping the team catch up to their scores from last year.

When asked about her goals for the season, Zinn said, "It's important to stay positive and optimistic, especially with such a new

hard in the off-season and is expected to live up to last year's success."

Due to last season's success, the team had a new opportunity this year—a spot in a tournament for top teams only. Coach Marion Weber said, "The school's tennis program has expanded through all levels and has developed into a competitive force in the county."

Hoping to advance even further in state tournaments this year, the team further aims to win sectionals and groups; their eyes are set on winning the Tournament of Champions. Returning first singles player Jeffrey Zucker (IV) hopes to lead the team to this victory after having finished last season nearly undefeated.

BOYS' BASEBALL
12-8

After an early exit last year in the state tournament, the boys' baseball team looks to have more success this year, which will hopefully include a spot in this year's tournament. With a current record of 12-8, the team is led by college baseball recruits Justin Friedman (VI) and David Braverman (VI).

Braverman, who is the team's third baseman, said, "I think we have a talented group of returning players and a lot of guys have filled very important roles." He added, "We're going to be tested in the coming weeks as our schedule gets tougher, but I am confident that we will get the job done."

Team member Joe Possumato (IV) added, "I think we are in a pretty good groove right now and I'm excited to see what we accomplish this year—with the way we have been playing, I can definitely see that happening."

BOYS' GOLF
13-2

After finishing last season with a historic 14-1 record and championship titles from both the Non-Public B Sec-



Courtesy of Pingry Communications

S. Lieberman (VI) looks for an open teammate.

Chae (V), and Coach Joe Forte, the team holds a 13-2 record.

Although the golf team lost two valuable senior players, Chris DeVito '14 and George Zachary '14, the team has worked to improve their skills in the off-season. "We are a close knit group of guys who enjoy spending time together on and off the course," Dannenbaum and Chae said.

The team has a full schedule of nine-hole matches and eighteen-hole tournaments ahead of them and looks forward to showcasing their abilities. "In the wake of losing two key seniors, the team really rallied," Bobby Rigby (V) said. "Overall, we are a very solid team looking forward to finishing as strong as last year."

BOYS' LACROSSE
12-4

After finishing last season with a 14-5, the boys' lacrosse team is looking forward to finishing this season just as strong. Led by captains Clayton Wright (VI) and Jamie Smith (VI), the team holds a 12-4 record.

Team member David Metzger (IV) said, "With our captains as well as other seniors providing great advice, there is no doubt from here our potential is very high."

seniors have played since their freshmen and sophomore years and they all want to finish their Pingry careers on a good note."

GIRLS' SOFTBALL
5-8

The girls' softball team, led by Coach Chip Carver and captains Ayanna Neal (VI) and Katie Marino (V)

BOYS' TRACK

The boys' track team had a solid start to their season, led by captains Garret McGregor (VI) and Jordan Hanson (VI).

In their first meet, several athletes ran and threw personal records. The team looks to win the South Sectional Championship for the fifth time in a row and battle



Courtesy of Pingry Communications

K. Marino (V) pitches the ball.

currently holds a 5-8 record.

The team attributes their early successes to a strong sense of camaraderie. Kira Bartnick (V) said, "I'd say that everyone on the team is very close. During games, you'll always hear people in the dugout cheering for each other while someone's at bat, and you'll hear a teammate being congratulated after making a good play."

Marino added, "The chemistry between the girls is indescribable. It's honestly so cool how a bunch of girls from different grades and groups can get together and get along as well as we do."

When asked about the team's goals for the rest of the season, Marino said the team hopes "to keep building and improving on every aspect of the game. We're really trying to focus on the small things each player struggles with and start by improving those."

against their rival, Saint Joseph High School, to win the State Championship. "Many juniors and seniors, namely Hansen, Branden Phillips (VI), Michael Carr (V), and I, strive to qualify and attend the 2015 Meet of Champions in June," McGregor said.

Despite the loss of several seniors, the team hopes to continue on a successful path. "The throwing team is looking promising at the beginning of the season," Jackson Hoit (V) said. Jamie Parker (IV) added that the hurdling team "is really close and pushing it hard to make it to states."

"The boys put in a great amount of training in order to optimize their performance," Thomas Tarrantino (IV) said. "Throwers practice on technique and strength, sprinters train to improve speed, and distance runners train to improve their stamina."

GIRLS' TRACK

With a few wins under their belt, the girls' track team enters the second half of their season strong.

Captain Ruthie Advokat (VI) is proud that the team has been "showing improvement." She added, "From throwing to running to jumping events, we are a very well rounded team and are strong



Courtesy of Pingry Communications

Girls' Track runs in a meet.

and promising in all areas."

Advokat said that the team is strong in spirit, and she hopes that the team members will continue to support together during their last few races. Despite the fact that track can be difficult to have the "same cohesiveness as other sports, as it can feel like such an individual sport," Advokat is "confident that the team can all work together and have a great and exciting season."

GIRLS' LACROSSE
10-7

Led by Athletic Director and Head Coach Carter Abbott, as well as captains Annelise Kinney (VI) and Jenny Wilkens (VI), the girls' lacrosse team holds a 10-7 record and is hopeful that this record will improve during the remainder of the season.

Players have been focused on bringing intensity to practice, which they hope to see translated in games. Though the team has lost some close games, Coach Abbott noted, "We are a young team that is getting better day by day."

Although the team has lost a few starters due to injuries, Wilkens said, "Everyone is really stepping up to the challenge up and down the field."

The team is excited to play several schools that it has not played before, such as Morristown-Beard and Villa Walsh.

team." She also said that she is "proud of all of the hard work the team has been putting into practice."

Coach Mauer hopes that the team, which includes "a couple of veterans as well as some new great talent," will "be competitive and build on past successes" for the rest of the season.

BOYS' TENNIS
16-2

After winning the Non-Public A State Championship last year and advancing to the Tournament of Champions for the first time in Pingry history, the boys' tennis team strives to finish the current



Courtesy of Pingry Communications

J. Chae (V) tees off.

season equally as strong as the last one.

Led by captain Will Johnson (VI), the team holds a 16-2 record. Johnson said, "With the loss of only one senior, the team is practicing

tional Tournament and the Non-Public B State Tournament, the boys' golf team seeks to defend their titles as the season comes to a close.

Led by captains Matthew Dannenbaum (VI) and Justin

Head Coach Michael Webster believes that there is an opportunity to have another impressive season. He said, "We have a strong senior class that is providing great leadership. Many of these