

Coach Miller Bugliari '52 Becomes 1 of 2 in the Nation to Have 800 Soccer Wins

By MARK SHTRAKHMAN (V)

During the first month of school, the biggest story wasn't the new construction or the tighter security measures. It was

Coach Miller Bugliari's '52 quest for his 800th win. This September marks Mr. Bugliari's 56th year at the school and 55th year as Head Coach of the boys' varsity soccer team. Prior to the start of this season, Coach Bugliari had a record of 796 wins, 99 losses and 66 ties.

The year's team, led by captains Jamie Cook (VI), Roberto De Almeida (VI), Clayton Wright (VI), and goalkeeper

Max Lurie (VI), started the season strong with a 3-1 record prior to the big win. As a result of scheduling, the first game with the chance to be the 800th win was played at Watchung Hills High School in Watchung, NJ.

Approximately 30 minutes into the game, Pingry was fouled and given a free kick. Jamie Cook took the shot that sailed across the field and over the goalie's hands and into the goal. It would prove to be the only

goal of the game and resulted in Bugliari's win.

It did not come easy, though. Watchung Hills had multiple scoring opportunities. However, Lurie, managed to block all of

terms of my goal, I was simply glad that I could help the team. We all fought like dogs against Watchung Hills, and although we had some close calls, I am glad we held the shutout and

watch him try to get his 800th win.

Coach Bugliari said, "We're glad it's over with. The focus shouldn't be on me; it should be on the kids." He added, "It's important for them when the coach has some kind of milestone ahead, but they'll always remember that they were part of the team that won the 800th game."

All of Coach Bugliari's assistant coaches played for him in past years. In fact, Coach David Fahy '99 was a sophomore when Coach Bugliari won his 500th win and helped coach at his 700th win.

"Not many people get the chance to coach this long. I still enjoy the challenge. I enjoy the competition," Coach Bugliari said. "Although back at the game, I wanted it to be over. I didn't want the team to go through the suspense again."

Athletic Director Ms. Carter Abbott said, "To have Coach Bugliari win his 800th game at Pingry speaks volumes about the tradition of athletic excellence here at school." She added, "Only one other high school coach in the nation has reached that milestone win. I think that Coach Bugliari is an institution at Pingry, and the work he has done here over the years is unparalleled."



Soccer seniors celebrate after the 800th win against Watchung Hills.

T. Wang (V)

the shots on his way to another shutout. In the final ten minutes of the game, Watchung Hills picked up its pace and pressured the defense. In the end, Watchung's efforts were not enough, and Coach Bugliari took home the big win.

On scoring the game-winning goal, Cook said, "I was absolutely honored to be a member of the team and to have been mentored by Coach Bugliari for the past few years." He added, "In

secured the win for Coach."

What's even more remarkable about the Pingry Soccer program and Coach Bugliari's time at the helm is its rich history. At the game at Watchung Hills, players from all five decades of Coach Bugliari's careers were present to watch history in the making. In addition to his past and present players, Coach Bugliari's wife, son David, daughter-in-law Alyssa, and his grandchildren were there to

Rooms Shift and Décor Changes

By DAVID METZGER (IV)

While students were enjoying their summer break, the school's Modernization plan was making headway. The athletic locker rooms were renovated, a new school bookstore was constructed, and one of the largest projects in Pingry history, the Miller A. Bugliari Athletics Center and Friends of Miller Initiative, was planned.

While the actual construction of the new athletics complex has not begun, plans for the project's donations and layout have been formalized and can be viewed on the Pingry website or in an exhibit at the entrance of the

allow for more space.

The bookstore was also renovated over the summer and moved to a completely new location. Now located in the Language wing, the store has grown both in size and in inventory. However, the same snacks, apparel and supplies students love are still sold there. Thus far, the bookstore has received mixed reviews. While many students like the size of the store, a common criticism is the distance from each grade's lounge areas. The final determination of the location of the bookstore is yet to be determined.

In addition, the Health Suite and the Counseling



I. Zinn (VI)

The bookstore moved to the old film room as a result of modernization.

school. The new complex's design encompasses 44,000 square feet of indoor space "designed to accommodate current and future athletic program needs."

The new space will have a state-of-the-art fitness center, squash courts, and the Athletics Hall of Fame. The total cost of the facilities will be \$10 million, and the Pingry community has been asked to contribute \$5 million in donations toward the project. While the complex is costly, it will make for an enhanced athletic experience for athletes and teams for years to come.

Another great benefit to the school's athletics program is the renovated locker rooms. Both the boys' and girls' locker rooms have been freshly painted and are now equipped with brand new floors, lockers, and bathrooms. The locker rooms also have open floor plans that

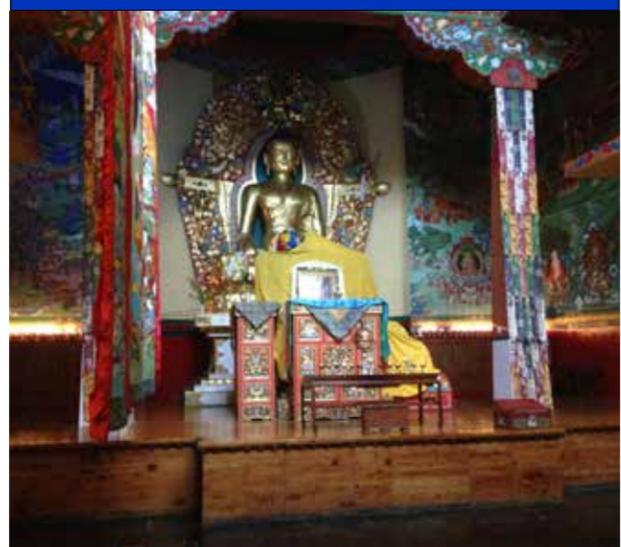
offices shifted spots. The former Safe Room, the Counselors' Offices, and the old Bookstore made way for a new Health area containing two new classrooms and larger offices for the nurses.

The Counseling Office and the Safe Room moved into the old Health Offices.

The Upper School Office was also redone during the summer, with new carpets and ceiling tiles being installed. In addition, Room 441 has been turned into a Math classroom, and Room 243 (the old Health classroom) is now a Language classroom. Room 278 (another old Health classroom) is being used for Computer Science classes.

These changes will continue as the school aims to complete its modernization goals within the next couple of years. The layout of the school will continue to change in the years ahead.

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Justin Wang (V) teaches English to Tibetan refugees and witnesses poverty in India. p. 12

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Dillon Noone (V) advises all students and faculty to take a break sometimes and relax despite the whirlwind of activity during the school year. P.2

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Water Polo manages to rack up some wins this season. P. 15

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New Security Protocols Ensure Safety

By DILLON NOONE (V)

During summer vacation, new additions to campus security were made in the hopes of increasing the safety of the Pingry community. The entire process of beefing up campus security started over a year ago when the Newtown shooting occurred. The tragic event demonstrated that institutions with low security were not sustainable - a lesson that Pingry took seriously.

The new security measures were made to make people who belong at Pingry feel welcome and secure. Any adult within the building will be identifiable through visitor identification tags acquired at the front desk near the main entrance. In addition, all faculty and staff are required to wear identification badges that double as key cards. These key cards are used to unlock doors leading to the outside of the building, as well as the Upper School Office and Mail Room after hours.

Additionally, all doors leading into the building are locked during the school day, during the evening, at night, and early in the morning. During transition times, when students are arriving at or leaving from the

campus, main access doors, such as the athletic entrance, bus doors, and the main entrance, will be unlocked.

Prior to the security additions, Pingry hired a security consultant firm, Buckley Petersen, to evaluate Pingry's level of security. Buckley Petersen determined that Pingry was not a secure campus and that it needed to strengthen its awareness of campus activity.

One of the most important things that Pingry wanted to accomplish was to increase security without making Pingry a "fortress." In the eyes of the staff responsible for facilitating the new additions to security, restricting the movement of students and faculty would be counterintuitive.

Even with these new security additions, there is always the possibility to add more. As CFO Mr. Olaf Weckesser remarked, "There is always more you can do, but that doesn't mean you should do it."

Central to Pingry's philosophy regarding the heightened security is that the new additions are not meant to impede or interfere in any way. Assuming the current system works, there are no plans to further increase campus security.



Cards are needed to enter specific areas.

Courtesy of Pingry Communications

EDITORIAL

Academics and Athletics: A Delicate Balance

As we all know from the Pingry newsfeed and our own front page, Miller Bugliari '52's scored his 800th soccer win a few weeks ago. With good reason, our entire community has joined in celebrating this triumph.

We often have cause to celebrate our students' accomplishments and victories. The news of Coach Bugliari's win came within hours of the boys' soccer team's victory against Watchung Hills, and commemorative T-shirts were worn the day after. We even got a free dress down day in honor of this milestone.

