

Squash Courts, Wrestling Mats, and Fencing Strips on the Horizon

By HALEY PARK (VI)

After finally reaching 80% of the funds necessary to break ground, the much-anticipated athletics center has now become a reality. As part of Homecoming day, hundreds of people gathered on Saturday, September 19 for the Miller A. Bugliari '52 Athletics Center Groundbreaking Ceremony.

This new athletics facility will be approximately 44,000 square feet and will include a state-of-the-art fitness and athletic center, six full-sized squash

courts, and an appropriate setting to house the Athletics Hall of Fame.

To open the ceremony, Headmaster Nat Conard P'09, '11 spoke about how this ceremony is a "transformative step in the evolution of our school, both in the physical and philosophical sense."

The new building will allow students to compete at their highest level. "Just as important, it will bear the name of a teacher, coach, and mentor who lives, breathes, and teaches the Pingry philosophy of 'promoting excellence at all levels of school life.'"

Mr. Conard's remarks were followed by those of the Chairman of the Board of Trustees, Jeff Edwards '78, P'12, '14, '18, and Mr. Steve Newhouse '65, P'95, '97, '99. Edwards detailed the steps that led to the historical day and Newhouse talked about the importance

of having the groundbreaking ceremony. Mr. Bugliari then expressed his gratitude and for being able to call Pingry home since 1942.

Following the speakers' remarks, the physical "breaking ground" took place. Making

excited for his fellow team members and the promising future of Pingry squash.

Mr. Ramsay Vehslage, head coach of the varsity squash team, was extremely excited about breaking ground at Homecoming. He explained,



Courtesy of Pingry Communications

Community members break ground on the new athletics center.

the symbolic first dig with silver shovels into the designated space for the athletics center included the following key people: Carter Abbott, Miller and Elizabeth Bugliari, Holly Butrico (VI), Nathaniel E. Conard, Jeffrey N. Edwards, David E. Greig, Callahan Greg, Melanie P. Hoffman, Kathleen M. Hugin, Stuart M. Lederman, Steven M. Lipper, Stephan F. Newhouse, Michael Virzi, and Olaf Weckesser.

The ceremony aroused much excitement and anticipation from the entire community, especially from the squash team. Yash Jaggi (VI), a current squash player on the varsity team, said, "It was exhilarating to stand with the whole squash team exactly where the new squash courts will be." Although Jaggi will no longer be on the team by the time the courts are built, he is very

"Making the dream of a new, state-of-the-art athletics center a reality has taken years of dedicated effort by a lot of people, and it's incredibly rewarding to see that dream begin to take shape." Since the program began in 2002-03, the squash teams have been playing on two rented courts at Drew University. He added, "Having six courts on campus will enable our varsity teams to train and compete at the highest level. It will also give us the opportunity to expand the program to include full JV teams and a Middle School team, and to incorporate squash into the Grade 6 PE program."

With this new athletics center, Pingry athletics will surely be taken to an entirely new level where teams will be able to train and compete year-round in a state-of-the-art facility on our Basking Ridge campus.

Q&A with New Dean Jake Ross

By ALLY PYNE (IV)

At the end of September, I sat down with the new Dean of Student Life, Mr. Jake Ross. Below, Mr. Ross shares his favorite Pingry memories, goals for the year and advice for students.

Ally Pyne: What would you like to be called?

Jake Ross: Mr. Ross.

AP: How do you plan to approach being Dean? Do you want to be a 'stern' dean or one that bonds more with the students?

JR: I'm going to come across as a stern dean even if I don't do anything, just because the position itself has that impact. If you talk to anyone that I've coached or taught, they probably would say I'm firm, but I'm not mean or vindictive. I'm a person that believes everything that we do in life matters. I'll be firm because you need to be aware of what you're doing all the time. Sometimes you're not, and it's my job to remind you of that.

AP: How does Pingry's Honor Code affect you and your plans as dean?

JR: It goes back to everything I said before. Everything matters, so the Honor Code and honor in general is something that is incredibly important to me. I think that when everyone is asked to live by a system so vague, it puts ownership on the individual; it's important for everyone to work to uphold that. We can hold each other to standards and show each other how certain decisions are good or bad.

AP: What were your jobs like before this one?

JR: When I came to Pingry two years ago, I was teaching seventh grade history and coaching varsity soccer and ice hockey. I did a little bit of admissions with the Middle School. Previous to that, I served as a grade level dean for six or so years, which I actually really liked. I taught 8th and 9th grade history and coached a bunch of sports. Generally speaking, that's kind of what I do.

AP: What are you most excited for?

JR: The whole thing. It's fun being back with older students. There's an energy that's fantastic, just in the last week. And I'm excited to be involved in more than just teaching.

AP: Is it true that you went to Pingry?

JR: I did. I graduated in the Class of 1996.

AP: What is your favorite memory from Pingry?

JR: I think about the teams I played on, the successes we had. Every team I played on (soccer, ice hockey, and baseball) won a state championship when I was playing, so that was kind of neat. I can remember some of the teachers. I remember Mr. Thompson hitting a piece of chalk with a baseball bat my freshman year. That was kind of a "Welcome-to-Pingry" moment. After Homecoming, I ran



B. Murphy (IV)

Welcome, Dean Ross!

into a bunch of friends who were in my class. A lot of them gave me grief about being the Dean of Students. "I can't believe you're that person," they said. I haven't seen some of them since I was eighteen.

That's what you remember the most, the connections you have with people.

AP: What would you say is the biggest difference from when you were at school to now?

JR: It's tough to say any one thing, but I think the biggest difference is just being on the other side of the desk. I'm looking through a different lens. The reality that I thought of when I was 17 years old is drastically different from the reality I see today as a dean.

AP: Is there anything that you really want to change here?

JR: I don't think there's really anything I want to change. I'd like to improve our student support of the activities that we have whether it's athletics or arts. I think Homecoming was a success, and so was our football season opener. It turns out that we actually outnumbered all of the fans at the Immaculata-Ridge football game despite the fact it was an away game, which is a fantastic way to start the year.

AP: What do you like to do outside of school?

JR: I love spending time with my family. I've got three sons who are four or younger. One who's four and then twin boys who are 18 months. I love spending time with them. I love spending time outside. My wife makes fun of me because she thinks in my free time, I like to chop down trees.

AP: Is there anything you'd like to say to the students now that you've been through Pingry and you're a faculty member?

JR: Everything I'm going to say you've already heard in a movie, but I think the thing that I would say is get involved. Get involved in the school, whatever that means to you, but get involved in something other than just academics. The more we understand and appreciate what everyone else is doing, the better.

involved in the school, whatever that means to you, but get involved in something other than just academics. The more we understand and appreciate what everyone else is doing, the better.

Inside The Record



T. Wang (VI)

Peer Leaders enjoy a moment together at their retreat.

Wu De-emphasizes SATs

Rachel Wu (VI) explores the value of standardized testing scores and other numerical markers of success and whether they hold true in the real world. P. 3

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Fifteen new teachers join the Upper School and Middle School faculty. P. 7-10

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Meet Gian-Marco (V)

Gabrielle Obregon (V) introduces Gian-Marco Visani (V), this year's AFS student from Italy, to the community. Read on to hear about his experience so far. P. 10

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Students Return to Modernized School

By DILLON NOONE (VI)

The Upper School renovations that took place during this summer were the next step in Pingry's master plan to modernize, refocus its education goals, and make teaching more effective.

Six new spaces have been added for collaborative work. There are two located above and next to the cafeteria, two above and next to the biology labs, and a new bar with personal whiteboards where the mailboxes used to be. Additionally, the stairwells in the Biology wing and by the Upper School office have been completely changed—now wider and positioned differently to enhance the flow of traffic.

The most noticeable changes were made to the Biology suite. The older lab rooms have been expanded and fitted with new high tables. There are new state-of-the-art labs with cutting edge equipment that, according to Science Department Chair Mr. David Maxwell, "many grad schools don't even have."

Mr. Maxwell commented on the new changes, saying, "The new setup — including the stairs and the new work spaces outside

of the classrooms — encourages kids to actually work. We used to have a big problem with noise, but now it's much quieter. And

reflect its educational philosophy. In a 2010 curriculum review, the school created a report outlining its teaching philosophy. The

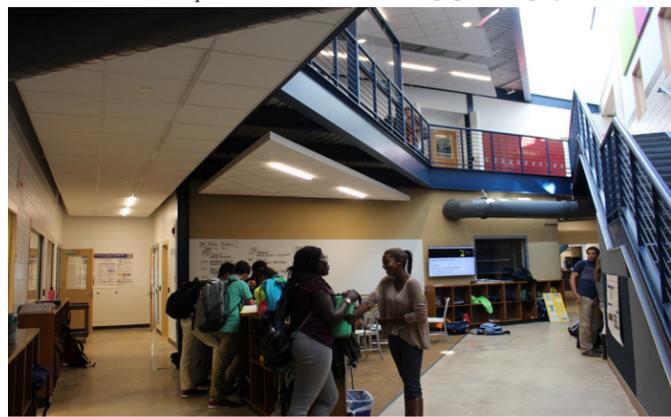
get as much use out of the school without adding space."

The renovations were focused on creating spaces that kids

would actually use. Most lockers are gone, instead replaced by new, unassigned cubbies, and the new collaborative spaces were made for students to work and socialize. "We wanted to make things that we won't have to undo," said Mr. Virzi. "We made the new collaboration spaces to reflect how Pingry approaches learning. For example, we can't create a policy like 1-to-1 and not have spaces for kids to work on laptops."

The next big change set is the creation of the new athletic facilities, which will move sports teams like wrestling and fencing out of existing areas in the Upper School during the winter season to free up space for offices and classrooms.

"Since the very first day, the students have been using what we've done exactly as we envisioned," said Head of the Upper School Dr. Denise Brown-Allen. "Kids are grateful, and the building looks and feels much better."



H. Park (VI)

Students enjoying the new Biology spaces.

the new equipment gives us the ability to do really cool research projects with students."

Mr. Maxwell's favorite addition, however, isn't the new equipment. A new aquaponics system, which he dubbed the "living curtain," is being created. Once completed, it will be able to grow plants and vegetables in a renewable and cyclical system of fish, water, and soil.

The school's renovations are aligned with Pingry's plan to re-

school's refocusing has been based on guiding principles from that document, which include visible learning, collaborative space, flexible classrooms, community space, and indoor-outdoor connections.

Regarding the changes, Former Director of Facilities Mr. Michael Virzi said, "All that's happening is part of a three year master plan. We're translating our guiding principles into physical changes, and we're trying to

EDITORIAL

Finding Balance Between STEM and Humanities

Over the past few years, modernization has improved and expanded various aspects of the school but none more so than the research capabilities of the Upper School. "Biology, Inc." has grown with the arrival of many more faculty members and a brand new, state-of-the-art research lab. Full disclosure: I work for "Biology, Inc." Journal Club regularly gets more students than the average football game (but hey, come to Journal Club at 7:30 on Thursday!). One of the iRT teams is even building its own microscope that tracks creatures in three dimensions, which is practically unprecedented in a high school.

While I am grateful for the new and exciting opportunities, I feel that other departments have been left in the dust. In the academic realm, we should encourage the humanities and the skills that they can teach. Besides obviously improving one's writing ability, history, for example, can teach research in a different way than a science class can. Instead of empirical results and papers from scientific journals, history lets students explore events from various perspectives.

Furthermore, the humanities departments provide invaluable skills that can be applied in a myriad of fields. Most importantly, students should explore both STEM (Science, Technology, Engineering, and Math) and humanities fields, inside and outside of the classroom. While STEM is heralded as the future of education, I think we should maintain the fundamentals of a liberal arts education, where one's ability to succeed in any field is a direct result of a strong multi-dimensional foundation.

The school could improve the balance between the two realms by expanding office spaces, increasing collaboration spaces, and expanding extracurricular opportunities.

At the moment, nearly all of the departments are pressed for space. The Math Department has grown so big that a second office space had to be built in a separate part of the school, and the history department is packed as tightly as can be. The English and Foreign Language departments don't even have windows to the outside. It may seem like a small detail, but expanding the office space would allow kids to work more closely with their teachers in a better environment.

I originally thought that most of the collaboration spaces that the school has built over the past two years would go unused, but I was pleasantly surprised to find them incredibly useful. The Senior Area has been given an extra bar space with personal whiteboards that lets kids do work in a quieter setting than the loud couches. The whiteboards even let kids work together to draw out and solve problems.

Further down the hall, the collaboration space in the biology area has quickly filled up with a devoted group of sophomores who do work there at every available free moment. Furthermore, I've seen numerous faculty and student groups using the collaboration rooms built last year to host meetings. But it still seems that the student collaboration spaces are all located around the STEM areas, when students often work together to study for a foreign language. More spaces would allow kids to work well together, and putting them near humanities offices could inspire students to work more collaboratively in those fields.

A kid who is heavily interested in history is left essentially in the dust. With over five hundred students, there need to be opportunities for students to explore topics in every field outside of classrooms. For example, there are very few extracurricular clubs and activities that involve the histories. I'm sure if students wanted to work with those faculty members, they could find a cool new extracurricular project.

While it's not a bad thing that science is spreading in the school, I think that the other departments should be given the same attention and space they deserve.