However, if you keep reading the Pingry newsfeed on the webpage, Facebook page, email blast, etc., you might notice an interesting trend. Prior to the boys' soccer win article was a feature of the girls' field hockey team, the girls' tennis team, the boys' cross country team, and countless other articles relating to Pingry's nationally-ranked athletics teams. One could say that athletics news dominates Pingry's communications feed.

Statistically speaking, there is a clear bias of the Pingry newsfeed to athletics based articles. In the last 10 months, 53 of the articles published on the Pingry webpage were athletics related, compared to just 18 articles relating to current student achievements in academics and non-athletics related activities. This is basically a 3:1 advantage for athletics related achievements, not only in terms of volume of articles, but also in terms of release date. There are even more articles relating to faculty and alumni than there are relating to achievements of current students.

Athletics related achievements appear on the Pingry newsfeed within hours of the event, and sometimes even warrant a mass email blast to all the parents. Compare this directly with some of the academic achievements. The Cum Laude article appeared six days after the event took place, and the Intel Science Award article appeared one month after Amol Kapoor '14 garnered his prize in March.

If this isn't striking enough, visit the Capital Giving page on the Pingry website. Four out of the seven projects listed on the website deal with athletics, while the others deal with modernization, faculty support, and a financial aid initiative. The new Athletics Center is projected to cost 10 million dollars and the renovation of the tennis courts will cost 2 million dollars. This cost does not include the proposed renovation of the football and track areas as well as the baseball field. None of the projects mentions advancing academics or providing for new equipment and materials for certain subjects. Wouldn't donors be just as willing to contribute to academic causes as athletics causes?

So, what's the point of presenting all this information? Well, first and foremost, Pingry sells itself on paper as an academic institution, where academics come first. Pingry was not founded on the principles of athletic excellence, but academic excellence. Its athletic prowess was a byproduct of admitted student talent. An emphasis should be given to activities that go inside the school, instead of touting achievements on the field. In fact, most of the athletics articles laud the featured program for its past successes or future goals, and don't explicitly present new information. Likewise, none of the clubs in Pingry is featured for its goals or past achievements. Why does Pingry feel the need to constantly put forth its athletic prowess?

Digging through the archives of the New York Times, I came across an article written in 1897 about this subject. The author (unknown) claims, "there is no surer way of making a school known than by a series of well-earned victories on the track or field." Apparently, championing the academic success of its current students is not the most profitable way to raise money. Unfortunately, this is also the case in colleges and other higher education institutions. For many Americans, the name of a college is almost instantly associated with its superb basketball or football team. Ask these same people if they know that cutting-edge cancer research is being conducted, or if they know that the university has the most Pulitzer Prize winning novelists on its faculty. Chances are that the athletics achievements of the college outweigh the popularity of its academic successes of its many students.

As a society, the United States has found athletics to be a source of conversation, pride, and entertainment. But why can't science or literature be talking points as well? Why should academic successes get overshadowed by athletic prowess? As academic institutions, schools like Pingry around the country need to start showcasing student talent not only in athletics, but also in successes off the turf.

—Abhiram Karuppur

Stressed Out? Noone Says It's Good to Relax

By DILLON NOONE (V)

Do college preparatory schools truly foster happy and satisfied students? As I enter my junior year, stressed more than ever, I am beginning to ask myself this exact question.

While upperclassmen have warned me about junior year, I am now experiencing for myself the stress that comes along with taking more rigorous classes and becoming more involved in my extracurricular activities.

But I wonder: Is all this pressure healthy? Does it take away from the important things? What are we not seeing?

I think it's safe to assume that students want to take harder classes for two reasons: one, for intellectual stimulation and two, to beef up their college applications. Some of us sway toward one reason more than the other.

The shame in this is that we should want to take these tough classes and do well in these courses for the sake of intellectual cultivation, not just to improve our transcripts. We are pushed—by teachers, by parents, and by ourselves—to ace every assessment and do well on standardized tests. At times, though, this overwhelming

stress seems to inhibit our happiness.

In the pursuit of academic, artistic, and athletic excellence, we all feel as though we are missing something. While I'm not saying that striving for success in these areas is wrong in any way, we do tend to allow these

something to stress over.

We lose sleep and energy worrying about things that are, in the grand scheme of life, rather trivial.

Instead of doing what makes us happy, we sit through hours of history reading and tedious math problems. Even though it is important to learn and

to identify the things that relieve our stress. Everyone has something that clears his or her mind of all things—my dad likes to call it "turning off your brain." And I have found that this ability to "turn off your brain" when facing seemingly insurmountable odds is truly invaluable.

It seems contradictory to say that we should relax when most stressed, a time when we all feel compelled to do well. The key then is to know when it is the appropriate time to do so.

Typically, I de-stress myself at the end of a long week or a rough day by treating myself to a few episodes of TV or hanging out with my friends in the junior area.

In a way, turning off your brain is like resetting a computer. Technicians always recommend restarting your computer to prevent it from overheating or malfunctioning. Likewise, rebooting every once in a while helps keep us in check. Constant work will drain the life out of anybody.

As a community, we would all benefit from relaxing from time to time. And, as individuals, we would all be happier. We have to take the occasional step back to look at what we're doing and determine what we want for ourselves.



M. Pan (III)

three categories to dominate our lives. And when we do, the stress that comes with it becomes more of a hindrance than a benefit.

The danger of this system is that it gives us little time to ourselves. There is always something to worry about, something to improve upon, or something to study. At any given point in time, we have

challenge ourselves, it is just as important for us find time to do things that make us happy.

Little things like watching a movie or talking to friends or family during stressful times make a huge difference. Forging ahead on your own without support is extremely difficult. Stress will always find a way to win.

It is important for all of

Security Measures At Odds with Honor Code

By ABBY BAUER (V)

For many students across the country, returning to school this year is met with more than the annual purchase of back-to-school clothes, new notebooks and supplies, and the anxious anticipation of seeing old friends. Instead, students find new surveillance cameras, patrolling police officers and metal detectors at building entrances.

While homicide, rape and other violent crimes have occurred in American schools for decades, we are now experiencing a growing awareness and heightened fear of these isolated incidents. School administrators and boards of education are pressured to reassure the public that children are in a safe and secure environment.

In a high school in Camden, which is ranked the most dangerous city in the country in 2014, an extensive network of over 100 security cameras monitor the building, while "smart doors" alert personnel when entrances or exits are used. In Newark, students stand patiently each morning in two lines, one

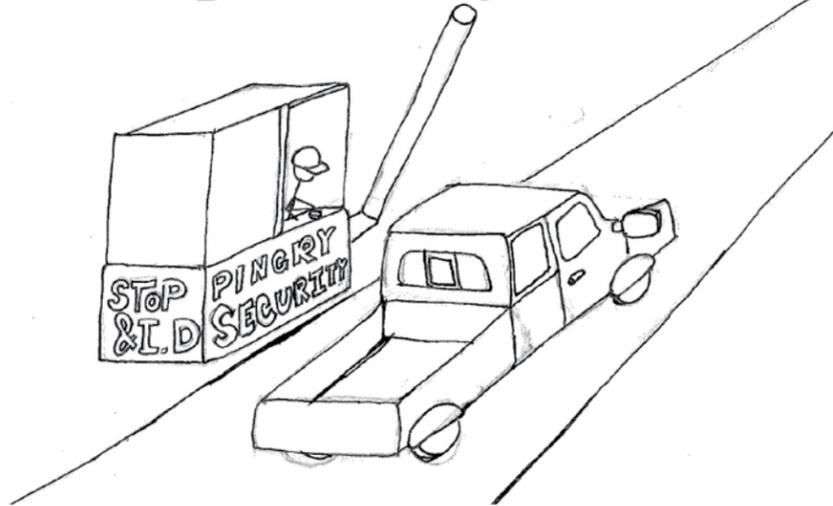
for males and one for females, waiting for their bags, hats and cell phones to be searched before being "wanded" by a police officer. Even in the sleepy town of Long Valley, where there is virtually no crime, schools are investing in bulletproof windows and undercover cops patrol the high school hallways.

challenged the assumption that children would arrive home safely each day and questioned the effectiveness of school security systems across the country. Since then, there have been a staggering 74 school shootings in America.

It is no surprise then that safety has been relatively high

which we as a community live. It is what allows us to leave our backpacks unattended in the hallways, have lockers without locks in the middle school, and to leave campus during lunch and return for our classes when we are seniors. It does not create a "culture of security," regulated by restrictions and censors, but

IS THIS NEXT?



N. Nnaeto (IV)

Following this trend, our administration has just shared its plans to enhance school security this fall, emphasizing our need to "build a culture of safety" on campus and "recognize the new security realities we live with." But what exactly are these realities? And, more importantly, are the new security measures we are implementing to address them really necessary?

Looking back two years, you may recall a gunman armed with military-grade firearms who entered Sandy Hook Elementary School in Newton, Connecticut and killed 26 people, including 20 first graders. Unlike the notorious Columbine High School and Virginia Tech shootings, this crime was committed by an outsider, someone who trespassed onto school property to cause harm. The tragedy

on the agendas of school administrators, including ours. By improving building access controls, installing alarms outside the school, and increasing the frequency of campus emergency drills, we can prevent Newtown-like tragedies from reoccurring. But the measures employed by Pingry extend beyond protecting our community from outsiders; they further monitor the actions and inactions of the students and faculty.

In the six years I have attended Pingry, I have always felt safe and secure. Neither my person nor my property has ever been threatened. However, this is not because of surveillance mechanisms and alarm systems. It is because of our Honor Code. The Honor Code goes beyond academics and creates a code of conduct by

rather a culture of responsibility and freedom.

Several of the new security measures undermine the premise of acting responsibly and adhering to the conduct promoted and expected. Cameras throughout the building monitor our actions, as opposed to us monitoring our own actions. Similarly, those mechanisms track when we leave to and from campus and whether we abide by the rules, decisions we used to make independently. Now there is no need to do the right thing because measures are in place to ensure that we do so.

While the benefits of the security enhancements are patently clear, protecting us from outside threats and harm, it is important to take into account how they will affect our internal culture.



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How an Extra Hour Could Solve the Problem

By MATT FROMM (VI)

I roll out of bed at 6:30 AM on most school days with weary eyes and the temptation to turn off the alarm clock and sleep until noon.

It is rare that I go to bed before midnight, either because of spending too much time on Facebook, studying for a test, or a combination of both. Nevertheless, I find myself most productive at night, and staying up "late," whether that means midnight or 2 AM, is often a prerequisite for completing work due the next day. Yet I am often hit with reality when I wake up exhausted. Six hours or so of sleep is simply not enough for most teenagers.

Across the country, other students in middle and high school seem to be experiencing the same dilemma. The National Sleep Foundation, in a recent poll, found that 59 percent of middle school students and 87 percent of high school students receive less than the recommended 8.5 to 9.5 hours of sleep per night.

Separate studies have found that sleep deprivation in teenagers increases the risk of car accidents, a concern relevant to Pingry given that many of the juniors and seniors drive to school. A possible fix to this issue might be to start school later to give students

more sleep in the mornings. For me, it is my work that keeps me up late. But the volume of my homework

ing. Pingry lies in between these two points, requiring students to be in their first period classrooms by 8:05

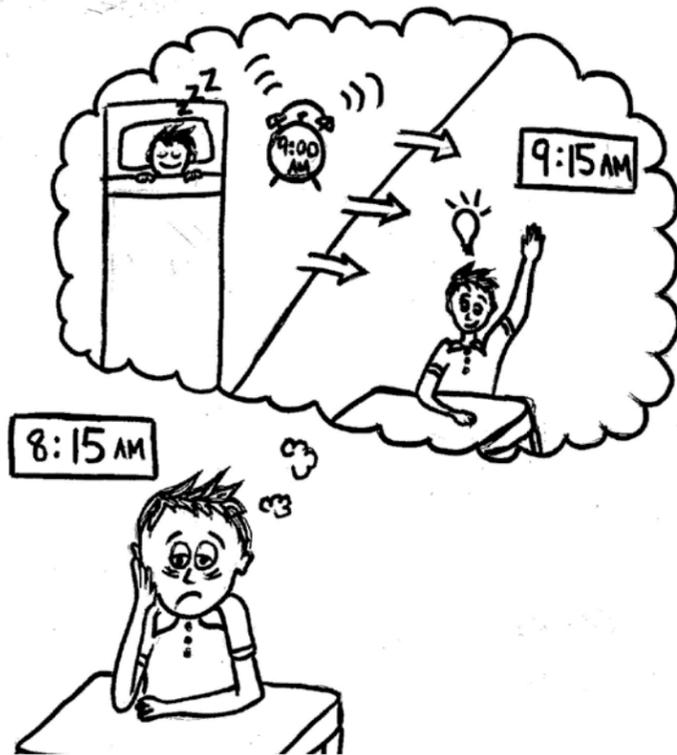
back the day by an hour would force everything else back: school would end an hour later, after-school activities would end an hour later, and homework would end an hour later. The result, then, would be teenagers going to sleep an hour later.

But I don't think this scenario is realistic: from my own experience, I tend not to start my homework until seven o'clock because I get home from athletics at 6:30 and then eat dinner. Even then, I spend time texting and going on social networks—the problem is how we spend our time, not how much homework time we have.

If I had to start working slightly later, I would know to buckle down and get my assignments

done with more efficiency. Starting the day later would not incentivize staying up later: I usually get tired around the same time everyday, regardless of when I woke up that morning.

With an additional hour of rest, we would all be more awake and ready for school, allowing the morning to be as productive as the rest of the day. And we'd all be spending less time on Facebook.



E. Jin (V)

isn't going to change—that's the price of taking AP classes and going to a rigorous school like ours. But the timing of the school day could change, allowing students extra time to sleep in the morning to make up for the amount of work many of us have.

A recent report by NPR found that just 15 percent of high schools start the academic day at 8:30 or later, and 40 percent of high schools start before eight o'clock in the morn-

ing. Pingry lies in between these two points, requiring students to be in their first period classrooms by 8:05

back the day by an hour would force everything else back: school would end an hour later, after-school activities would end an hour later, and homework would end an hour later. The result, then, would be teenagers going to sleep an hour later.

People who oppose the premise of starting school later claim that pushing

Evaluating the Science Curriculum

By NEHA SEETAMRAJU (V)

With the start of the new school year, many freshmen are taking Chemistry 1, while many sophomores are taking Biology 2. This is where I have a problem.

During their freshman year, most students take Chemistry 1 first semester and Biology 1 second semester. On the contrary, sophomore year starts with Biology 2 and ends with Chemistry 2. Under this arrangement, there is a two-semester long break between the first and second halves of the Chemistry course.

As a junior looking back at this long gap, I wonder why the program is structured the way that it is.

During my freshman year I recall finally getting the hang of my Chemistry 1 material as the semester came to a close. Before I knew it, I was being shipped off to Biology 1. Biology was also new to me, so I spent a lot of time getting accustomed to the subject. Just like Chemistry 1, Biology 1 ended quickly and summer break had started.

Returning to Biology 2 in the fall of my sophomore year was slightly difficult as it picked up from the end of the previous year. For most people I know, summer break is the time of year when everything we

had learned that school year escapes our minds.

If Biology were a full year course instead, this transition would be much easier.

Though I was able to refresh my knowledge of biology with some review, chemistry did not come as easily. I remember walking into my Chemistry 2 class sophomore year completely confused. I felt as though my teacher was discussing foreign terms and concepts. It was as if Chemistry 1 was just a distant memory.

To get a better understanding of why these courses were split between two years, I interviewed Mr. Coe, who was the head of the science department at the time of the implementation of the split system. He said that initially there was full year of biology followed by a full year of chemistry. However, the biology topics became more molecular and the students did not know chemistry. Consequently, the biology teachers ended up teaching a lot of oversimplified chemistry to move onto biology. The science department then considered putting chemistry first, but the problem was that some students did not yet learn certain required mathematical concepts such as logarithms. He added that with the split, biology teachers gained an extra month of not teaching chemistry,

which helped some students get a more fundamental grasp of the biology concepts, instead of having to simply memorize them.

While I do agree that there are common concepts in both courses, I do not feel that having prior knowledge of chemistry greatly helped me when I was taking Biology 1. My teacher still spent time reviewing those concepts at the beginning of Biology 1, so spending a little more time during a full year biology course would not be that different.

The same goes for the math concepts used in chemistry. I remember there were students who had not yet learned logarithms during Chemistry 2 and were taught it quickly, so that is not a good reason for pushing back chemistry to the sophomore year. Even though the science department had good reasons, the teachers are still spending time reviewing the required math/science concepts.

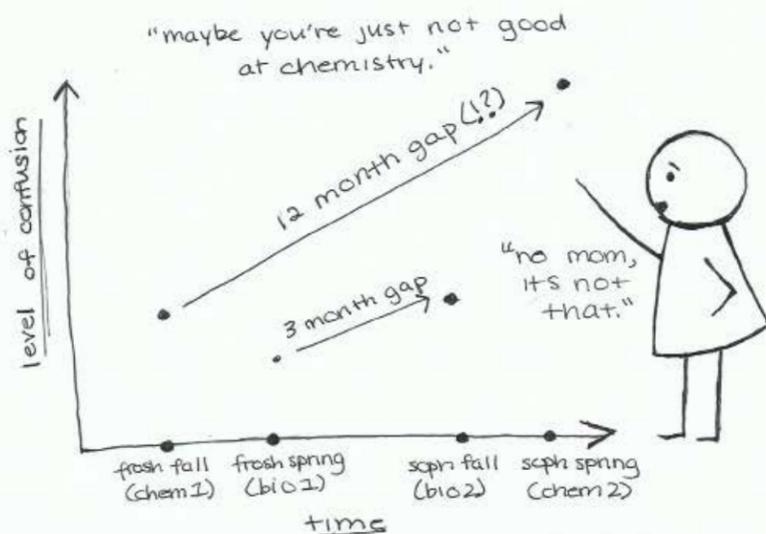
Another problem with having both chemistry and biology during freshman year arises when students apply for sophomore honors classes. Students taking Biology 1 are required to have an A- average or higher in Chemistry 1 to apply for an Honors designation.