—Mark Shtrakhman

Cooper Praises Gender-Neutral Facilities

By TRACEY COOPER (V)

When Dr. Brown-Allen announced a new gender-neutral bathroom at school this year, many students and faculty may have been confused about the purpose of that bathroom. They may have wondered why the decision was made. The significance lies in the effects of gendered bathrooms on gender minorities. Pingry also implemented a gender-neutral dress code this year. The new gender-neutral accommodations are a huge step forward for the Pingry community as the school is becoming more accessible to gender non-conforming individuals.

Gender-neutral accommodations are important because they allow people to express their genders in a wider variety of ways. "Male" and "female" do not describe everybody's genders, and gender-neutral accommodations welcome everybody, including those who are questioning or in the closet as transgender. Although everyone should have the right to use the bathroom that they feel is appropriate to their gender, using gendered public bathrooms can be stressful for gender non-conforming

people as they may face harassment or violence. Gender-neutral accommodations such as bathrooms and dress codes are crucial parts of creating safe environments for gender minorities.

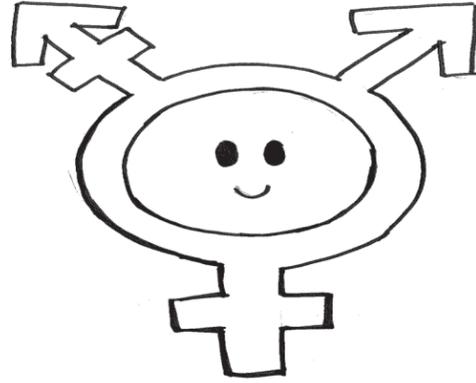
The new bathroom,

can be a huge step in their lives, one that they may not want to take simply to find a bathroom. Many gender non-conforming people face a lack of acceptance or even violence when they come out of the closet, so it can be a bigger deal than something

and do not feel comfortable exclusively wearing clothes that are traditionally worn by one gender. Those who identify as neither male nor female may have felt alienated by Pingry's previous dress code, feeling that they did not fit into the only categories allowed by it. They would have been forced to choose between a very traditionally masculine style and feminine style, but they may have felt more comfortable combining the two or dressing more androgynously. The new dress code allows people to mix more traditionally feminine clothes, such as skirts, with more traditionally masculine clothes, such as polo shirts.

The school community should be proud of the steps that our school has taken to accommodate transgender members of the community. There have been reports in the media about schools forbidding transgender students from using the bathrooms that match their genders, tolerating bullying based on gender, and even kicking students out.

In contrast, our administration has shown itself as tuned into the needs of the community and has not shied away from progress.



R. Chen (IV)

which is near the arts wing, is a huge step in the right direction, but the school has not publicized its location. If people do not know where to find it, they have to ask, forcing them to imply their gender when they may not feel comfortable doing so. For many people, telling people about their gender

that they would do simply to use a gender-neutral bathroom. The school should publicize the location of the bathroom.

The new gender-neutral dress code is also crucial for members of the Pingry community who do not identify with either gender specified by the previous dress code

Benton Challenges Fitness Exemption Policy

By HANNAH BENTON (VI)

The school requires students not playing a sport in the fall, winter and spring seasons to register for Fitness class. Students who are not a member of a Pingry sports team are still able to opt out of the course by playing an organized outside sport or engaging in some other sort of monitored physical activity for a certain amount of time each week. Everyone else must head up to the weight room three times a week.

I see Pingry's fitness requirement as an attempt to encourage students to pursue healthy lifestyle choices. However, there is one problem with the school's fitness outlook: there is not enough leeway for those preferring a personalized approach. The program treats everyone the same way. We are not allowed to simply go running, outdoors for example, but must use the machines and record the same set of repetitions day after day. The only remotely personal aspect or feel to the course is the way it fits into each student's

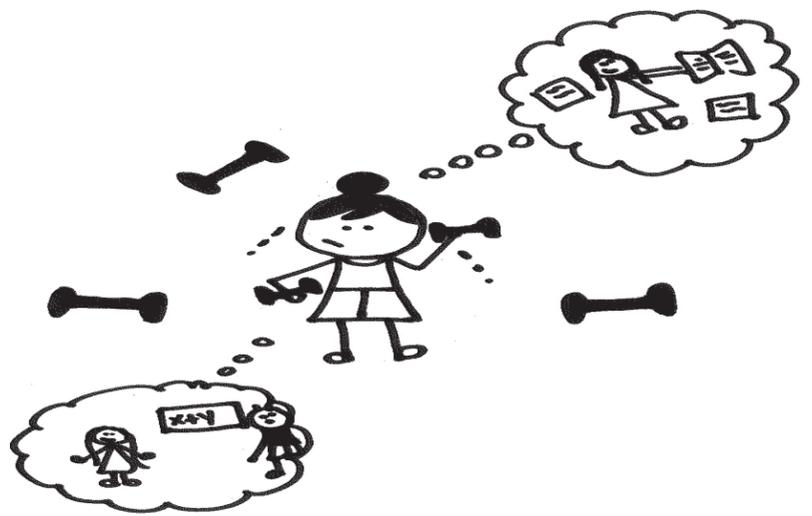
schedule.

Students who have free periods are expected to surrender their precious free time studying and seeing teachers for spending an hour up in the weight room. Working out is a good way to relieve stress, but one might argue that, for a student, working out in school

weight room, I sense an air of judgment from the teachers, coaches and other students all confined in this tiny space. This may just be my issue, but I, for one, always feel as if people are staring at me or that I am staring at them. I find that it is just awkward to work out with the students and teach-

I am left with no other choice than to attend the P.M. Fitness three times a week.

Some might argue that the A.M. and P.M. Fitness classes are not nearly as bad as having Fitness right smack in the middle of the day. It is convenient if you have P.M. Fitness; you can get a quick work out at



K. Ho (V)

can have the opposite effect.

While a student is doing repetitions on the machines or running on the treadmill during their free periods, they are getting no relief from the stress and anxiety that accompany school. Instead of getting all of their excess negative energy out, they are stressing themselves out more. Twenty minutes on that treadmill could have been twenty minutes spent studying for a quiz or test.

Even if students do enjoy working out, the fitness period during the school day does not suit those who prefer intense workouts. No one wants to sprint from Fitness to his or her next class all sweaty and disheveled; of course, we naturally fear being judged.

When I walk into the Pingry

ers who use the weight room. However, when I go to the gym to which I belong outside of school, I never feel the lingering sense of discomfort as I do at our school gym.

Although a number of activities, ranging from dance to club sports, are approved as opportunities to exempt one from Fitness, working out at one's own gym to fulfill the requirement is not permitted unless you pay for a personal trainer. This drives me crazy. Is it simply an issue regarding trust? Does Pingry, a school that prides itself on its Honor Code, not trust me, a student, to stay true to my word and work out at my own gym a few times a week? At the moment, it seems like I might be unworthy of that level of responsibility and trust, and

the end of the day before going home. Meanwhile, A.M. Fitness requires students to come in before the start of school to work out. Not only do you have to come in before 8 o'clock three times a week, but you might feel sweaty and gross throughout the entire school day. Sounds pretty unappealing if you ask me.

No matter how you slice it or dice it, Fitness is, at the very least, some form of a hindrance for the average student. It takes away a precious chunk of time that could be spent seeing a teacher, doing homework or studying. I am not condemning Pingry for their efforts to keep their students fit and healthy. However, I believe there are aspects of the school's approach to fitness that should be considered for revision.



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All Voices Must Be Heard

By KATIE HO (V)

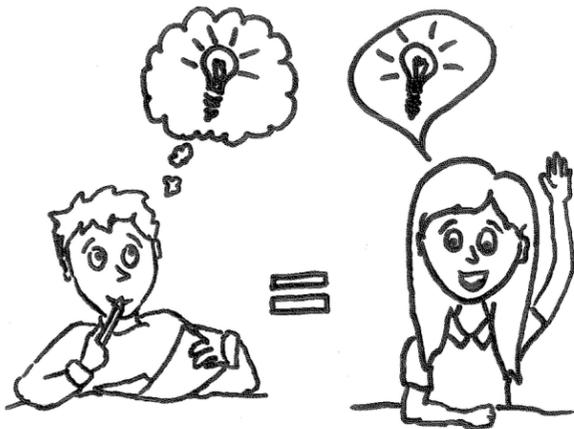
One day, an adult asked me what I wanted to be when I grew up. I paused, thought for a minute, and then responded with three words, "Maybe a psychologist?" I said it with a bit of uncertainty, because I had (and still have) absolutely no clue what job(s) I want to pursue in my future. She smiled at me for a second, blinked her eyes, and then said, "But you're kind of quiet. Wouldn't it be hard to talk to all those patients?" I looked at her, smiled briefly, and as my mom and I drove back home, I thought about what she had said.

Whenever I hear someone describe another person as "quiet," the person usually places emphasis on the letters "QUI," and lets the "et" kind of fade into the background. This word isn't said as a compliment, but is, however, often used with a negative connotation. When the adult told me she thought I was quiet, I felt discouraged at first, but then quickly brushed it off. I realized she had based her comment off one quick look at me, instead of truly getting to know my personality traits or just me. Although we all do this, it is essential that people stop labeling each other after one conversation, one quick glance, one class. We must try to truly understand the different layers of people, the layers that people tend to slowly reveal with time.

At school, people tend to view individuals who listen first and speak second as "quiet," "introverted" and "reserved." These three words are hardly ever used as positive adjectives. In the May 15, 2015 issue, Abby Bauer (VI) wrote an excellent article called "We Can't All Be the

Leader," in which she said, "A successful community simply cannot exist if it is comprised of only leaders. The

From the moment many children are born, they are encouraged to raise their hands



E. Jin (V)

non-leaders appear to be just as, if not more, critical to the existence and success of every community."

I often hear people gush about other classmates, describing their peers as such intelligent people because of the way they express their ideas in class. However, a classroom, as well as a community, is a diverse environment that needs all types of students in order to thrive. Not everyone can speak a hundred words per minute, and not everyone must. Students at Pingry often express their intelligence in different ways.

Everyone has variegated talents, and each person brings a unique leadership trait to the table. Whether a student is great at test taking, excellent at completing challenging math problems, friendly to their classmates or very neat and organized, he or she is an asset to the community. When these attributes are combined together, they create a unique learning ecosystem for stu-

in class and share their ideas as loudly and as forcefully as they can. Many people argue that those who are the first to speak are the ones that will be the most successful in life; those are the true leaders. While there is no doubt in my mind that many of my extroverted classmates are extremely strong students and athletes, I also know for a fact that many of my introverted classmates are just as spectacular.

Over the summer, I took a psychology course in which I learned that the two biggest determinates of success were grit and self-control. Regardless of IQ, social class, gender and inborn personality traits, grittier individuals with higher self-control are the ones who succeed because they have an inner drive to push themselves. People don't have to be deemed "loud" in order to be successful in their academic careers and in the workforce. As long as students are determined to put in the

effort, take risks, and enhance their own leadership attributes, they are already setting themselves up for a successful future.

Recently, I finished reading a book by Susan Cain called "Quiet: The Power of Introverts in a World That Can't Stop Talking." In her book, she said, "The most effective teams are composed of a healthy mix of introverts and extroverts, studies show, and so are many leadership structures" (Cain 161).

Though many teachers at Pingry do this, educators should stop praising individuals based on how many times they open their mouths. Instead, they can make students aware about all of the positive traits that they do have and encourage them to bring these traits one-step further into their own communities. Many of my most influential teachers have shaped who I am today by specifically telling me about my positive attributes and giving me ways in which I can fine-tune and hone them.

Students, similarly, need to view both introverted and extroverted classmates with equal respect, as both play such crucial roles in our learning ecosystem.

So, the next time someone asks me what I want to do what I grow up, I will say with confidence (even though I am still not certain yet what I want to do) that I want to be a publisher, or a musician, or a doctor – or anything that I want to be – because being called "quiet" by one person certainly does not mean that I cannot pursue, excel, and succeed in any of the job careers that I want as long as I work hard and have a positive attitude while doing it.

EDITORIAL

Actions and Reactions

I like leggings. And prior to October 2, 2015, I wore them on dress down days. But I'm not here to opine as to whether the administration's mandate restricting legging-wear was right or wrong. I don't intend to use this space to accuse or censure, preach or sermonize, speculate or presume. My editorial does not cast aspersions, nor does it elicit praise. Rather, it seeks to illustrate the import and relevance of the students' reaction to what they perceived as a social injustice.

It started with a Facebook post. A simple "Hey, so does everyone want to wear leggings tomorrow?" somehow reached enough followers, received enough likes and garnered enough support to initiate the most notable student protest in recent Pingry history. What ensued was the collective act of civil disobedience at its finest. On Friday morning, girls assembled in the Upper Commons, rebelliously sporting the banned leggings, to voluntarily sign up for a detention.

Yet, by the end of the school day, with no policies changed and no statement issued by the administration, students opted to return to social media. This time, it was a poem, published by an anonymous Pingry student on popular news outlet Buzzfeed. Next, an online petition that received over 250 "signatures" in less than four days. Perhaps the most instrumental tool of Internet protest was the popular hashtag #IAmNotADistracted, uniting protestors with a common call for action.