Under this system, a student who is very interested

in biology but does poorly in chemistry is at a disadvantage. The criteria assume that a student's performance in Chemistry 1 is a good indicator of whether he/she will be able to take on the rigorous honors biology course, which is not always the case.

Most other schools allot one year for biology and one year for chemistry, and it does not seem to affect students' progress or educational development. Continuity is more beneficial for learning, and rearranging the biology and chemistry courses is a necessary change.

Rachel Chen



R. Chen (III)

EDITORIAL

Rethinking Criticism

Sit through any SAC assembly and you will quickly notice that the stage is almost all male. Why is that?

The truth is, women are more likely to be met with negative criticism than men, and possibly women's fear of ridicule keep them out of humor groups like SAC.

A new study released by Fortune.com found that, across 29 companies, managers of both genders gave female employees more negative feedback than they gave male employees. Seventy-six percent of the negative feedback given to women included personality criticism, comments like "abrasive," "judgmental," and "strident." Meanwhile, only two percent of men's critical reviews included negative personality comments.

As a result, women fear making substantive decisions because they are often met with such criticism. And often times, this criticism doesn't just apply to our work but to our personalities as well.

In our own student body, there is an imbalance in the representation of males and females, not just in SAC. During the last student government election, the nominees for senior class representatives were evenly distributed between the genders. Currently, however, I am only one of two female representatives—the other six are male.

More notably, after the speeches were delivered, I heard students commenting on what the candidates had said. While my friends noted that the male candidates made speeches filled with promises, they criticized that one of the female candidates was "too aggressive" and that another simply "wasn't funny."

And this problem is neither recent nor temporary. For centuries, women have conformed to certain societal norms to ensure physical and financial stability.

In Euro-Brit Lit, we are currently reading Jane Austen's "Pride and Prejudice," which follows the lives of women in the early 19th century in their attempt to find husbands. But courtship for them is not based on love—rather, their fates are predetermined by factors such as wealth and social status. In the novel, the Bennet girls are constantly fretting over how people perceive them because, in the end, that is what will secure them a future.

Society still seems to regard women in a similar fashion, especially in our own Internet era. A few weeks ago, Emma Watson gave an impassioned speech at the U.N. headquarters advocating gender equality. Immediately afterwards, Internet users created a website called "Emma You Are Next," threatening to release the actress's nude photos.

And as I am filling out my college applications and scheduling interviews, I am now more than ever experiencing this fear of criticism; I am constantly hyper-aware of how others will perceive me. I walk a thin line between pursuing my passions and ensuring that I don't come off "too strong." In the end, the goal is always to be likable.

I also fear a certain pressure as a first generation Asian American. As one of three girls, I grew up with the mentality that I was destined to go to an Ivy League university and matriculate to medical school—it was my parents' modified version of the American dream. And as a woman especially, I feel the responsibility to take advantage of the rights that may not have been afforded to me in my parents' home country.

Understandably, criticism stings for us all, and it is difficult to ascertain a solution. Especially at a time when women are constantly criticized in the media for their personalities and appearances, what can free us from these concerns?

The common solution seems to be flattery. Ad campaigns and commercials nowadays all hold a familiar message: a reminder that all women—regardless of our ethnicities, shapes, and sizes—are beautiful. And while these reminders are unarguably positive reinforcements, they don't solve the problem.

If we really want to make substantive changes, we need to recognize and expose unfair criticism and learn to accept criticism that is helpful if we want to become our best selves.

And for female millennials especially, we need to take advantage of our unprecedented positions. We are among the first to be politically afforded the same rights as men, and we have both the responsibility and right to take advantage of this moment.

—Lori Kim

Monsieur Benoit Shares Love of French

By MEGAN PAN (III)

This fall, Mr. Steve Benoit joins the Upper School Language Department to teach French 1, 3 and 5. He will also be advising the Indepen-

dent Senior Projects. he began to “dream in French and think in French,” did he realize that he had achieved fluency.

His proficiency has further encouraged Mr. Benoit to travel widely, enabling



M. Pan (III)

dent Senior Projects.

Previously, Mr. Benoit taught at the University of Texas at Austin, Saint Timothy's-Hale School in Raleigh, North Carolina, and the Solebury School in Pennsylvania. While at Solebury, Mr. Benoit served as the Director of Studies, Chair of the Foreign Language Department, Chair of the Academic Committee, Diversity Coordinator, and Director of Student Advising.

As a child, Mr. Benoit was intrigued by the French language. His father's side of the family, from Louisiana, is French and his older family members would often speak the language with each other.

Studying the language in school made him want to become a teacher. “I really enjoyed the whole process of learning a language,” Mr. Benoit said. “I wanted to bring that enjoyment to other people too.”

He received a bachelor's degree in French from Pennsylvania State University and a master's degree in French Literature from the University of Texas at Austin.

While in college, he also spent a year studying abroad in Strasbourg, a city on the Rhine River in France, near the German border. Mr. Benoit recalls his small apartment in the center of town with fondness, saying that it has “a very special place in his heart.”

However, he admits that it took time for him to adjust to life in France. Only when

him to visit many French-speaking locales such as Guadeloupe, Martinique, Tahiti and Quebec. He has also traveled extensively in France itself. He especially loves Paris, describing it as a place he never tires of.

Having led many trips to France at previous schools, Mr. Benoit encourages students to go on the upcoming trip to France this spring. He advises students to “take lots of risks with the language. Speak as much French as you can and don't be afraid.”

When asked how he likes Pingry so far, Mr. Benoit said that he loves it. “The students are fantastic, curious and motivated,” he said, “and my colleagues, the faculty, are very interesting.” He loves to see his students interested and engaged and enjoys answering questions about the French language and culture.

This school year, Mr. Benoit says that his goal is to familiarize himself with Pingry.

“Of course, my goal every year is to be the best teacher that I can be,” Mr. Benoit said, “but my overarching goal at Pingry this year is to get to know every aspect of the school as best as I can.”

Mr. Benoit currently lives with his husband in Hunterdon County, where they share an old house with two dogs and four cats. In his free time, he likes to hike and bike. He also enjoys cooking and going to New York.

Four Departments Gain New Leadership

By RUTH ADVOKAT (VI), JAMIE BARKER (V), AMAKANNAETO (V), and JESS FOY (V)

This year, the Athletics, English, Science, and Mathematics Departments are gaining new leadership.

Former history teacher and head lacrosse coach Ms. Carter Abbott is taking the role of Director of Athletics this year. Since joining the community in 2010, she has taught World History 9 and 10 in the Upper School.

Ms. Abbott said, “Athletics played such an important role in my own life, as a student and as a coach, that I wanted to help provide that experience for students here at Pingry.”

Mrs. Abbott brings strong credentials to her position. She played lacrosse as a defender at Princeton, and was part of the 1994 NCAA Division 1 National Championship team. As for coaching experience, she has been coaching girls' varsity lacrosse since 1997 and began working for the lacrosse program at Pingry in 2011. As the new director, she hopes to bring a public face to athletics at Pingry.

One of her new initiatives is to announce a “Game of the Week” at every morning meeting in hopes of boosting spectator interest and attendance at various competitions.

As the Director of Athletics,

Mrs. Abbott has an opportunity to watch all the different sports played by Pingry athletes. “I feel real ownership, which is fun,” she said. “Those are our kids, on our fields, wearing our uniforms, it's a good feeling.”

Mrs. Abbott will still be coaching the girls' lacrosse team.

positive changes to the math program. He said that he will “continue to innovate the curriculum” through enhancing “how the department delivers math to the students.”

Specifically in the middle school, the math department has “changed the curriculum to make

body to lead the department and I thought I could do a good job.”

Mr. Maxwell said that while the department “already does an amazing job here,” he would like to “bring more research and expand the research programs.” He also wants to encourage “more student centered learning” and improve the “integration of freshman and sophomore biology and chemistry.”

In the English Department, Ms. Christine Taylor replaces Mrs. Vicki Grant as the department head after teaching in the department for the past two years.

When asked why she decided to take on this position, Ms. Taylor explained that she was most attracted to the opportunity to continue the work of Ms. Grant.

Ms. Taylor said, “While working closely with Ms. Grant, I learned of the goals she had for the department, so I think that this would be a good opportunity to continue with those goals.” Ms. Taylor added that the inviting atmosphere of the English department made the position change more agreeable.

“I get along well with everybody in the department,” Ms. Taylor said. “So, I thought it would be a good move.” In her new position, Ms. Taylor is currently focused on improving the elective program for the junior and senior classes by offering more diverse courses.



I. Zinn (VI)

In the Math Department, Mr. Bradford Poprik replaces the long-standing math department chair, Mr. Manny Tramontana. This fall marks Mr. Poprik's eighth year teaching at Pingry.

This year, he hopes to continue the work that Mr. Tramontana did as department chair. “Mr. Tramontana set a great precedent for me,” Mr. Poprik said, adding that, “He laid the groundwork for what I look to do in my time as head.”

Mr. Poprik also hopes to make

it a little bit more well-rounded in mathematics.” For middle school students, this means that classes will no longer be as focused on algebra but also on other math topics, including geometry and statistics.

In the Science Department, Mr. David Maxwell replaces Mr. Chuck Coe as the department head. Mr. Maxwell, who has been teaching here for eleven years, said, “I much prefer to be in the classroom, but we needed some-

Magistra Burke Teaches Latin

By HANNAH BENTON (V)

This fall, Ms. Caroline Burke joined the Upper School Language Department to teach Latin 1, Latin 2 and AP Latin. Ms. Burke also helps coach the Junior Varsity field hockey team and plans to coach the girl's lacrosse team in the spring.

After attending the Winsor School in Boston, Ms. Burke went on to graduate from Amherst College, playing lacrosse and receiving her bachelor's degree “magna cum laude” in Latin and Economics. She then went on to teach Latin for three years at Wilbraham and Monson Academy in Wilbraham, Massachusetts.

Ms. Burke first discovered her love for teaching when she volunteered in a fourth grade classroom during her junior year of college. She explained, “I like the idea of being in an independent school, so I get to teach and coach.”

When asked what inspired

her to study Latin, Ms. Burke said that throughout high school she was fortunate to

her to study Latin, Ms. Burke said that throughout high school she was fortunate to

community, explaining, “My high school was very similar to Pingry, and I am excited to be a part of that community again.” Part of her motivation to switch to Pingry was for geographical purposes. She knew she wanted to teach at a day school after teaching at a boarding school for three years.

When asked if she was settling into the Pingry community, Ms. Burke said, “It's been great so far! It was nice to meet everyone during field hockey preseason.”

In addition to being fluent in Latin, Ms. Burke speaks Italian, as well as some Ancient Greek. She describes herself as very active, visiting an indoor gym at least once a week to go rock climbing. Having grown up in Boston, Ms. Burke is a major Boston Bruins fan and loves hockey. She also enjoys running, having run a marathon last year and plans to run a half marathon in the spring.



E. Sorvino (VI)

have great Latin professors. Her grandfather also inspired her to go more in depth with her Latin studies. He worked in publishing for many years, and took an interest in Latin and Ancient Greek as “hob-

previous occupation, her grandfather received his PhD in Theology and taught at Hofstra University until last fall.

Ms. Burke is very excited to be a part of the Pingry

Ms. Cumberbatch Brings Global Experience to English Department

By NAMITA DAVEY (III)

This fall, Ms. Shamayne Cumberbatch joined the Middle School faculty as a sixth grade English teacher, combining her love of working with kids with her love of reading and writing. She is also a sixth grade advisor and coaches Middle School field hockey.

Ms. Cumberbatch was born in Guyana in northeast South America. After moving to New Jersey, she attended an Irvington public school and transferred to Kent Place School in the sixth grade.

Ms. Cumberbatch attended Princeton University where she majored in English and received certificates in both African American Studies and

Secondary English Education through Princeton's Teacher Preparation Program. During her time at Princeton, Ms. Cumberbatch spent eight weeks in South Africa. She continued on to attend Harvard University, where she received her Masters in Education Policy and Management.

After graduating from Harvard, Ms. Cumberbatch joined Teach For America, a national teacher corps for recent college graduates. While there, she taught English at KIPP Rise Academy, a public charter school in Newark that is part of a national network of “free, open-enrollment” college preparatory public schools.

In addition, prior to coming to Pingry, Ms. Cumberbatch in-

terned at Princeton High School and at a private school in Boston.

Ms. Cumberbatch loves teaching because she learns so much from her students and it requires her to be “constantly intellectually engaged.” Education has been a huge part of her life and she wants to bring the opportunities she has had to others. Through her passion for social justice, Ms. Cumberbatch believes that education can turn a person's life around, no matter what environment or situation they are in.

Ms. Cumberbatch is particularly passionate about English for its ability to affect individuals. She loves how authors choose their words carefully and how there are many layers

to every story. She also thinks that books explore important societal ideals.

So far, Ms. Cumberbatch is impressed by Pingry students' desire to learn. She notes how “they eat it up in a way I've never seen before.” Ms. Cumberbatch is excited by her new position because she believes Pingry is “a safe place to learn for both a teacher and for a student.” She is also looking forward to learning from her experienced colleagues.

In her free time, Ms. Cumberbatch enjoys running half marathons and is training for her first full marathon in the fall. She is also a huge Taylor Swift fan.

Ms. Cumberbatch hopes to continue teaching for a long time.

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I. Zinn (VI)

Director of Global Education Mr. Jewett Hopes to Increase Study Abroad Programs

By **JENN KORN (IV)**

This year, Jeff Jewett joins the Upper School as both the new Director of Global Education and as a Biology teacher.

Previously, Mr. Jewett worked at Westridge School for Girls in Pasadena, California. More recently, he taught AP Environmental Science and Environmental Science Research at Deerfield

In addition to his time in the United States, Mr. Jewett worked in Bulgaria at the American College of Sofia.

Excited about his new position here, Mr. Jewett said he enjoys working at a country day school because “the teachers are still expected to be involved with students in more than just the classroom.”

He discovered his passion for teaching at a very young age. He enjoys teaching because he likes to see students get excited about the material. Mr. Jewett also likes to get students excited about learning new things, which is why he enjoys field trips and overnight stays, activities that help students connect to the classroom outside of a school environment. Mr. Jewett currently lives in Somerville with his wife and two-year-old daughter, and spends time outside of school playing with his daughter and engaging in outdoor activities such as hiking and sailing.

Not surprisingly, the new Director of Global Education likes to travel. He has never spent much time in the Northeast, so he is excited to start exploring the

local surroundings.

Although he will not be coaching this year, Mr. Jewett has coached Varsity track and field and cross-country in years past. At previous schools, Mr. Jewett has also led some outdoor clubs.

Mr. Jewett is enthusiastic about both of his new positions, as he has a chance to work with students as well as continue to shape the global studies program. Several years ago, he noted, a faculty committee suggested a change from the name “Global Programs” to “Global Education.”

The philosophy they wrote up charges that the school offer a “globally relevant curriculum and extra-curricular opportunities that bring the world into the classroom and extend our program beyond the border of our campus.”

Mr. Jewett wants students to view the world as a place to learn, regardless if one takes a semester abroad or not. With the help of Mr. Jewett, anyone can seek a global education without leaving the halls of our Basking Ridge campus for extended periods of time.



J. Korn (IV)

After earning a B.A. in biology from Northwestern University, Mr. Jewett went on to receive an M.S. in Land Resources and Environmental Sciences at Montana State University.

Academy in Massachusetts, and also served as the Sustainability Coordinator. In addition to being a dorm parent, Mr. Jewett also took part in creating the Sustainability Action Plan.

Ms. Dunbar Joins History Faculty

By **DAVID METZGER (IV)**

Ms. Julia Dunbar joined the Upper School this fall to teach World History 10 and AP European History and serve as an advisor to the Peer Leadership program.

Ms. Dunbar attended the Bryn Mawr Preparatory School, a small all-girls' school in Baltimore, where she found her calling for teaching. Her high school teachers cared about her

her master's degree with distinction at King's College.

Prior to working at Pingry, Ms. Dunbar spent three years teaching at other private schools.

She taught history at both the Winchester Thurston School in Pittsburgh and the Manhattan High School for Girls in New York City, where she also taught political science and advised the



I. Zinn (VI)

History Teacher Ms. Kent Advises Stud. Gov

By **HALEY PARK (V)**

This fall, Ms. Colleen Kent joined the History Department, teaching two sections of World History 9 and two sections of American Society and Culture. In addition, she is co-advising student government with Dr. Megan Jones.

Ms. Kent attended Princeton University, where she majored in History and minored in Education. While there, she was a tour guide for prospective students and was involved in Model Congress. She graduated with an A.B. in History and a certificate in the Teacher Preparation Program (TPP), a program that prepares students to serve as teachers around the country.

According to Ms. Kent, The Teacher Preparation Program has had a profound impact on her teaching career.