Social media activism virtually allows individuals to become part of a greater social movement almost instantaneously. Some students used social media outlets to join the conversation; they invoked the words of famous dissidents and let their own voices be heard. Other students, instead, echoed the voices of others; with a click of a button, or a "like" of a post, one felt as though they were a powerful conduit of social change.

And there were probably others who simply joined the cause for the sake of joining, not wanting to feel excluded from the dramatic hype. For many, the protest was a departure from the mundane. Students revelled in the shared sense of rebellion.

Whatever their motivation to sign the petition, "like" the post or comment online, students perpetuated a demonstration that administrators could not overlook.

But was this social media campaign the best method to affect change? And, moreover, was it moral for students to denounce the dress code amendment and criticize the school in such a public and indelible manner?

To be sure, students' decision to resort to social media as a means to address a perceived injustice is not a novel concept. In the past few years, the practice of "hashtag activism" has become a widespread phenomenon. #BlackLivesMatter and #ICantBreathe sought to address the larger problem of systematic racism and police brutality. #YesAllWomen criticized misogyny's violent impact on women and girls. And #HeForShe promoted a solidarity movement for gender equality.

While these hashtags may not have instantly affected change or achieved social justice in the world, they have certainly altered the way we see the world. They have succeeded in gaining the attention of society, which is perhaps the first step in a productive crusade for change. So while #IAmNotADistracted did not ultimately result in repealing the legging restriction, it did alert administrators of female students' resentment of a stolen "freedom" and ardor for a perceived social injustice.

Could students have addressed their concerns differently, in a less public forum? Perhaps. But in a society that consistently exercises its first amendment rights through posts, comments, and hashtags, it's no surprise that students would pursue this same course of action. Letting one's voice be heard through an online medium is mainstream.

Sometimes negative or critical remarks must be made in order to advocate for positive change, and these should not be considered dishonorable. At a school that takes pride in its harkness-style class discussions, values diversity in thought and perspective, and tends to consider student input before making decisions, students' opinions, no matter where they are publicized, should not be censored or condemned.

—Abby Bauer

Wu Explores Value of Scores

By RACHEL WU (VI)

With the start of a new school year and college applications looming, high schoolers, especially the seniors, are stressed to say the least. The freshmen are earning their first grades that "count," the sophomores are getting their first taste of advanced classes, the juniors are starting to think about standardized testing, and the seniors, of course, must face the impending task of applying to colleges.

Pingry's environment puts a clear emphasis on scores and grades. Every fall, the Fall Awards Assembly starts off the school year by reminding students of their academic standing. Many of the awards and inductions are based on numerical measurements, such as PSAT scores for National Merit Scholarships and GPA's for the Scholarship Prize and partially for Cum Laude, which involves other criteria as well. With weekly tests, quizzes, essays, and presentations, students are constantly assessed. As a senior with a full schedule, I have upwards of three or four assessments a week.

Of course, in a competitive college preparatory school, measuring student comprehension is essential. Yet, is the abundance of numerical assessments really

representative of a student's understanding of the material?

This summer, I worked at an internship at the Rutgers Medical School, sponsored by the Liberty Science Center. The application process was extensive, and, unsurprisingly, largely based on numbers: my grades in school, my ranking in the class, my SAT scores, etc. But the actual internship itself was nothing of the sort.

As my first job-like experience in my life, I had no idea what to expect walking into the lab on my first day. I quickly learned that no one cared about my scores or my grades. Not once was I asked what grade I received in Honors Biology, or how I performed on the ACT Science section. Instead, I was assessed on my attention to detail, how quickly I could learn the lab protocols, and my ability to recover from mistakes.

Compared to the other interns, who were all first-year medical students, I was the least prepared for the job. Even if my SAT scores were higher than theirs, who cared?

When my boss asked me questions about his work, my initial reaction was always: *I don't know*. None of the questions he asked had been covered by the courses that

I had taken. Even if I had memorized the protocols, studied his paper, and reviewed my Biology notes, I was never prepared with an answer.

I eventually realized that his questions were not meant to be measures of how much I had studied for them. Instead, they assessed my *true* understanding of the matter, and saw whether I could apply them.

The students who excel academically here are often those who take meticulous notes, diligently finish their homework during flex time, and spend hours studying at home. Admittedly, in the seven years that I have been here, I have been one of these students: hardworking, anxious, and a little obsessive over grades and scores. Yet, my time at the lab left me wondering: is the amount of emphasis Pingry puts on numbers healthy?

By being exposed to an environment where, for once, my performance was not based on numbers and test scores, I realized that regardless of how "book smart" you are, what matters in the "real world" is whether you can apply your knowledge.

With the amount of pressure colleges put on numerical grades, it is no wonder that students are so focused on getting that "A." After

my experience in the lab, however, I cannot help but question whether or not such an emphasis on numbers is an accurate reflection of a student's ability.

As a community, we could all benefit from taking a step back from the numbers from time to time. In order to truly learn the material and find our true interests, often a non-numerical perspective is the way to go.



Pan Finds a Home in Japan

By MEGAN PAN (IV)

“June 22, 2015. Right now I am on a plane flying west from New Jersey to Los Angeles. There is not a lot of space for me here in my cubicle-like seat by the window. My neck aches a bit from sleeping awkwardly against the window, and I still do feel a bit sleep-deprived. However, I still have reason to be happy, for I am finally Japan-bound and my journey is underway.”

Before I went to Japan, I had always viewed the country with a romantic eye. When I was applying to the AFS Summer Language Study Program in Japan, I imagined living in a big city such as Tokyo or Osaka, biking or taking the subway to school, and wearing a cute uniform while attending a Japanese school as a foreign exchange student.

I suppose you could understand my initial disappointment when I found out that I would be living in the tiny rural town of Yame, Fukuoka and attending a small language institution consisting only of foreigners (with no cute uniforms).

Certainly, it wasn't in Yame that I imagined I would find a semblance of home.

All exchange students in the AFS Program stayed with a host family. I lived with a couple in their sixties without any children whom I called “Otousan” and “Okaasan,” the Japanese equivalents of “Father” and “Mother.”

When they first came to pick me up at the Fukuoka airport, I spoke virtually no Japanese. With only about a week's worth of preparation before my trip, I could understand the simplest of questions and respond using either “yes,” “no,” or “it's delicious.”

Ultimately, I became very close to my host mother, with whom I spent the most time. Every morning, she prepared a lunch box, called a “bento,” filled with food she made herself, and a thermos of hot tea for me to take to school. In the afternoon, when I returned, she would greet me with a snack, usually fruit or pudding. She kept a dictionary nearby to help me practice my Japanese, and we kept a running list of new vocabulary words.

My host father was usually at work, so I spent less time with him. However, one evening he offered to take me to my host mother's hometown, the site of the family's tea fields, and together we drove in his pickup truck to the mountains. The mountain roads were narrow and steep, and we were often mere centimeters away from careening off the edge of a cliff. My host father navigated the terraced fields easily, but I still walked gingerly, praying that I wouldn't lose balance and fall eight feet down to the terrace below.

The time I enjoyed most was dinner time. My host mother would start making

dinner in the afternoon, and it would be ready just in time for my host father's return from work. I would set the table with each family member's designated bowl and pair of chopsticks, and the three of us would eat together and simply talk. We began the meal together and we finished the meal together. We were a family.

The day before I was to return home, I wrote my host family a letter in Japanese, thanking them for their hospitality. “It was the end of one chapter,” I wrote, “and the start of another.”

Wherever you go, it's always the people you meet who leave a lasting impact on you, making the departure all the more difficult. I dislike the nature

of goodbyes because of the uncertainty within them. I wonder whether I will see my host family again, or if I will be able to come back to a place I now consider a home. I will never know.

“July 26, 2015. We're descending into Newark as one day folds into another. As we're getting ready to land, I can only think about how tired I am, and how I've been traveling and leaving and saying goodbye constantly for at least a full day's worth of time. I just want to be able to stay in one place with everyone I love and everything that's meaningful to me. But right now, mid-transit, I get the feeling that I want to be moving forever. I can't say why.”



M. Pan (IV)

Jin Embarks on Journey to Thailand

By EMILY JIN (VI)

This summer I found myself taking four separate plane rides and embarking on a three hour drive to reach my final destination of Mae Sariang, Thailand. I was incredibly fortunate to have been able to go on a service trip with Rustic Pathways and spend 18 days immersed in Thai culture. As cliché as it sounds, the experience was one that was unforgettable and completely life changing. When you have the opportunity to ride and care for an elephant and visit a Burmese refugee camp, there is no other way to describe it.

I began my journey with a week stay at the Rustic Pathways Children's home. This week was mainly about getting to know Thai culture and people; we ate at authentic Thai restaurants, visited gold-gilded temples, and shopped at lively night markets.

At the Children's Home, we got to connect with the native staff and the students living there. The people there were so kind and happy, and their energy was infectious. It was amazing that I could get along so well with these people that lived lives vastly different from mine.

Seeing how much the Thai students knew about American culture and music was fascinating. They would have Katy Perry and

Bruno Mars songs on their phones and rave about their favorite American movies. We had community service opportunities interspersed throughout the first week.

For an overnight trip, we went to a school and mixed cement to build a new kitchen. For a day trip, we taught English to middle school and elementary school students. My group in particular taught the younger students about different foods and the older students about how to



E. Jin (VI)

order food at a restaurant.

Probably the most life-changing part of the trip was being able to visit the Mae Ra Moe refugee camp and talk to the students there. Hearing Burmese students around my age light up with the thought

of being a teacher or a doctor when they grew up filled me with so much joy. Despite the fact that many of them are separated from their families and have limited freedom, they are so optimistic and hopeful for their futures.

Reflecting on my own life, I realized that being able to receive such a high standard of education and knowing that I can go to college is a blessing in itself. Coming back from that experience, it is safe

people and I were actually assigned to our own elephant named Boon Mi. Each day—we would feed him jicama before breakfast. Afterwards, we would walk him down to the elephant camp, with one person leading and four people riding on his back; there, we would wash him and feed him pineapple leaves.

As the days went by, Boon Mi slowly started to recognize and remember us. One day in that week, we went to a pineapple field to cut pineapple leaves and bring them back to the conservation center. Another day, we learned to shoot tranquilizer darts not meant to harm the elephants, but rather to tame the male ones when they go through their aggressive “musth” period. Learning about elephants and being able to care for them at such close proximity was honestly one of the most incredible experiences I had.

The trip overall was one that I am incredibly grateful to have taken. Not only do I have a newfound gratitude for everything in my life, but I also have unforgettable memories and friends. Being able to get a glimpse of this new culture and make a small difference was entirely humbling, and I definitely hope to do more foreign service trips in the years to come.

fields, a pool, an indoor hockey gym and a clubhouse. When we arrived at the Club, we were shown what would be our sleeping area for the next two weeks: a circle of sixteen green tents, each one housing eight girls.

Throughout the day, more and more foreign teenagers showed up to the Club. When we sat down for dinner that night, I heard conversations taking place in seven different languages. I met teenagers from multiple European countries, Australia, South Africa and China. Half of the non-American players who were there were members of the national hockey teams in their countries.

My stay at the Club was far from boring. Some tents were robbed of their passports, money and phones, which prompted the staff to move all 100 of us inside the gym to sleep together for the

Taylor Scores Field Hockey Goals in Spain

By MACKINLEY TAYLOR (V)

Twenty-seven American girls, joined by 30 boys and 70 girls from countries all over the world, traveled to Barcelona, Spain this summer with one common purpose: to play field hockey.

Last fall, I received an invitation offering me a spot to train for two weeks in Spain over the summer. After convincing my parents to let me travel to another continent alone, I signed up and waited for July 22, 2015 to come around.

On the day of my departure, I drove to Newark Airport and met the other American girls who were just as nervous and excited as I was for what lay ahead. We boarded the plane together, having known each other for less than two hours, and headed to Spain.

Upon our arrival in Barcelona, we traveled around the historic city, looking at cathedrals, eating Spanish food and frequently getting lost because none of us actually spoke Spanish. We slept in the city that night and left early the next morning for Atlètic Terrassa Hockey Club, which is located 40 minutes outside of Barcelona.

We arrived at a place that reminded me of a country club here in America. But in place of a golf course, there were three field hockey

remaining week of camp. We had dance parties and pool parties and traveled to the beach in Barcelona.

We woke up each morning at 7:30 am and ate breakfast, which was the same every day: a large piece of bread with the option of peanut butter, butter, or Nutella. We would then head to the fields and have skills clinics for four hours, then break into teams of eight to scrimmage in a round-robin style tournament.

The teams were composed of a mix of both boys and girls of varying ages, all from different countries. As field hockey is predominately a men's sport in other countries, the boys who were at this camp were incredibly skilled and talented.

My team consisted of one other American girl, two boys and a girl from England, a boy from Spain, a 14-year-old boy from Amsterdam who was one of the best players at the camp, and a Dutch girl who played on her national team. We bonded as a team through playing and talking about our native countries and hockey careers.

In the afternoons, we would have three hours of free time to talk and relax with our new friends. This was followed by another three hours of training,



M. Taylor (V)

dinner, and showering in one of six available showers. We then would have a “social” period that was filled with fun activities, often involving hockey or obstacle courses.