“The program was incredibly beneficial in helping me make the decision to go into teaching,” she said. The courses gave her valuable background knowledge in teaching and the tools necessary to become a successful teacher.

She has also participated in various Princeton alumni programs through the Teacher's



H. Park (V)

Preparation Program. This past summer, Ms. Kent spent a few weeks working at schools in Kenya through a curriculum project offered by TPP.

Upon completion of the program, Ms. Kent taught at the Sherborne School, an all-boys boarding school in

Dorset, England. While there, she taught History and English, including classes on

Shakespeare and the American Revolution.

Soon after, Ms. Kent returned to the United States and started working at Princeton Day School, a private school in Princeton, New Jersey. While there, she taught ninth grade World Studies and

tenth grade American History classes.

Ms. Kent said that she especially likes teaching in high schools because “high school students are at a cool level of intellectual development and can hold great conversations.”

Ms. Kent said she wanted to work at Pingry because “all the students seemed great” and “every member of the faculty seemed to love it here.”

One of Ms. Kent's students, Sam Palazzolo (V), said that her teacher is “good at working through the difficulties of a small class setting, such as keeping discussions going.”

When asked about her thoughts on the Honor Code, Ms. Kent said, “The Honor Code plays a big part in what makes this school unique,” adding that, “Having a central ideology that extends beyond academics and is embraced by students and faculty alike is really incredible.”

As for this year, Ms. Kent is looking forward to “getting to know her students and being a part of the community.”

When she is not teaching, Ms. Kent enjoys reading, traveling, baking and running.

and wanted her to succeed. Wanting to “pass that on in some way,” she decided to become a teacher. She believes Pingry offers the perfect environment to help her achieve her goals.

Ms. Dunbar graduated from Haverford College in Pennsylvania, which she enjoyed because it was a small school with classes that made student to teacher interactions personal.

Her experience at Haverford also motivated her interest in teaching at Pingry. She then spent a year abroad in London, working to complete

debate club.

Ms. Dunbar is excited to about teaching at Pingry, as she believes it is a wonderful community. “The students and teachers are all talented and hard working, and everyone has been so welcoming,” she said.

In her free time, Ms. Dunbar enjoys running and working out. She also likes to cook and read.

She is the oldest of four, with two younger sisters and a younger brother. Two of her siblings are in high school and one is currently in college.

Señor Thomas Brings Excitement to Middle School Classes

By **RACHEL WU (V)**

This fall, Mr. Allen Thomas joins the Middle School as a new Spanish 1A and Spanish 1B teacher. He is also coaching the Middle School cross country team.

Mr. Thomas graduated from Brown University with a Bachelor of Arts degree and a magna cum laude distinction. He was also elected to Phi Beta Kappa, an honors society for the liberal arts and sciences.

After graduating, Mr. Thomas spent a year on a Fulbright scholarship doing graduate research in Seville, Spain. He studied the American Southwest in the late 1700's. In addition, he

briefly taught Spanish at a shelter for Algerian Civil War refugees.

Mr. Thomas returned to the United States to teach Spanish at Friends Seminary, an independent school in Manhattan. He worked there for seven years while earning a Master's of Science in Education at Hunter College of the City University of New York.

After earning his Master's Degree, Mr. Thomas began teaching third grade at PS 333 Manhattan School for Children, a New York City Public School.

Last year, he took a year-long position as a fourth grade Language Arts teacher at Stuart Country Day School of the Sacred Heart, an in-

dependent all-girls Catholic school in Princeton, New Jersey.

This will be his fourteenth year as a teacher. When asked why he enjoys teaching, Mr. Thomas said he appreciates “the opportunity to learn about children.”

Mr. Thomas said that he sees himself “not only as a teacher of Spanish, but also as a teacher of children,” and that he enjoys “meeting, learning about, and developing relationships with new groups of students every year.”

At Pingry, Mr. Thomas hopes “to engage my students intellectually,” adding that he wants to “help them develop a strong sense of honor and

character.”

Mr. Thomas is married with a two-year-old daughter, whom he calls his “pride and joy.” He lives with his wife and daughter in Lawrenceville, New Jersey.

In his free time, he enjoys reading and spending time with his family. In particular, Mr. Thomas likes “to go on walks and hikes with my wife and daughter.”

As a Spanish teacher, Mr. Thomas said that he wants his students “to love learning in general and Spanish in particular.” He plans to encourage them to use as much Spanish as possible this year. He also hopes they will “embrace diversity and act in ways that promote sustainability.”



R. Wu (IV)

Ms. Singer Brings Theatrical and Literary Expertise to Students

By **KATIE HO (IV)**

Ms. Meaghan Singer joins the Upper School English Department this fall. A self-proclaimed “cinophile,” Ms. Singer has her hands full this year, helping to direct the fall play, as well as teaching English and Yearbook classes.

Ms. Singer graduated from Loyola University in the Honors Program and completed her MFA in Writing from the

her at a young age to be a teacher, as he was the best teacher she knew. As a clinical psychologist who was also a professor of psychology, he brought her to take-your-daughter-to-work day each year. By inviting her into his college classes, he showed her what it really meant to be a positive influence on others. Her whole family is proud of her accomplishments, and they all value education.

a Salesman,” because Phillip Seymour Hoffman, one of her favorite actors, starred in it. One of her favorite musicals is “The Last Five Years,” which she highly recommends everyone to see. She is looking to get back into acting and can’t wait to start helping out with the fall play, which she is “so excited about.”

When asked what her goals were for the school year, Ms. Singer said she would “have to get back to me on that question in order to provide an answer that was true to her heart.” Her main goal is to learn as much as possible from her students, colleagues and the English and Drama Departments. She has a positive outlook on life, with a desire to “absorb as much knowledge as she can to be an even better teacher and person.” Ms. Singer is determined to be at school every single day with a positive attitude, ready to be a teacher and show others how enthusiastic she is about her field of study and how grateful she is to be a part of this community.

Ms. Singer is also very well traveled. She lived in Belgium during her junior year of college and said, “Being abroad is where I really discovered who I am.” She also competed in the U.S., England, Ireland, and Scotland as a champion Irish dancer.

Students should strike up a conversation with Ms. Singer if they happen to see her in the halls or sitting at her desk. She is extremely sweet, helpful and welcoming and loves to talk with students about her life and passion for English and the arts.



K. Ho (IV)

National University of Ireland in Galway. When asked what her favorite subject was in college, she took little time to respond. “Hands down, English. I felt free to express myself at the Harkness tables and felt on an equal footing with all of my peers,” she said.

Growing up with three younger siblings, Ms. Singer said that her father inspired

Although she is new to Pingry, Ms. Singer is very familiar with both teaching in the classroom and acting and directing. She spent her last two years teaching at the Manhattan High School for Girls on the Upper East Side.

As for plays and performances, Ms. Singer is “obsessed with theater.” To this day, her all-time favorite Broadway show is “Death of

Herr Niehues Plans to Strengthen German Program

By **AIDAN ZOLA (V)**

Teachers and students welcomed Mr. Karsten Niehues to the community this past September. Mr. Niehues will be teaching part-time as a German teacher in the Middle and Upper schools this year.

Mr. Niehues holds the equivalent of a bachelor’s and master’s degree in German and History from the Universität des Saarlandes in Saarbrücken, Germany. Known primarily for its computer science program as well as its bilingual German and French staff, the school is close to the French border. Because prospective teachers in Germany are required to fulfill a certain number of years training to be an educator, he taught middle and high school students as a German assistant, at “Studienseminar,” in Hagen, Germany. While a student in Saarbrücken, he also taught as a German assistant in Aix-les-Bains, France for one school year (1995/96).

When he finished his studies, he and his wife then moved to the United States due to her job with the United Nations.

Before coming to Pingry, Mr. Niehues spent time doing extensive graduate work in French at Rutgers University. Mr. Niehues has also taught at both the middle and high school levels in the Pascack Valley, Kittatinny, and Linden school districts.

When asked if there were any particular reasons he became a teacher, Mr. Niehues

responded that during his childhood he had an inspirational and influential German teacher as well as a rather uninspiring history teacher, both of whom still shape his teaching today.

In terms of goals, Mr. Niehues hopes to someday establish a German-American exchange student program between Pingry and a partner school in Germany. One of the schools would send students to the other for a certain number of weeks to experience daily life and culture. He stresses that it is incredibly important to have a “real, live connection with someone in today’s world.”

When asked to offer one fun fact, he said, “When Americans see my first name in writing, they often assume it’s a woman’s name. One time, after a 5k race in Jersey City, the race organizers wanted to give me the award for the “best overall female finisher” but soon realized the mistake when I came to the stage.”

Mr. Niehues is married and has four children, two boys and two girls, ranging in age from four to nine. In addition, he enjoys running, especially after getting back into the sport this summer. Mr. Niehues is also an avid guitar player with a good sense of humor.