I feel so fortunate to have been able to attend this camp, for I was able to train with some of the best players that I have ever been exposed to in my life. Playing with the girls and boys from other countries who played at a much higher level challenged me and made me a better player.

I made best friends from all over the world that I still talk to every day, and was exposed to fascinating new cultures and viewpoints that I had only learned about in my classes at school. I went to Spain expecting to learn more about my sport, but returned also having learned about the lives of teenagers, just like me, from all over the world.

Ricciardi Explores Morocco and Learns More About Herself

By SOPHIE RICCIARDI (V)

It was midsummer, and I found myself feeling out of place, unsafe, extremely hot, and far from home. It was eleven o'clock at night, and fourteen strangers and I were wheeling our clearly "americanized" suitcases through the narrow, darkened, and crowded streets of Marrakech.

It was 112 degrees, and the city vibrated with the echoes of music and haggling. Our mandated long pants and long-sleeved t-shirts clung to our bodies as the sweat pooled in every crevice. We had spent seventeen hours en route, and now the unfamiliar smells of sewage, saffron, and sweat bombarded us on the streets. Even after safely arriving at the riad where we would spend our first night in Morocco, following a harrowing twenty-minute trek through the largest UNESCO heritage market in the world, we could only be described as a distraught group of teenagers.

During the walk, one of the girls had felt a pickpocket unzip her backpack and reach for her camera. Luckily, the

trip leader saw what was happening and deftly pushed the man away. Hands reached out towards us throughout the streets as if they had never seen our particular species before. We were scared, sticky, exhausted and homesick. And this was only the beginning.

Three weeks later, after travelling by van to an amazing array of Moroccan locations, beginning with the famous waterfall Cascade D'Ouzoud, including a week working in a remote Berber village in the High Atlas Mountains, a day relaxing in the artistic beach town of Assilah, and sightseeing in the blue city of Chefchaouen, we were back in Marrakech, navigating those same narrow streets. There were fifteen students, competent, confident, and friends for life.

Leg one of our journey began in the village of Zawiya Ahansal. When our bus pulled up, we had the rare honor of being greeted by the sheik of the village. Our next surprise came moments later when we were invited to live in his home for the duration of our stay in the village. After pulling our duffels up

the side of a sandy mountain, we reached his home situated amongst the breathtaking Atlas Mountains. Small glasses of mint tea awaited us, an afternoon tradition that would be greatly missed upon departure.

Following the snack, we were ushered into the narrow dining room where we sat in low stools at a low table. Our first meal was a dish called tagine. This delicacy contained some sort of meat, dried fruit, and a yellow sauce heavy with saffron.

As we hesitantly took our first bite, we were pleasantly surprised to find the dish to be tasty. Little did we know that tagine, the typical meal of the Maghreb, would become our staple food source for every lunch and dinner for the next three weeks!

After dinner, the sheik instructed us all to fetch our notebooks, an item that would also become a staple of the trip. He informed us that every night we would have an hour of Arabic or Berber lessons. Although we were hesitant because these lessons started around eleven at night, we soon happily forfeited sleep for the sheik's



Courtesy of S. Ricciardi (V)

wondrous and valuable "life lessons."

The next morning, and every day thereafter, we set out for either the local school, where we would teach English verb conjugations and arithmetic problems, or the local construction site where we would mix cement for the construction of a much-needed community center. After a few hours of hard work in the blazing sun, we would return to the sheik's home and enjoy a three hour siesta that consisted of napping on the roof, playing with the sheik's five-year-old niece,

Heba, and drinking lots of mint tea and playing games. In the afternoon we would go back to work, but this time in the garden: weeding, raking, planting, and harvesting the vegetables that would comprise of dinner that very night.

These days seem simple on paper, but something incredible happened during those ten days, a transformation hard to put into words. We each gained a newfound appreciation of education, language, and friendship. Through once in a lifetime experiences such as taking

part in a traditional Berber wedding and communicating with impoverished children in their native tongue, we started touching parts of ourselves we did not know.

Through hours of social media-free play and reflections in our now-bursting journals, we met the best part of each other and ourselves. That crazy first night in Marrakech faded in difficulty and importance. We returned there our last night, fearless, and ready to take on the city and our lives.

Mr. Virzi Leaves Expanded and Modernized Campuses After 16 Years

By ABBY BAUER

After 16 years of service and dedication to the community, Director of Facilities Mr. Mike Virzi has resigned from his position.

Mr. Virzi came to the school in 1999 as a consultant. Since being promoted to Director of Facilities, Mr. Virzi has pioneered major efforts to plan, develop, and construct first-rate facilities found on both the Basking Ridge and Short Hills campuses.

Over the years, Mr. Virzi has supervised the construction of the Hostetter Arts Center, the Smith Middle School, John Taylor Babbitt Memorial Field, and the Bugliari World Cup Field. He has also promoted the school's energy conservation efforts by installing a solar energy array on the Upper School roof. His most recent project was the modernization of both campuses, creating the collaborative and educational

spaces that students and faculty alike enjoy.

According to Mr. Virzi, there has been a "continual mode of change," since he first joined the staff. He said, "The board and headmaster have had many visions over the years, and my job as Director is to effectively implement them and make them a reality."

Mr. Virzi's mission has been "to support the program of the schools." Many would agree that he has fulfilled this mission.

Though each construction project requires time, effort, and master planning, Mr. Virzi noted that the modernization of the Short Hills campus was "the biggest undertaking." His favorite project, however, was the construction of the Short Hills playground. "It was small in the scheme of things, but very fun to work on. It was great to see the kids out there, enjoying something we created," he said.

Headmaster Mr. Nat Conard commented on Mr. Virzi's contributions to the community, saying, "He has transformed our physical plan. In terms of design, he's been key in making sure that the buildings meet the needs of the program. He's masterful at that." Mr. Conard fondly remembers how Mr. Virzi would drive around at midnight on the eve of snowstorms to assess the roads where students live and report back to him. He said jokingly, "Who am I going to call now to drive around?"

As he begins a new chapter in his life, Mr. Virzi said that he will miss the people here. Board members, administrators, parents, and students have all made his job very enjoyable.

When asked if he had any parting words to share with the Pingry community, Mr. Virzi said simply, "Thank you. It's been fun."



The Basking Ridge Campus in 1984.

Courtesy of Pingry Communications



The Basking Ridge Campus in 2012, with the Middle School, Arts Center, Babbit Field, and Bugliari World Cup Field (not visible).

Courtesy of Pingry Communications

Word in the Hall: What Are Your Goals for the Year?



NANCY LU (V)

"To find a balance between academics and my passions."



TATIANA EDELL (VI)

"I want to figure out where I'm going to college."



NAIYAH AUTOLOMAH (IV)

Pass Biology!



ISABELLA DRZALA (III)

"I want to do well in school."



WILL ZHANG (IV)

"Get more involved with the school's research teams."

Just Ask Jess: Junior Year Tips

By JESS FOY (VI)

For my first advice column, I thought it would be a good idea to start with the dreaded junior year. As a senior, I am so grateful to be out of the infamous year of high school. But I can tell you that while it was difficult, stressful, and exhausting in the moment, looking back, junior year was one of the most significant parts of my high school experience.

This week I polled a bunch of my fellow classmates asking them, "If you could give your past self one piece of advice for junior year, what would you say?" And while I got many funny responses such as, "Tears are normal and quit while you still can," many people came up with thoughtful responses.

1) Find your people. Anyone who's ever seen "Grey's Anatomy" knows what I'm talking about. You need to find that person who can be your two-minute vent, who can dance it out with you over Facetime, or hand you tissues when you've had a rough week. You need to develop a support system. I made my closest friends during junior year. We ate tubs of peanut butter on the floor and studied together on Friday nights. Surrounding yourself with good people will make junior year just a lot easier. You are able to develop close and trustworthy bonds that flourish into amazing friendships.

2) It's better to be passionate about two or three activities than drive yourself crazy trying to do seven. Pingry kids try to do everything, but with academic work alone, you are going to be busy. Find a few clubs that you enjoy and put your extra effort into them. Showing commitment to a specific club will allow you to appreciate it much more.

3) Take your SAT and ACT

testing seriously but don't let it destroy your confidence. A representative during a college information session I was at said, "test scores matter less than you think, but more than you want." Your test scores are not the end all, be all of your application. Take your preparation for them seriously but don't allow yourself to be distraught if they aren't the highest out there. You are more than a number.

4) Don't get behind. I know that seems silly to reiterate, but it's key to success. It's important for you to stay on top of all of your assignments. Be organized and use your time wisely. Because in addition to your extracurriculars and your extra time spent studying for your standardized tests, if you plan to get sleep, you need to be efficient. On the flip side, always remember that your mental and physical wellbeing is just as important as any grade or test score. Sometimes you just need that extra hour of sleep, and it's okay to take it. Keep yourself relaxed and don't get caught up in the craziness of Pingry.

5) You are not going to die. It may feel like you are so exhausted you can't get out of bed or that you're so stressed your hair is about to fall out, but trust me, you are going to come out on top. This is not the end; everything you do this year is helping your future. Don't have any regrets. It may feel like you haven't done anything social in months, but the reality is, no one has. Especially at Pingry, everyone has the same goal to push himself or herself to do his or her very best. Grind it out as hard as you can for this eight-month period and you will feel so much better come senior year fall, when your grades are good enough to help you get into your dream college.



U. Dedekind (VI)

Food For Thought: Cosentino's New Food Column Covers Local Restaurants

By AMANDA COSENTINO (VI)

It's Friday afternoon, practice just ended, you've finally handed in that essay that's been hanging over your head and taken that math test, and now all you want to do is grab dinner with your friends. But with this comes the hotly debated question, "Where should we go?"

For me and my friends, the answer is usually Gabriel's Fountain, or "Gabe's," as we call it. Located on Washington Valley Road — a quick drive from school that leaves just enough time to play a really good song in the car — Gabe's is the perfect place for spur of the moment after-school dinner plans with friends. They have something on the menu for almost every preference, but the biggest selling point for my friends and me is the variety of delicious homemade ice creams.

Walking into Gabe's, you might think that it was decorated by your old eclectic aunt, with the yellow wallpaper, floral printed curtains draping the windows, fake flowers and

vines on the tables and windowsills, outdated furniture, and framed black and white photos scattered on the walls. My friends and I have found that this charming atmosphere

burgers, or you could be "that kid" and order a salad, all of which are delicious options. Holly Butrico (VI) contends that "they have the best buffalo wings," and Jess Foy

other desserts, are homemade. Gabe's has all the basics such as vanilla, chocolate, mint chip, and cookie dough, but also creative flavors with equally creative names that you can only really get at Gabe's, such as Scarlet Knight, a red velvet flavor, Sponge-Bob, a vanilla ice cream dyed yellow with M&Ms and brownie bits throughout, and Cookie Monster, a vanilla ice cream dyed blue with cookie dough chunks and cookie pieces throughout.

Noting Gabe's tasty and original flavors, Christina Costa (VI) mentions, "A place that has Cookie Monster ice cream has to be the best place." Gabe's also offers seasonal ice creams such as pumpkin and apple pie, soft serve flavors, and frozen yogurts. Gabe's also has sorbets, sugar free, and fat free options, for the kid who ordered the salad.

Whether it's a Friday night dinner with friends, or just a quick stop for ice cream, Gabriel's Fountain proves to be a convenient and cozy place with delicious food, and it is definitely worth trying if you haven't already.



J. Rotatori (VI)

only adds to Gabe's homey and laid back vibe. Gabe's also has outdoor seating, which is especially nice during the warmer months. Friendly and speedy service complements the quaint environment.

Much like the décor, the menu has a little bit of everything, making it a good place to go with even the pickiest of your friends. You can order anything from quesadillas, sandwiches, wraps, pasta,

(VI) comments, "My favorite is the chicken cobb salad." Personally, I'm a fan of the chicken tenders and French fries. Whatever you order from Gabe's menu is sure to satisfy.

Dinner at Gabe's is not complete without a scoop of ice cream at the end. My sweet tooth could be biased, but while Gabe's does have great food, I believe the ice cream truly outshines the dinner menu. The ice creams, as well as

Looks in the Hall: Dedekind Covers Fashion

By URSULA DEDEKIND (VI)

To many Pingry students, fall is characterized by the closing of a long summer and the return to school; however, to designers, models, and fashion enthusiasts alike, fall means fashion week. In the month of September, fashion houses, brands, and designers all have the chance to showcase their newest Spring/Summer collections to the world, ushered by lots of excitement and anticipation. Fashion week provides an opportunity for up-and-coming designers to be recognized and established names to reinstate their dominance.

Trends are set, and creativity flourishes. Although fall represents a fresh start, some could argue that it is impossible to look forward without reflecting on the past. This season, Tommy Hilfiger presented a 1970's Bob Marley inspired collection, featuring crocheted beanies, mixed prints, and mini dresses with Jamaican flare.

The Jeremy Scott mod themed show featured big wigs, chunky bracelets, and bold bright

colors, similar to Ralph Lauren's modern approach to 80's fabrics and cuts. It seems as though designers have been taking inspiration from almost every decade this fall, yet each manages to bring a fresh and current approach to classic styles.

Fashion is a cyclical art form; the beauty of it is seen through its evolution as a whole, as it connects past and present together. It may be hard to imagine, but your mother might have donned high waisted denim and your father might have worn Chuck Taylor Converse at one point.

Walking through the high school, it would be impossible not to notice influences from every iconic time period in student fashion. A Varsity jacket, chunky black ankle boots, and a jean dress were all spotted in the halls of Pingry, worn with equal flair to their style's original decade. Currently, the two most popular styles seen spanning the four grades are 90s grunge and updated 70s styles. Blacks, dark burgundies, boots, and tights sharply contrast with the white tees, palazzo pants, and lace in

the cafeteria. Not your style? Set a trend of your own by seeking inspiration from your parents' dated digs, hitting a flea market, or repurposing some of your old clothing.

Here are some ways that you can achieve similar classic looks with a modern twist:

50s: a varsity jacket, converse sneakers, flowy skirts, chunky sweaters

60s: tailored shirts, A-line dresses, polka dots

70s: loose pants, lace tank tops, fringe, bell bottoms

80s: fitted skirts, ankle boots, peplum, tights, overalls

90s: skinny black pants, cropped shirts, scrunchies, choker necklaces

Tip: Try flea market shopping! It's a great way to find inexpensive and fun clothing that is on resurgence. At first I

was uneasy about the prospect of wearing repurposed garments, but after I saw the amazing styles, I have been converted. I recently purchased two vintage items that were so original I couldn't help but take them home. My first find was a black 80s inspired dress with gold embellishments, and the other was a wool navy sailor's jacket with interesting patches. I can't wait to wear them and bring back to life not only the clothing, but also the decade behind it!

Disclaimer: Used clothing is best worn after being dry-cleaned or delicately washed.

Great Flea Market Locations

Indoors: Artists and Fleas (Located inside Chelsea Market) 88 10th Ave @ W. 15th Street

Outdoors: Brooklyn Flea (Located in the district of Williamsburg) 50 Kent Ave, Brooklyn, NY 11249

Popping Up on the Big Screen: 6 Years

By ZAYNA NASSOURA (VI)

I recently came across the film "6 Years" while on Amazon browsing for indie films. This film had approximately ten reviews on Amazon, a very low number, but I decided to watch it anyway. Shortly after I watched "6 Years," it was released on Netflix where over 150 people reviewed it in about a week's time.

"6 Years" was written and directed by Hannah Fidell, also the writer and director of the movie "A Teacher." "6 Years" is an indie romantic drama that premiered at South by Southwest Film Festival on March 14, 2015, and then the Champs-Élysées Film Festival later this year on June 13, 2015.

Starring Taissa Farmiga of American Horror Story as Mel Clark, and Ben Rosenfield as

Dan Mercer, the film tells the story of a young college couple in Texas who have been dating for six years.

I immediately loved that the filming style was very natural and realistic. The acting also felt very raw and in the moment. This was because the film did not follow a traditional script. To keep the plot moving, the actors were instead given guidelines of what to say. This was improvisation at its best.

It was evident from the beginning scenes that Mel and Dan did not share the same friends. They would often hang out with their own friends at the start of the night before getting together later on in the night. This was maybe a result of their differing interests and aspirations. While Mel wanted to become a school teacher, Dan had an internship

with a music record.

Although Mel and Dan seemed to be incredibly comfortable with each other after being together for many years, they did face their fair share of problems. The first obvious problem in the movie occurred when Mel was upset while drunk and wanted to drive home from Dan's. A fight ensued and Dan made his first of two hospital visits during the movie. This was also their first fight of many that occurred throughout the movie.

Mel and Ben fought over which parties to attend and which friends to hang out with.

The young actors in the movie portrayed miniscule problems as larger than life. Also, other issues that Mel and Dan fought about stemmed from their seemingly immature problems. The couple had a tumultuous relationship

throughout the movie with problems about infidelity, different career plans, and commitment issues.

After watching "6 Years," I thought it was a great movie that portrayed a realistic young couple as they faced adulthood. However, looking back, I realize that I do not particularly like either Mel or Dan. Mel was very clingy and more immature than Dan, while Dan, on the other hand was focused more on his work than on his relationship, which also bothered me. I rooted for Mel and Dan as a couple, but as individuals, they do not have enough favorable qualities to make them appealing.

I am interested in finding out how others will view Mel and Dan, and whether they will like them together.



Google Images

Garavente Teaches Financial Literacy

By LINDSEY YU (IV)

This fall, the Upper School Mathematics Department welcomes Mr. Paul "Woody" Garavente, who will be teaching two sections of Financial Literacy to sixth and ninth

grade students. He will also be advising the Entrepreneur Club and the Credit Union, and serving and coaching JV girls' basketball and boys' lacrosse in the spring.

Mr. Garavente attended Harvard University where he earned a B.S. degree in

Engineering Sciences. After college, he worked on Wall Street for 20 years, trading bonds in the rates markets. For the next ten years, Mr. Garavente worked as a director and product manager at Tradeweb, an electronic trading software firm that builds and operates many of the world's leading electronic fixed income and derivative markets. He also taught classes at the firm and CCD classes at his church.

When asked what inspired him to become a full-time teacher, Mr. Garavente said, "Just the thought that I could be the one to motivate a student to work their hardest." His mother and

both teachers, also influenced his decision to be in the classroom, rather than the office.

In his free time, Mr. Garavente enjoys spending time with his wife and their three teenage daughters. Mr. Garavente also currently serves as President of the Board at St. John's Residence for Boys, a program dedicated to aiding disadvantaged boys and their families. Having previously taken time off from work to be a recreational counselor for the school, Mr. Garavente is devoted to supporting and giving back to this cause. He is also an active member in his church community and enjoys playing golf.

Looking forward to the school year ahead, Mr. Garavente says, "I hope I will be able to contribute to the collaborative environment at Pingry and really make an impact on my students." He adds that he is "incredibly excited to get to know everyone in the community," and can't wait to see what the year has in store.



A. Van Orden (V) father, who are

Honohan Joins the History Ranks

By KARTIKEYA SHARMA (V)

This fall, Mr. Matthew Honohan joins the Upper School History Department. In addition to teaching three sections of World History 10, Mr. Honohan will be assisting with the baseball team and the Speech and Debate Club.

Mr. Honohan received a B.A. in Political Science from Boston College and

course and two senior electives related to China and Modern East Asia and World War II.

"It is essential that students are culturally literate citizens in the twenty-first century," said Mr. Honohan, noting that "American understanding and awareness has shifted from solely U.S. History to a global awareness of other civilizations."

Having grown up in Ber-



H. Park (VI)

Dr. Kirkhart Contributes to Biology Program

By MEGAN PAN (IV)

This fall, Dr. Colleen Kirkhart begins her first full year of teaching as a member of the Upper School Science Department. She is teaching Honors Biology II and Introduction to Scientific Research, as well as assisting the independent Research Team (iRT).

Dr. Kirkhart graduated from Wellesley College with a B.A. in Neuroscience. Before coming to Pingry, she earned her Ph.D. in Neuroscience from the University of California-Berkeley while teaching classes to Berkeley undergraduate students.

"Teaching at UC Berkeley was fun, but very different," Dr. Kirkhart said. "A lot of the classes were really big, so if I gave a lecture, it would be to a room of four hundred people. As you can imagine, it was not very interactive."

For her doctoral research, she studied the neural circuitry underlying associative memory in *Drosophila melanogaster*, a type of fruit fly. She decided to transition into full-time teaching

because "it felt more meaningful." "I found myself feeling like I was too specialized. I worked on one very small problem in this huge world of science, but it didn't feel quite meaningful enough. I

that Pingry students seem a lot more interested in the information," she said. "The undergraduates I taught were more focused on their grades than on the material. I'm enjoying being in an environ-

ment where students are really interested in learning."

She recalled, "Once I got to college and actually saw laboratories and scientists doing experiments, I realized that the field allows people to come up

with totally new ideas in totally new ways. I liked the freedom and the novelty of science."

A self-described "big nerd," Dr. Kirkhart enjoys reading books of all genres, from literary fiction and non-fiction to books on history, politics and science. She also likes the outdoors and spends a lot of time hiking and backpacking in the woods.

This year, Dr. Kirkhart hopes to be able to refine her teaching style and to make progress with her *Drosophila* project as a faculty mentor of iRT.

"I'm starting a *Drosophila* neurobiology lab. We will be bringing in flies and doing work on the neural basis of behavior using genetic manipulations."

Dr. Kirkhart is looking forward to her first year at Pingry. "I'm excited to be here," she said. "But if you see me looking lost wandering around the halls, help point me in the right direction!"



R. Beatty (V)

found that I really liked the human interaction of teaching classes and being a mentor to others."

After moving from Oakland, California to Bloomingdale, New Jersey to be closer to her family, Dr. Kirkhart began her first full-time teaching position at Pingry.

"In general, so far I have found

ment where students are really interested in learning."

As a high school student, Dr. Kirkhart was not fond of science courses because of the emphasis placed on memorizing facts. Upon entering college, she became interested in science "because it was logical and concrete, but there

Mr. Scott Garrow Steps in as Permanent Substitute

By RACHEL CHEN (IV)

Mr. Scott Garrow has joined the faculty as a permanent substitute teacher as well as a three season. Currently he is coaching the boys' soccer C team, and in the winter he plans to coach both the Middle and Upper School Ice Hockey teams. He has not yet decided what he will coach in the spring.

Before his arrival here, Mr. Garrow earned his undergraduate degree in History at Western Michigan University. He stayed at Western Michigan to earn his Master's degree in Sports Studies, which included "basically anything and everything that involves sports." He said, "It wasn't just sports management; they focused on the psychology of the players,

coaching, plays. It was meant for people who were thinking of becoming career coaches, so it covered this whole spectrum of sports-related topics."

This degree served him well during the 20 years he spent coaching hockey for college. "It was a great job, but it could get hectic sometimes," he said. "There was definitely pressure and long hours, but it was also very rewarding. I liked the high intensity and high pace to it." He adds, "Obviously working with the students and having the chance to impact their lives was awesome."

The drive to mentor young, impressionable minds and athletes brought him to Basking Ridge. He had never taught before, but after a campus visit last year, he decided, "Pingry seemed like a really cool

environment. I was trying to get out of college coaching, and Pingry seemed to offer a fairly relatable coaching experience as well as an introduction to teaching."

Mr. Garrow is excited for this new chapter in his life. "Being a substitute is a good transition for me because there's none of the usual stressful planning involved," he said. "I think that's the hard part. I've already had a career dealing with large groups of people, and the planning and communication of dealing with kids this age can be challenging. It's nice not having to worry about any of it."

So far, the job has been slow but just as fulfilling as he expected. "Not a lot of teachers have been out yet, but everyone has been great! The staff has been phenomenal, and the students are so welcoming.

I can't say enough about how good it's been so far."

His goal for the year is simple: "I hope to get better in a classroom setting, especially since I'm coming in with no teaching experience."

In his free time, Mr. Garrow spends his time with his two boys, ages 12 and 7. They are all avid sports fans, and Mr. Garrow admits that, "most of my free time is with them, carting them around to sports practices."

When asked if he had any words to share with the community, he said, "Not really. I'm a man of few words. I really look forward to getting more involved in the community and meeting more people, whether they're staff or a student. I'm just really just excited to be here. It's all new to me."



A. Van Orden (V)

Fiore First Kindergarten Spanish Teacher

By FELICIA HO (III)

This fall, Ms. Diana Fiore joins the Lower School Foreign Language Department to teach Spanish K-3. Ms. Fiore will be the first Kindergarten Spanish teacher to ever teach at Pingry. Previously, Ms. Fiore taught Spanish for ten years at Gill St. Bernard's, Tewksbury Elementary School and in the Mount Olive school district.

Born and raised in Colombia, Ms. Fiore's native language is Spanish. When she began attending school in Colombia, she discovered that her teachers were very involved in her life, both inside and outside of the classroom. It was at this young age that Ms. Fiore started to develop her passion for teaching. She realized what a profound impact a teacher could have on a child's life, even beyond their years in school.



D. Fiore

After coming to America, Ms. Fiore attended Rutgers University where she earned a B.A. in Spanish and an M.A. in Communication. While at Rutgers, Ms. Fiore was inspired by several of her professors, and she fondly remembers their love of

education and commitment to their profession. To pursue her dream of teaching, Ms. Fiore went on to earn an M.A. in Education from the College of St. Elizabeth.

When asked how she is assimilating to the Pingry community, Ms. Fiore de-

scribed her first few weeks as "truly incredible and fascinating, with an incredible level of support." Ms. Fiore has also enjoyed "learning about the extraordinary history and culture of the school," adding that she is "honored to be teaching at a school that has an outstanding reputation for its commitment to academic excellence."

When asked about her goals for the school year, Ms. Fiore said, "I would like to become more familiar with the community, as well as to collaborate with my colleagues to align the curriculum and bring Spanish to life." She further hopes to expose Lower School students to the experiences she had as a child in Columbia, while in the classroom.

When she is not teaching, Ms. Fiore enjoys reading, dancing, traveling and spending time with her daughter, Angela.

Samadani Joins the Physics Crew

By BRANDON LI (V)

This fall, Dr. Azadeh Samadani joins the Upper School Science department to teach Introductory Physics. Additionally, she will mentor the Independent

Research Team.