I. Zinn (VI)

Ms. Patel Pursues Passion for Mathematics Through Teaching

By **TUCKER BICKELL (V)**

Ms. Payal Patel joined the Upper School Math Department this fall to teach Advanced Algebra and Trigonometry and Geometry.

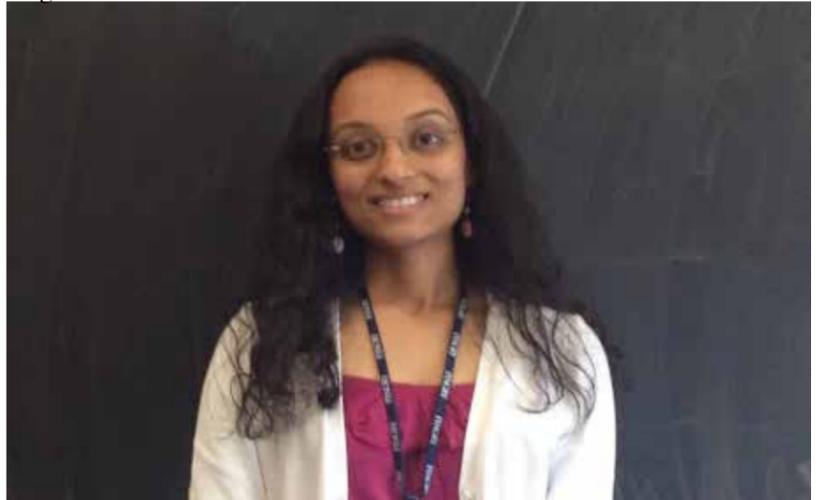
Ms. Patel attended a seven-year B.A./M.D. program at Boston University, majoring in Medical Sciences and minoring in Psychology. At Boston University, she enjoyed

pursue her love for mathematics at The College of New Jersey.

Ms. Patel continued her education at the University

the students are ready to learn and explore. I like that because I am all about exploring mathematics.”

In her free time, Ms.



T. Bickell (V)

mentoring and tutoring freshmen women pursuing majors in science, math and engineering. At The Boston University School of Medicine she collaborated in research and was involved in writing and publishing papers. During her free time, she tutored high school students in math and physics. Realizing that medicine was not her calling, she decided to

of Pennsylvania, where she pursued her M.S. Ed in Secondary Mathematics Education. After recently completing her Masters, Ms. Patel is excited about her position at Pingry and so far has only had great things to say about the school.

“I love it here,” she said. “I really enjoy teaching students. Everyone at Pingry is just very nice, and

Patel teaches yoga and enjoys spending time with her family and friends. She is an avid nature lover, a gardener, and a professionally trained Indian classical dancer.

Ms. Patel hopes to get involved in the Mindful Awareness program at Pingry. “I really care about my students’ well-being,” she said, stressing the importance of the mind-body

Mr. Sullivan Delivers Financial Advice to Freshmen

By **ALEXIS ELLIOT (III)** and **MARY NUSSBAUMER (III)**

This year, Mr. George Sullivan joined the Basking Ridge campus. He will be teaching Financial Literacy to the sixth and ninth grades, in addition to serving as Upper School wrestling coach.

Mr. Sullivan grew up in Dover, Massachusetts, in the Boston area, and went to Belmont Hill School, a private school located in Belmont. He graduated from Williams College in 2011 with a major in political science. After graduating, he worked at TD Bank in commercial real estate lending for three years.

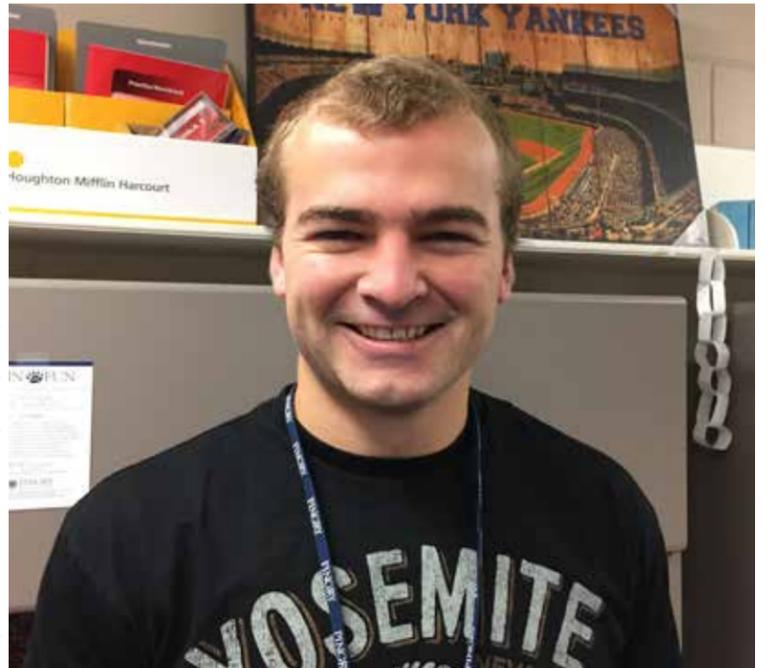
Although his father and brother worked in finance, Mr. Sullivan always knew he wanted to be a teacher. While he had never studied finance until he was in college, he always loved history.

If he did not teach Financial Literacy, Mr. Sullivan said, he “would teach Ancient Greek History or Roman philosophy.” He feels that “we learn the most from evaluating historical trends. It is the only thing we have to predict the future.”

When asked why he likes teaching, Mr. Sullivan explained he had always been a leader since he coached wrestling to other kids when

he was in eighth grade. He felt that his leadership abilities would be aptly suited in the teaching profession.

students who have so many interesting and different things they like to do aside from school. So far, Mr.



I. Zinn (VI)

As a teacher, Mr. Sullivan believes that engaging with young people who are eager to learn is very important. He enjoys interacting with his students not only in the classroom, but also on the wrestling mat.

According to Mr. Sullivan, “Helping kids thrive in the nerve-wracking environment of the wrestling mat is crucial; it’s like a metaphor to helping them survive numerous nerve wracking situations that will arise later in their lives.”

Mr. Sullivan came to Pingry because he instantly saw there were “a lot of motivated and intelligent

Sullivan likes teaching here because it “reminds him a lot of the school he went to.”

As for this year, Mr. Sullivan hopes to “survive” teaching at Pingry and come out as a better teacher than he was before.

In his free time, Mr. Sullivan likes to hike, mountain climb, and be outdoors. His favorite hiking spots are in New Hampshire, California, and Mount McKinley in Alaska. That Explaining that finance can sometimes “become monotonous,” Mr. Sullivan admitted that “going hiking allows me to appreciate the outdoors and nature.”

Psychology Intern Ms. Johns Assists with Peer Leadership

By **MARIAM TRICHAS (III)**

This fall, Ms. Alyssa Johns joins the Upper School counseling department as an intern. She will also be assisting with Peer Leadership.

While Ms. Johns is new to the school, she is no stranger to the area. A graduate of Watchung Hills Regional High School, she "grew up a mile away." Ms. Johns graduated from Boston University with a B.A. in psychology

and New York University with a Master's Degree in psychology. She is currently in her fourth year of the School Psychology program at the Graduate School of Applied and Professional Psychology (GSAPP) at Rutgers University.

Pingry is a member of Rutgers University's School Psychology Internship Consortium, developed by the

GSAPP. Doctoral internships are the final, required training experience until the completion of a doctoral degree, or Psy.D. These internships take place in

vide support and counseling to students and would like to offer presentations related to health and psychological topics in the different grades. Her goal



L. Kim (VI)

is to be a "resource to students, parents, and faculty" for any problems they may have. When asked what prompted her to study psychology, Ms. Johns said that she enjoys working with children and adolescents and "wanted to work in a helping profession." Combined with her interest in education,

schools and organizations throughout New Jersey that fulfill the psychological needs of adolescents. Last year, Counselor Dr. Perry Bell interned at Pingry as part of this same program. Ms. Johns, a member of this program, decided to complete her internship at Pingry.

Ms. Johns aims to pro-

these goals made her decide that psychology would be the best profession.

In the future, Ms. Johns envisions herself working in a middle or high school. She aims to become a licensed psychologist.

In her free time, Ms. Johns enjoys running, reading, playing tennis, and cooking.

Mrs. McArthur Bolsters Summer Enrichment Programs

By **KATIE VELLA (V)**

This summer, Mrs. Cindy McArthur was hired as the Director of Summer and Auxiliary Programs. Her job is to coordinate extracurricular and enrichment programs the Lower, Middle and Upper School, as well as the Summer Camps, at both campuses.

Mrs. McArthur majored in Music Theater at Elon University where she earned her Bachelor of Fine Arts Degree. After graduating, she spent six years performing in a variety of theaters and clubs across the country and abroad, including shows in Tennessee, Florida, and Japan.