After graduating, she came to the United States where she went to Clark University, a private university in Massachusetts, where



R. Beatty (V)

Research Team.

On IRT, she will be mentoring Jackson Artis's (VI) and Kevin Chow's (VI) group, which will be building a microscope to better observe the motion of algae towards light.

Dr. Samadani's high school teachers were very influential in her decision to become an educator. "I learned so much more in high school than at any other time in my life," she recalled.

For college, Dr. Samadani attended Sharif University of Technology in Iran, a public research university known as one of the most prestigious in the nation. There, she studied physics and got a B.S. in Iran, the college application system is different than in the United States. Iranian students take an entrance exam, and are assigned to different universities based on their scores. American students, however, take a stan-

she got her Ph.D. in physics. Before coming to Pingry, she did her postdoctoral work at MIT and taught at Brandeis University for ten years.

Dr. Samadani's goal at Pingry is "to have fun," and to "teach physics not just to teach physics, but to teach people how to think and solve problems." Her hope is that students will be able to ask questions and approach these difficult problems the same way a scientist would.

In her free time, Dr. Samadani likes to do activities with her children, taking them to the park, and going to the beach. Dr. Samadani loves swimming and windsurfing and hopes to continue to do both when her children are a little older.

As for her thoughts on the Pingry community, she believes that "Pingry is awesome," and she is "having a blast teaching students introductory physics."

Mahida Shares Love of English with Students

By ROSE BEATTY (V)

This fall, Ms. Carol Mahida joins the Middle School English Department as a sixth grade teacher. Ms. Mahida will also be the assistant coach of the Middle School boys' basketball team and assistant advisor to the debate team. Finally, she is involved with the multicultural team.

Ms. Mahida attended the University of South Carolina, where she received her B.A. in English. She went on to attend Columbia University for graduate school, where she received her M.A. in the Teaching of English.

Prior to arriving at Pingry, Ms. Mahida taught English at the NYC Lab School for Collaborative Studies, where she also served as Chairwoman for the school's AIDS Action Day. Most recently, she taught seventh grade English at the Allen-Stevenson School

in Manhattan, where she was an English Department team leader and Upper School Advisor to the Boys of Color affinity group.

While at the University of South Carolina, Ms. Mahida

had aspired to become a doctor, but changed her mind after she began tutoring high school students in French. Through tutoring, Ms. Mahida discovered her love for working with children, and decided to pursue

teaching full-time.

This year, Ms. Mahida aims to "figure out where she fits best" in the Pingry community, and hopes to continue making a positive impact on the lives of her students.

When not on campus, Ms. Mahida likes to pursue her personal interests, which include knitting and arts and crafts. She enjoys exploring the city, attending food festivals and participating in "anything that has to do with social justice or diversity," which she is very passionate about and interested in.

When asked about her thoughts on Pingry thus far, Ms. Mahida said with a laugh, "So far, so good! The students here are very busy." Ms. Mahida also notes that she has thoroughly enjoyed working with her students in the first few weeks of school, and appreciates the welcoming and supportive environment at Pingry.



R. Beatty (V)

Orndorff Brings a Passion For Comp. Sci.

By RACHEL CHEN (IV)

Mr. Josh Orndorff joins the faculty to teach computer science in the Upper School and robotics in the Middle School. He will also help coach the girls' cross country team in the fall.

Mr. Orndorff received his Bachelor's degree in Physics at Calvin College in Michigan. He then received his Masters in Physics at University of Toledo. When asked why he chose to teach computer

science instead of physics, he said, "I guess I'm kind of an interloper. I primarily taught physics before, but then at my last school I taught a single programming course and I found that it was a better experience for me."

"Maybe I studied physics too extensively before and became disinterested in teaching it at a basic level. On the other hand, I'm very passionate about programming and found teaching it to be more gratifying."

Mr. Orndorff has had a variety

of work experiences. He taught physics at another private school in Princeton and also taught classes for the Center for Talented Youth Summer Program. He even managed the Bethel AK station of an airline company called Everts Air Cargo. In his own words, "The main reason why I become a teacher is having summers off."

"But really, one of the things I love the most about teaching is having the opportunity to talk in front of a group about something I'm really interested in and hopefully inspiring them to be interested as well."

In his free time, Mr. Orndorff likes to run. "I ran in middle school, high school, and college. It's been a lot of running," he said. "I've gotten the chance to do what I love in the past few months and get into shape coaching the girls' cross country team."

Mr. Orndorff is also a private pilot who enjoys flying whenever he can find the time. As expected of his subject, he loves to program for fun. "In the fear of 'nerding out' too much, I won't tell you any details. But yes, I do spend some of my free

time programming," he said.

Recently, Mr. Orndorff has developed an interest in neuroscience, and one of his passions is "music, specifically rock music. I've been going through a transitional period, but my favorite band is definitely "The Hold Steady."

According to Mr. Orndorff, his experience at teaching at Pingry has been "so far, so good."

"I like it much better than my last school. For one thing, they used to start at 7:30!" Mr. Orndorff said. "Everyone is so friendly and organized. It feels like a real job!"

His goals for the school year are straightforward. He hopes to encourage all students to try computer science and get involved in programming.

"Right now at Pingry, I only teach elective courses. My hope is to get students so interested in computer science that they choose to take on the more advanced courses Pingry and beyond can offer."

True to his goal, Mr. Orndorff would like to say to the community, "Take all the Computer Science courses! And run for cross country!" He also requests that all students call him by only his last name, without the title "mister."

Ms. Lear Teaches English to 10th Grade

By BROOKE MURPHY (IV)

This year, the Upper School English Department welcomes Ms. Eleanor Lear. She will be teaching two sections of English 10 and will serve as the Middle School Green Group Advisor.

Before coming to Pingry, Ms. Lear taught at multiple high schools. She

is married to Director of Admissions, Mr. Timothy Lear. Ms. Lear is now discovering firsthand that the school is an exciting place to be. She said, "Pingry is full of energy, curiosity and talent, among students, faculty and staff alike."

Ms. Lear also shares that her goals for the year include familiarizing herself with the school

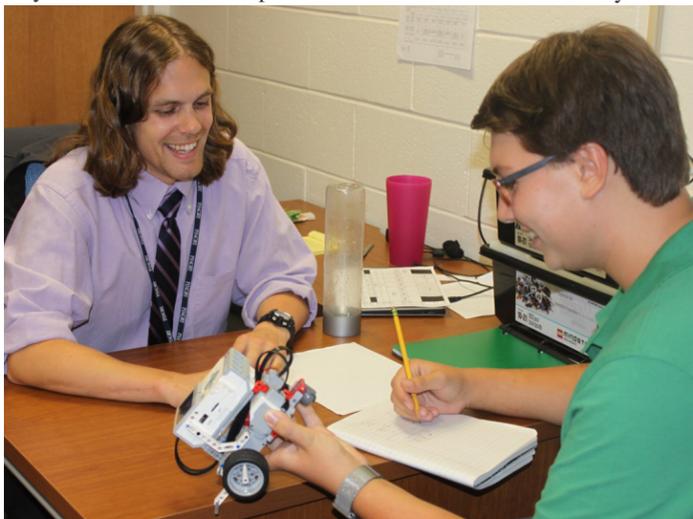
culture and adjusting her skill-set to meet her students' desires and expectations.

Between bathing, feeding, reading to and chauffeuring her three children, Ms. Lear has very little free time in her schedule. However, within these small slices of time she enjoys practicing yoga and meditation, as well as teaching it, and running for leisure. She has also begun learning the guitar, which she describes as both "humbling and thrilling."

Ms. Lear looks forward to the coming years at Pingry and is excited for this new chapter in her life.



B. Murphy (IV)



B. Murphy (V)

Cottingham Looks to Give Back to the Community as English Teacher

By **TUCKER BICKELL (VI)**

Dr. Reid Cottingham joined the Upper School English Department this fall to teach English 9 and 10.

Dr. Cottingham graduated from Harvard College where she received her B.A. in English. While at Harvard, she split her time studying literature and participating in a theatre program. She went on to receive an M.A. and PhD in English from the University of Chicago.

She taught classes at the University of Chicago, Bucknell University and Susquehanna University before moving to

Los Angeles with her husband, and taking a job at the Marlborough School, an all-girls independent day school.

When asked about her decision to become a teacher, Dr. Cottingham said, "I was just thinking, 'Oh, well, I'll try it for a year,' and I ended up falling in love with it. I loved the whole environment of the independent day school and the energy of the students, so I stayed

there for 13 years."

After moving to New Jersey, Dr. Cottingham found out about Pingry through English Department Chair Ms. Christine Taylor, whom she met at a conference in



really love my colleagues," she said, adding that she looks forward to continue "interacting with and getting to know them better."

On teaching boys for the first time, Dr. Cottingham said that they bring "a whole new element to the classroom" that she really enjoys. "It's a different kind of energy than what I'm used to and I'm really liking it a lot," she said.

On campus, Dr. Cottingham is helping out with the Peer Leadership program.

"I have a lot of interests and Pingry is a wealth of opportunity," she commented.

In her spare time, Dr. Cottingham likes to write and spend time with her two daughters. She is also an avid runner. "It's something that clears my head," she says.

Dr. Cottingham is very eager to get to know everyone on campus. "I'm thrilled to be here and I'm so excited to be a part of this community," she said. "I want to give back to this community as much as it gives to its teachers."

Salt Lake City two years earlier.

Dr. Cottingham has nothing but good things to say about her time at Pingry thus far. "The students have exceeded my expectations in terms of preparation and energy in class and scholastic ability," she said. "I'm just really enjoying my time in the classroom."

She added that she really appreciates the warmth of her fellow teachers in the English office. "I

H. Park (VI)

Nurse DiBlasi Cares for Students

By **MARIAM TRICHAS (IV)**

Combining her love of teaching with her 22 years of experience as a pediatric nurse, Ms. Jennifer Di Blasi joins the Pingry community as a Nurse and Middle School Health teacher. She will also be co-advising a Form III advisory and attending school trips.

Ms. Di Blasi received a bachelor's degree of Science in Nursing from Roberts Wesleyan College, located in Rochester, New York.

She realized that she wanted to pursue teaching while she was in nursing school. "When the opportunity opened up for me to both work with kids in nursing and teach, it was a win-win," she said.

Ms. Di Blasi says that she has enjoyed her experience at Pingry thus far, noting that the students and faculty have been friendly and welcoming. She is grateful for her colleagues, especially School Nurse and Health teacher Mrs. Joy Livak, and Health Department chair Mrs. Sue Marotto, who



B. Murphy (IV)

have both helped her adjust to the schedule and school environment.

When asked about her goals for the school year, Ms. Di Blasi said she hopes to "get to know the student body and ease into the scheduling a little bit." She would also like to better familiarize herself with the both the Middle School and Upper School, and understand the needs of the student

body as a whole.

In her free time, Ms. Di Blasi enjoys outdoor activities, such as exercising, hiking and going to the beach, and spending time with her family.

She is appreciative of Pingry's friendly environment, and looks forward to helping students, both in the classroom and the nurse's office, this year.

Señora Lampon Enhances Middle School Language Department

By **MATT STANTON (IV)**

This fall, Ms. Maria Lampon joins the Middle School Language Department to teach Spanish I and II. Ms. Lampon will also be an Assistant Coach to the girls' middle school soccer team and a Form II advisor.

Prior to coming to Pingry, Ms. Lampon taught at Black River Middle School in Chester, New Jersey, as well as at Warren Middle School, from 2000 to 2014. Ms. Lampon also currently



A. Van Orden (V)

serves as an adjunct professor at Raritan Valley Community College.

Before becoming a full-time teacher, Ms. Lampon was a

paralegal for many years and volunteered to teach Spanish to first graders once a week. When asked about why she decided to further pursue teaching, Ms. Lampon said, "I realized that I found teaching more enjoyable than working in an office setting, and I was fortunate to find a position in the Chester school district."

Ms. Lampon received her B.A. in Political Science from Upsala College and her Master's of Teaching from Rutgers University. She has also earned an

Watkins Imparts Artistic Guidance Across Campus

By **AIDAN ZOLA (VI)**

This fall, Mrs. Jennifer Mack-Watkins joins the faculty as an eighth grade Digital Filmmaking and Upper School Art Fundamentals teacher. Mrs. Mack-Watkins will also be a part of the Yearbook, helping with scheduling and photography, and will join the multicultural committee for teachers.

After earning her undergraduate degree in Studio Arts and bachelor's degree in Fine Arts from Morris-Brown College in Atlanta, Georgia, Mrs. Mack-Watkins went on to receive a master's degree in Art Education from Tufts University. She then attended Pratt Institute where she acquired her master's in Fine Arts and Printmaking.

This will be Mrs. Mack-Watkins eighth year as a teacher. Prior to coming to Pingry, she taught at The Harlem Children's Zone for five years, teaching kindergartners through tenth graders. She continues to work at the Brooklyn Museum, where she is a gallery studio instructor, on the weekends.

This past summer, Mrs. Mack-Watkins had the opportunity to travel to Japan for a month to study Japanese Woodblock as an artist-in-residence at MI-Lab-Mokuhanga Innovation Lab. It had always been her dream to study printmaking in Japan, and she was very grateful for this opportunity and experience.

When asked what inspired her to become an art teacher, Mrs. Mack-Watkins said that she

"comes from a family of artists." Her younger brother works as a designer and has his own shoe line, and her older brother is also an art teacher.

Mrs. Mack-Watkins notes that art was something she had always been good at, having won numerous art competitions throughout her middle and high school years. She credits her own art teachers for recognizing her talent and making such a positive impact in her

Pingry family." She hopes to discover the different ways in which she can use her skills to contribute to all parts of the community, and is eager to become more familiar with the school culture.

When not teaching, Mrs. Mack-Watkins loves "visiting the museums in New York City, such as the Museum of Modern Art, Whitney and the Brooklyn Museum." She also enjoys attending art talks, lectures and conferences.



R. Beatty (V)

life. She hopes to have the same impact on her students at Pingry, and aims to provide them with the encouragement and guidance that she was fortunate to receive.

Mrs. Mack-Watkins enjoys the sense of community at Pingry, saying, "It's nice being a part of the

Her favorite way to spend her free time, however, is in the studio. "I like to just create art and exhibit my work," she said.

Mrs. Mack-Watkins looks forward to sharing her love of art with the school community this upcoming year.

Tumarello Makes Learning Science Fun for Lower Schoolers

By **LINDSEY LUBOWITZ (V)**

This fall, Mrs. Sue Tumarello joins the Lower School to teach third and fourth grade Science classes.

Before coming to Pingry, Mrs. Tumarello taught Science at the Montclair Kimberley Academy for 17 years, where she also served as Lower and Middle School Science Department Chair and Educational Technology Coordinator. Most

she claims, her thought processes supported scientific thinking and creative problem-solving. The fantastic science teachers she had in her schooling years also contributed to her passion.

Her love for teaching, however, comes from her experience working with students.

Mrs. Tumarello finds nothing more rewarding than "seeing the spark go off on a student's face when learning has occurred

room teaching, Mrs. Tumarello pursues her many other interests. Due to her love for the outdoors, she tries to spend as much time outside as possible. She enjoys exercising, reading, spending time with her family and taking photos of nature. In addition, she likes to take road trips on the back of her husband's motorcycle.

Mrs. Tumarello is also currently experimenting with different electric components, and "tinkering with different materials to create circuits in new ways." Besides dabbling with basic electronics, Mrs. Tumarello is also looking to expand her knowledge of local restaurants in order to find new places to eat.

So far, Mrs. Tumarello believes she is smoothly adjusting to Pingry's Lower School environment. Impressed by the positivity of both her fellow faculty members and her students, she feels that Pingry is a wonderful, engaging community of learners.

Mrs. Tumarello's goals for this school year include better integrating herself into the community and assisting each of her students as their knowledge continues to expand. She also looks forward to teaching some sort of enrichment class in the future.



S. Deeney (4)

recently, she taught at the Elisabeth Morrow School, located in Englewood, New Jersey.

When asked what sparked her interest in science, Mrs. Tumarello noted that she loves being outside and "constantly wonders why things work the way they do." While growing up,

additional 30 credits of educational courses since receiving her Master's degree.

Born in the small town of Muros in the Province of La Coruna, Galicia, one of the Celtic nations, Ms. Lampon enjoys sharing her heritage and cultural traditions with her students, who find them to be "pleasantly surprising and not what they expected."

or a new connection is made."

Mrs. Tumarello attended Clarion University where she received her B.S. in Education, Biology and General Science. She went on to receive her M.A. in Educational Leadership from Seton Hall University.

When she's not in the class-

When asked about Pingry, Ms. Lampon said, "I enjoy seeing some of my old students from Warren Middle School around the campus." While she is still adjusting to the rotating classes, she assures, "It will not take me much longer to rid myself of the printed schedule for reference."

Looking ahead, Ms. Lampon's goals for the school year

include "becoming a more well-rounded teacher, getting involved in community activities, and getting to know the students, advisees and fellow faculty members."

Ms. Lampon has two children and, in between their busy schedules, she enjoys cooking, reading and crocheting while watching television.

Convocation Sets the Tone for the 2015-2016 School Year

By HANNAH CURTIS (VI)

September 11, 2015 marked a special day for both the Pingry community and the United States. Students from the Upper and Middle School gathered in Hauser Auditorium to take part in a tradition that has commemo-

rated the Honor Code for generations: Convocation. Convocation marks the official opening of the school year as teachers, trustees, and students gather in reverence and pride for their school.

September 11 also marked the 14th anniversary of the 9/11 terrorist attacks on the World Trade Center. Before the speeches and school-wide pledge to the Honor Code, all in attendance observed a moment of silence for those affected by 9/11. After this moment of remembrance, the commemoration began and several speakers addressed the student body.



Middle Schoolers present the Honor Code.

Courtesy of Pingry Communications

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First, senior faculty member Miller Bugliari '52 focused his invocation on the message of "being your true self." Next, Student Body President Holly Butrico (VI) encouraged students to "try something new. Try asking more questions. Make new traditions and new habits for yourself."

Board: Maddie Temares (VI) and Butrico. This tradition of bringing the entire school together to celebrate the core code of academic and social excellence is cherished by both faculty and students.

As Nick Matukaitis (VI) said, "I think it's a great tradition for the students and faculty. It brings everyone together and gives the school a strong sense of community."

Board of Trustees member, Jeff Edwards '78 touched upon the idea of school being part of a journey. He said, "Life is about living: the acts that you undertake, and not the inventory of memories."

Lastly, Headmaster Nat Conard employed a somewhat surprising metaphor, relating tomatoes and students to describe development as a person. He placed two tomatoes on the podium: a store bought one, in

absolutely perfect condition, and another flawed one he had grown on his own. He explained, "As for uniformity, no two tomatoes from that [second] plant could be said to look alike in any but the most general way. I guarantee that you would find this first tomato bland and uninteresting, and the

second one sweet, flavorful, and complex."

Headmaster Conard relates the homegrown tomato to a developing Pingry student. The perseverance and seemingly endless tasks needed to grow the tomato symbolize the experiences that Pingry students face both in and out of school. Even though some decisions students face are difficult, and efforts to balance school with extracurricular life can be burdensome, in the end, it is these hardships that help to ripen students to their best selves.

Emilia McManus (VI) summed up what many students felt about Convocation: "It is the little things that I enjoy most about that day: everyone dressing up in their nicest outfits, the teachers dressed in their collegiate gowns, and the ceremony ending with a rousing rendition of Old John Pingry."

Ms. Eiras Adds Perspective to Middle School English

By CHRISTINE SHAO (III)

Ms. Kyrie Eiras, a new member of the English Department, is teaching two sections each in the 7th and 8th grades.

Ms. Eiras's childhood experience led her to pursue a career in education. "I had always admired my grandmother's strength and belief that education was a gateway to a better life," she explained.

Her grandmother's actions and courage showed Ms. Eiras that everyone's lives can be improved by teaching and learning. Pursuing education, she believes, gives her life a purpose. Before coming to Pingry, she also worked in

the field of journalism and volunteered with the Special Olympics.

She earned her BA from



A. Van Orden (V)

Bowdoin College, with a degree in English and a minor in Government and an MA in English Education from Teachers College, Columbia University. In fact, just a few weeks prior to her first day teaching at Pingry, she received her master's degree.

Her experience at Pingry so far has been outstanding. Ms. Eiras talked about how "faculty members and students inspire her every day." She can easily see Pingry becoming her new home.

Her goals for students are mostly centered on helping them develop their writing skills.

Aside from this goal, she is also interested in learning as much as possible about being a part of the community.

"The students here make my day," she said. She is amazed by

her students' talents, interests, and insights and looks forward to getting to know every student and their families better.

Outside of school, Ms. Eiras enjoys comedy, whether it be "watching, writing, or even performing comedy in New York City."

Visani Joins Upper School

By GABBY OBREGON (V)

The new school year welcomes new friendships, new classes, and new activities. However, Gian Marco Visani must learn how to embrace a completely new environment and lifestyle as he joins Form V this school year.

Native to Faenza in Northern Italy, Visani attended the Scientific Liceum school and only went to class from 7:50-12:50, Mondays through Saturdays. The students would only have five hours of classes with a fifteen minute break in the middle of the morning. Having six hours of classes at Pingry with extracurriculars is definitely something that Visani feels he needs to grow accustomed to.

Given the opportunity to study abroad by the American Field Service (AFS), Visani was asked why he was excited to study in America. "It's because of the language and because America is the most powerful country in the world," he responded.

He also believes that studying in America will give him an advantage when he looks for jobs in the future. Absorbing American culture and integrating himself into an American community will, he hopes, help him later in life.

Visani shared that his favorite part of America so far is its multiculturalism. He said that multiculturalism has been virtually non-existent in Italy, but is beginning to emerge because of the large number of immigrants who are settling in the country.

Multiculturalism amazes

Visani because, he says, "It simply opens your mind and there are less stereotypes than there are in Italy."

In addition to American multiculturalism, Visani likes

the friendliness can go down." He finds that the opposite problem occurs in Italy. Because he has been meeting so many people, he is trying "to learn how to keep the friendliness



B. Murphy (IV)

the rib-eye steak (his favorite meal here) and offered some interesting comments on cultural aspects of friendliness.

On the one hand, he is definitely experiencing a lot of friendliness at Pingry. He said, "I like the fact that I can leave my backpack anywhere with no concern." In addition, he is grateful for all of the help he has gotten.

"Everyone is willing to bring me somewhere if I don't know where it is," he said.

On the other hand, he feels as though the people here can be "all friendly at first, but then

going."

In school, Visani is currently a part of the water polo team and would like to join the basketball team in the winter. Not only does Visani enjoy sports, but he also likes to "hang out with friends, listen to music, watch movies and read books" in his free time. He also enjoys math because it is the most straightforward of all the subjects.

After Visani answered all of the questions, he wanted to part with these words: "I'm here hoping to have the best year of my life."

Art Gallery Features Jaz Graf

By JOSIE CUMMINGS (IV)

The Hostetter Art Gallery is currently showing its first exhibition of the 2015-2016 school year, featuring artist Jaz Graf's collection entitled "A Clearing." On display from September 16 to October 16, the exhibition displays a variety of different

textiles to create her work. She takes these materials, deconstructs them, and then reconstructs them in unique and unexpected ways. Graf utilizes the traditional methods of printmaking while incorporating modern digital imagery simultaneously.

Although each of her pieces is unique, they all

tion, drawing and painting student Katie Coyne (VI) said, "I like how the artist was able to layer a lot of texture while still keeping the overall feeling light and airy."

Eviscera, the largest and most prominent piece in the exhibition, features narratives from old sketchbooks and journals printed onto muslin. "Her thoughts and words are memorialized or even mummified in these books," said Pingry art teacher Mr. Delman. "She is taking the inside of a journal and putting it on the outside, revealing her inner feelings," he continued. The title of the work is derived from the Latin word *eviscerate* - to take one's organs from their body - referencing the idea that the books have been turned inside out, creating a waterfall of words.

Graf's use of text can also be seen in her other works, such as a piece entitled *She's an Open Book*, in which she selected poems and covered them in fibers.

Just like in *Eviscera*, the text has been obscured. "The words are there, but you need to search for them," said Mr. Delman.

Students are encouraged to take a few minutes out of their busy schedules to visit the Gallery's exhibitions throughout the year. The Gallery provides the unique opportunity to learn about a range of artists and styles, an experience that few schools are able to provide.



Juniors enjoy the National Constitution Center in Philadelphia.

H. Park (VI)

works including experimental prints, sculptural paper, artist books, and mixed media drawings.

The idea of using different kinds of media is central to Jaz Graf's style, as she focuses on using fabric, wire, paper, plant fibers, and

have similar undertones and evoke similar feelings. The exhibition as a whole is quite earthy, neutral, and organic. Many of the pieces contain references to the natural world or incorporate the idea of revitalizing the past.

Upon visiting this exhibi-

Freshmen Get to Know One Another on Annual Peer Retreat

By MARY NUSSBAUMER (IV)

On September 1, all Form III students and Senior Peer Leaders departed for Camp Louemma in Pine Brook, New Jersey for the annual Peer Leadership retreat. The trip enables new freshmen to bond with returning students, and allows everyone to become acquainted with

and fellow “peer groupies” for the first time.

The bonding activities that ensued on the trip allowed the freshmen to form friendships within their peer groups. Peer Leader Amaka Nnaeto (VI) specifically highlighted “having an amazing time on the scavenger hunt.” She added, “Our

deked out in tourist attire. Nnaeto described the moment as “a highlight of senior year and the trip.”

Lauren Shelby (III) described the dance as “really fun, and when the seniors ran in, it just made the night that much better.”

The following day was packed with even more ac-



C. Terens (VI)

their peer groups for the year. Holding the retreat before school started, a fairly new tradition, provided a great way for students to get to know each other in a relaxed, nonacademic environment.

Each peer group consists of two Senior Peer Leaders and about eight freshmen. Upon arriving at school, students met their Peer Leaders

peer group definitely shared a few great laughs.” She added that her group enjoyed several other bonding activities, such as “casual games of basketball and volleyball.”

That night, the freshmen headed to the highly anticipated dance at the campgrounds. To their surprise, the seniors ran onto the dance floor midway through,

activities, including an intense canoe relay race. Alli Simon (III) reminisced on the time when she and her Peer Leader fell into the lake, noting that it was “a really funny moment.”

Later that day, all students returned to Pingry, and the retreat had come to a close. Both freshmen and seniors, however, are very excited to spend more time with their peer groups in the year ahead.

Nnaeto and other leaders expressed their thrill to “be working with such a great group of seniors and freshmen” and is eager to continue bonding with them throughout the school year.

Juniors Explore Nation’s History in Philadelphia

By JASON RESNICK (V)

On September 9, the Class of 2017 traveled to Philadelphia, a historic city that is home to Independence Hall, the Constitutional Convention and many other famous sights.

Students first enjoyed walking around the area outside of the National Constitution Hall, where they had the opportunity to see the notable Liberty Bell. Then, students walked to Benjamin Franklin’s old printing press, and were educated about the concept of printing in the mid-1700s. Later, students visited Christ Church Philadelphia, and even sat in the exact seats where George Washington, Thomas Jefferson and Benjamin Franklin once sat. Daniel Hutt (V) said, “It was really cool to experience firsthand places which have such great historical importance to our nation.”

With the temperature peaking at 93 degrees, students were glad to board the buses to cool off and eat lunch at the Reading Terminal Market. The famous indoor market offers a variety of food, ranging from the renowned Philly Cheesesteaks to Pennsylvania Dutch cuisine.

It is safe to say that all students were very full after visiting the market, as there were so many delicious options.

When asked about the Reading Terminal Market, Sam Scherl (V) said, “I really enjoyed the ambiance that the market had to offer. It was like a foodie paradise.” Ben Zhou (V) agreed, adding, “The market had great cookies and cheesesteaks, and I even tried ‘gator gumbo.’ It was my favorite part of the trip.”

After lunch, the class visited Eastern State Penitentiary, a former prison located just outside of Philadelphia where notorious criminal Al Capone was held in 1929. Students toured the prison and learned about its operation from 1829 to 1971. For instance, the prisoners were held in indi-

vidual cells, as it was believed that total isolation was the only way for rehabilitation.

Will Long (V) described the Penitentiary as “pretty scary, but it was really interesting to see how a prison was run in the early American times.”

Although it was quite hot outside and there was a lot of walking, students really enjoyed the trip to Philadelphia, exploring the rich history the city offers, as well as its magnificent culture.

Leaving Philly, students got a glimpse of the famous Rocky statue outside of the Philadelphia Museum of Art, a favorite sight from the trip. As a whole, the trip was a great opportunity for the class to bond, both on the bus and walking around the city, before the start of the school year.



C. Stillitano (V)

Seniors De-Stress Before Hectic School Year

By KATHRYN ABBOTT (VI)

The Class of 2016 kicked off its senior year with a fun-filled overnight trip to the Pocono Valley Resort in Reeders, Pennsylvania.

Arriving around noon on September 8, students were given several hours to roam around the resort, hang out with friends and take part in various activities, which included playing beach volleyball, running around in “hamster balls,” zip lining across a beautiful lake and even maneuvering across an intricate obstacle course 50 feet above the ground.

“There were so many fun activities to choose from,” said Christopher Dugan (VI). “My friends and I could not decide which ones to do, as we wanted to do them all.”

Other students enjoyed lounging by the pool and catching the last few rays of sunshine before the start of classes. A huge game of water polo was arranged, which built a sense of companionship and allowed brand new friendships to form among students.

Amanda Cosentino (VI) noted, “It was really great getting to spend time with people who I do not see as much in school,” adding that, “the grade really came together as a whole.”

At night, a camouflage-themed dance was held for the seniors, followed by a bonfire with delicious s’mores. Lights out in the cabin brought the night to a relaxing end, and members of each bunk got a good night’s rest for another busy day.

The next morning, it was back to work for the seniors. College Counselors Mr. Timothy Lear, Ms. Amy Cooperman, Ms. Susan Kinney, and Ms. Meghan Finegan held workshops for the students on writing unique college essays and discussing the college admission process.

In one activity, students were given a packet with descriptions of six prospective students who applied to Pingry, and were asked to choose one applicant to be accepted, two to be rejected and three to be waitlisted. Seniors were introduced to the difficulties that college admissions offices

must face in order to admit the upcoming class. All students agreed that they could now understand that, while there are a countless number of qualified students, schools can only admit a select amount.

In another activity, led by Coordinator of Diversity & Multicultural Affairs Dr. Diana Artis and the Student Diversity Leadership Club, students watched videos about and openly discussed the issues of discrimination, micro-aggression and bullying.

After the sessions, students ate lunch at the dining hall and then packed up to head back home. Tired and sweaty, most students squeezed in a quick nap on the bus before arriving back to Pingry in time for Upper School athletics.

Following the trip, the senior class was ready to start the year feeling connected as a whole, and excited for their final year of high school. A big part of senior year is for students to spend time with the people who have changed their high school experience and who will hopefully remain in their lives in years to come.



T. Wang (VI)

Sophomores Experience Culture at Museum and Broadway Play

By ALYSSA CHEN (IV)

On September 9, the sophomore class embarked on an annual field trip to Manhattan, where they visited the Museum of Natural History and saw the Tony Award winning play “The Curious Incident of the Dog in the Nighttime” on Broadway.

On the morning of the trip, students boarded three buses and headed into the city. Though there was some traffic getting there, the students arrived with plenty of time to explore the museum in their advisory groups.

To help them navigate through the museum, students were given scavenger hunt question-and-answer sheets that led them through each of the exhibits, starting from the Rose Center for Earth and Space and ending at the massive *T. Rex* fossil mount. Students worked with their advisory groups to answer as many questions within the allotted time.

Some students found the scavenger hunt to be a slight inconvenience. Sehyr Khan (IV) said, “The scavenger hunt was a little rushed, and we didn’t get enough time to explore each section of the museum. But it also allowed us to cover a lot of different exhibits in a shorter period of time.”

After visiting the museum and enjoying an outdoor lunch, Form IV students boarded their buses once again, this time to

venture into Broadway. As they arrived and filed out of the buses, the students were given tickets to their seats in the orchestra section of the theater. After waiting in line, they entered the theater, found their seats, and bought snacks to enjoy during the highly-anticipated show.

Christopher, who leaves his normal comfort zone in order to find out who killed his neighbor’s dog. The play’s innovative and contemporary set, with its grid walls and minimalistic black box theatre design, reflects Christopher’s outlook on life. Maya Huffman (IV) said, “I really liked



K. Peterson (IV)

“The Curious Incident of the Dog in the Night-Time” is a play adapted from Mark Haddon’s coming-of-age novel, which many of the sophomore students had read for summer reading the previous year.

The novel is told from the perspective of an autistic boy,

the play. The set was really nice, and the acting was spot-on.”

In the end, the sophomores found the trip to be interesting, educational and fun. Anna Wood (IV) said, “It was a good way to transition into the school year from summer and a great way to kick off the year.”

By NIKHIL RAO (IV), DARLENE FUNG (III), LINDSEY YU (IV), BROOKE MURPHY (IV), JACQUIE JAKIMOWICZ (VI), JULIA AXTELL (VI), KETAKI TAVAN (III), and MIRO BERGAM (III)

BOYS' SOCCER
7-2-1

The boys' soccer team has had a strong start this season with a 7-2-1 record so far. At Homecoming, they beat Watchung Hills 3-0. Vineil Reddy (IV) said, "Henry Kraham (V) was the MVP of the game" by scoring two goals to win against Wat-



C. Zhu (VI) goes for a header.

B. Murphy (IV)

hung Hills. Assistant Coach David Fahey remarked, "The win against Watchung Hills was our best win because it was the game after a loss." He added, "I was very satisfied with how the boys dominated possession, won 50-50 balls, created scoring opportunities, and executed during those opportunities." Despite their recent victories, both Eddie Acosta (IV) and Mitchell Flugstad-Clarke (IV) said, "The team has to work on being more consistent if we are going to win more games against better teams." When asked about the team's chances at the state title this year, Coach Fahey said, "It will definitely be very competitive this year, but they have the talent to win. They just have to have the heart."

GIRLS' SOCCER
5-5

With a current score of 5-5, the girl's soccer team has had a mixed start to the season. After losing four of their first five games, the team worked hard to win the next two. Led by captains Christina Costa (VI), Julia Rotatori (VI), Maddie Temares (VI) and Caroline Terens (VI), they hope to continue their positive trend during their upcoming games.

"I would say that our

season has had a rocky start but we look forward to working hard and controlling what we can control," Rotatori says. "As long as we put in heart, hard work, and pride into our practices and games there is nothing more we can ask for."

FIELD HOCKEY
5-7

Big Blue Field hockey has started the season with a 5-7 record.

Head Coach Judy Lee sees great promise in her players and sets high goals

be a coach!"

The captains of the varsity team, Casey Malone, Emilia McManus, and Amaka Nnaeto (VI), are also excited about the season. Nnaeto says, "We have a lot of returning talent as well as some strong underclassmen so we are hoping for a great season!"

GIRLS' TENNIS
5-5

The girls' varsity tennis team is starting their season with a winning record. Pingry has defeated some tough teams thus far. Ridge is always a big competitor and Pingry captured a win over them, 3-2. Wins from Jessica Lee at second singles, Lindsey Yu at third singles, and Brooke Murphy and Wesley Streicher at first doubles. The weekend of September 19th the team went into counties to play opponents within Somerset County. The team placed fourth overall, and Wesley Streicher and Brooke Murphy placed first in the first doubles category. In their final match they came back after being down a set to Montgomery, whom they had already lost to previously in their season. They ended up winning the match after a vigorous battle 3-6, 6-3, 6-4. With a young team Pingry is looking forward to a lot of success ahead. Junior captain, Wesley Streicher says, "Since more than half the team is underclassmen, there's a lot of room to grow as a team in the next couple years".

GIRLS' CROSS COUNTRY
5-1

The girls' cross-country team, led by Coach Timothy Grant and captains Rachel Wu (V), Sonali Mehta (VI) and Ellen Li (V), is off to a strong start with a 5-1 record thus far.

In reflecting on the team's potential, Wu noted, "We



Courtesy of Pingry Communications

V. Vollbrechthausen (IV) looks for an open player.

have several fabulous new freshmen who are more than making up for the many seniors who left last year." Mehta added that "Anna Wood (IV) is extremely fast and leading our running pack."

When asked about this season's goals, Li hopes that "a group state champion-

"Despite the team being made up of mostly freshmen, this year's squad will be stronger than last year's by the end of the season," Barker said. Barker also cited the hard work of each team member so far.

Barker's favorite part of being a member of the boys' cross country team is getting



K. Sullivan (VI) looks for an open player.

ship as well as perhaps the conference championship" is on the team's horizon. As a junior, Li looks forward to leading her teammates in a promising season, noting that she is "always amazed by how strong the other runners can be."

"All of our goals can be met, with the leadership of Rachel Wu, Sonali Mehta, and Ellen Li, along with Anna Wood," said Mr. Grant, adding that, "We should have an excellent season."

BOYS' CROSS COUNTRY
3-2

The boys' cross country team is well on its way to a good season.

Despite losing three seniors, the young team still has a formidable top three in Matthew Peacock (V) and captains Jamie Barker (VI) and Thomas Tarantino (V).

"to run everyday with some of his closest friends." Tarantino echoes that the team feels "like a second family to him."

The team looks forward to competing in States and the NJ Meet of Champions this November.

FOOTBALL
1-3

With a current record of 1-3, the boys' football team has had a rough start to the season.

Led by captains Michael Carr (VI), Kevin Chow (VI) and Nick Matukaitis (VI), the team hopes to finish with a record of .500 or above and to not get shut out.

Head Coach Mr. Christopher Shilts said, "The energy has been great." He noted that the team has a solid group of seniors, but is fairly young this year. There are a lot of freshmen players who have locked down key spots.

Looking forward, Coach Shilts said that "the goal this season is simple: to be 1% better every day," adding that the most important game of the season is always the next one.

On Friday October 30, the team will take on South Hunterdon Regional High School as part of their annual Friday Night Lights Game. When asked about the game, Matukaitis said, "the energetic atmosphere of the night makes the game extremely fun to play in."

With strong senior leadership and some new talent on the field, the team is determined to secure more wins this year.

WATER POLO
8-4

Coed water polo is off to a strong start this season with a 8-4 record.

The team is led by captains Henry Biedron (V), Sandeep Biswas (V), Matthew Stanton (IV) and Victor Vollbrechthausen (IV). Valued team members also include Adam Present (V), Connor Smith (IV), Billy

Courtesy of Pingry Communications Fallon (IV) and AFS student Gian Marco Visani (V).

Despite the loss of four key members, the team has had some impressive wins against Horace Mann, St.Peters Prep, and Ethical Culture Fieldston. Their only loss came against longtime rival Pennington with a tough 20-15 loss.

The water polo team currently has no senior players, meaning the roster will largely remain the same next season. Head Coach Mr. Jeffrey Jenkins says that the team's goal is to be "as close to unstoppable as we can next year," which leaves this season to set the foundation for success.

*All scores are current
as of October 9th.
Go Big Blue!*



D. Fradkin (VI) returns a serve.

B. Murphy (IV)