In 2001, she took a job at The Connection as the Youth and Performing Arts Director. Located in Summit, NJ, The Connection is

a non-profit organization offering a variety of programs designed to benefit individuals and bring the community together.

Mrs. McArthur came to Pingry looking for something new and different from what she had previously done. She was very excited about the challenges and rewards that the Summer and Auxiliary Program Director position would bring. Her first project was the Mega V Day Camp, a camp for children ages three to thirteen. She worked alongside the former Director of Athletics and new Director of Pingry Summer Camps, Mr. Gerry Vanasse. This was the first year of Mega V Day Camp on the Basking Ridge campus.

In addition, to working with Mr. Vanasse, she trained closely with Mr.

Mark Facciani, the former Summer and Auxiliary Program Director, who has transitioned back to the classroom. Mrs. McArthur is already full of ideas to grow and improve the school's extracurricular programs, such as music theater and dance classes. Eventually, she hopes to create a competitive dance team for the Middle School as an after school sport option. Next summer, in addition to Mega V Day Camp, she hopes to run a performing arts camp, a sports camp, and a travel camp that takes participants to a new location every day (such as New York City, an aquarium, or Funplex).

Noting that one dream would be to include a high ropes course on campus for students and campers, she said "The sky is the limit - anything is possible."



I. Zinn (VI)

Some Teachers Take on New Responsibilities and Courses

By **MARIA WERNER (V)** and **HALEY PARK (V)**

Beginning with the 2014-2015 school year, several teachers have changed positions and are teaching new courses.

Physics teacher Mr. Jeffrey Jenkins is now teaching AP Physics C: Electricity & Magnetism, which, according to the Curriculum Guide, will "take an in-depth look at the nature of electrical charge, electrical current, and magnetism." This course allows students "to apply physical law and sophisticated mathematical techniques, acquiring the ability to observe phenomena, abstract general rules regarding their occurrence, analyze the phenomena both conceptually and mathematically, and predict the future course of such phenomena."

Director of College Counseling Mr. Tim Lear '92 said, "I think the students will feel better prepared for their college courses, as well as the AP and Subject Tests."

Another new course, Public Speaking: The Art of Discourse, is being taught by Drama Department Chair Mr. Al Romano. According to the Curriculum Guide, students enrolled in this class will learn how to write speeches and

develop the understanding of language and how it is used.

"There's nothing quite like this course in the curriculum," Mr. Lear commented.

In addition to introducing new courses, several teachers have picked up courses that they didn't teach last year. History teacher Dr. Megan Jones is now the Educational Technology Integrator, and it is her job to enhance the way technology is used in the classroom. In addition to teaching US Honors Environmental History, she will be assisting students and teachers in the Technology Office.

History teacher Mr. Matthew Horesta will pick up one section of US Honors Environmental History as well, in order to meet the enlarged enrollment. History teacher Mr. John Crowley-Delman '97 will be teaching World History 10 along with World History 9 and American Society and Culture. History teacher Dr. Barrington Edwards will be teaching Civilization, an elective course for juniors and seniors. In the Middle School, former Director of Auxiliary Programs Mr. Mark Facciani returns to teach History 7 and History 8. Also, former Athletics Department member Mrs. Meredith Finkelstein will teach History 6 to cover for

Mrs. Eva Ostrowsky.

Outside of history, Math and Economics teacher Mrs. Kelle Leonhard will be picking up one section of Advanced Algebra & Trigonometry, the new name for Algebra 3/Trig. In the Science Department, Biology teacher Ms. Liliana Torres will pick up one section of Honors Biology II: Mechanisms of Cancer, while Biology teacher Mr. Luke De will pick up the other two sections.

In the Language Department, French teacher and Director of Studies Mrs. Lydia Geacintov has introduced Advanced Topics II in French, the second half of the former AP French course. Chinese teacher Mrs. Weiwei Yu has introduced Chinese VI, a post-AP course. In the Middle School, former Spanish teacher Mrs. Misa Lawrence will now teach French IA and IB.

From a non-academic perspective, Biology teacher Mrs. Deirdre O'Mara will serve as the Form III advisor. In addition, Psychology teacher Miss Shelby Bartlett '08 will serve as the Form V advisor, replacing Mrs. Susan Forrester.

These changes in courses allow teachers to teach what they are passionate about the best way to engage interested students.

Fall Awards

Citizenship Prize:

Form II: Jacqueline Chang & Clyde Leef
Form III: William DiGrande
Form IV: Erin Dugan & TanTan Wang
Form V: Maxwell Leef

Faculty Prize:

Form II: Henry Cohen & Kayla Stass
Form III: Claire O'Mara, Thomas Tarantino, James Parker
Form IV: Yanni Angelides
Form V: Gianna Arata, Annelise Kinney, Joey Padula

Scholarship Prize:

Form II: Alexander Brauer, Rachel Chen, Jessica Li
Form III: Tracy Cooper
Form IV: Lucille Miao, Victoria Morin, Rachel Wu
Form V: Sharanya Pulapura

The Bausch and Lomb Science Award: Elizabeth Krauetler, Julia Friend

The Rensselaer Math and Science Award: Abhiram Karuppur, Peter Shim

Form V Whitlock Prize for Math: Sharanya Pulapura, Tiffany Yu

Form V Science Prize: Maxwell Leef, Andrew Verdesca

The Brown University Book Award: Andrew Verdesca

The Columbia University Book Award: Hunter Stires

The Dartmouth College Book Award: Tiffany Yu

The Hamilton College Book Award: Peter Rothpletz

The Mount Holyoke College Book Award: Lily Graff

The Penn Book Award: Frederick Chang

The Princeton University Book Award: Nicole Mo

The Smith College Book Award: Tatiana Oliveira

The Wellesley Book Award: Lauren McLaughlin

The Carl Van Dyne Williams College Award: William Johnson

The Yale Book Award: Takiyah Johnson

JUSTIN SOCIETY FIRST PLACE WINNERS:

Poetry: Brandon Li (IV), Natalie Lifson (IV), Mariel Sander (V), Emma Palmer (VI)

Fiction: Natalie Lifson (IV), Mariel Sander (V), Nicole Mo (VI)

Memoir: Isabella Zinn (VI)

Flash Fiction: Gladys Teng (VI)

Convocation Reminds Students to Be Mindful of The Honor Code

By EMMA PALMER (VI)

On Friday, September 5, students and faculty gathered in Hauser Auditorium for the annual Convocation ceremony. Upper and Middle School students watched from the audience while the faculty members proceeded onto the stage, wearing their traditional academic gowns.

Once everyone was seated, Special Assistant to the Headmaster and Senior Faculty Member Mr. Miller Bugliari '52, made a speech to set the tone of the school year. After enlighten-

tain peaks, instead of one giant mountain, is less intimidating. His message continued to emphasize the Honor Code's principle of striving not only for personal success but also for the common good of the community.

Leef concluded that the key to success at Pingry is to use the Honor Code to positively make a mark on the community.

"Convocation is very special for me," Leef said, "not only because I get to see my Short Hills teachers who are members of the Magistri, but also because we are all facing a new year with

By comparing Pingry to an athletic game, Mr. Edwards further emphasized the importance of playing by the rules and following the Honor Code.

Headmaster Mr. Nat Conard then announced the names of the Magistri, faculty members who have worked at Pingry for 25 years or more. The faculty members beginning their twenty-fifth years were Mr. Drew Burns, Dr. Susan Dineen, Ms. Paula Edell and Ms. Patricia Wheeler.

In his closing speech, Mr. Conard revived memories of his freshman year of high school in



Students deliver signed Honor Codes to SBP Taylor Dillon (VI)

L. Kim (VI)

ing the audience with a quote by Mark Twain, Mr. Bugliari spoke about using the Honor Code to make good decisions that have a positive influence on our lives.

Next, Student Body President Taylor Dillon (VI) emphasized the importance of setting goals for the school year and working with others in the Pingry community to achieve them. "Help goes a long way," Dillon said.

Honor Board Chairman Max Leef (VI) followed Dillon's speech and provided students with more tactics for surviving the upcoming year. Leef suggested that thinking of the school year like multiple moun-

opportunities and events to look forward to.

"I appreciate that we all reaffirm our commitment to the Honor Code because it helps us enter the year as a close-knit and selfless community," he said.

Dillon and Leef proceeded to collect the honor pledges signed by members of each advisory.

Board of Trustees Chair Mr. Jeff Edwards '78 then addressed the study body, explaining that each Pingry Trustee had also signed the honor pledge. Quoting Michael Jordan "Without the risk of failure, there is no opportunity to succeed," he challenged students to embrace challenges.

1972. He compared the events of that year to today's current events and drew the conclusion that nothing has really changed. "I wonder if we—if I—did enough to make the world a better place?" he said.

Mr. Conard then posed a question to the audience: "What do you actually do each day to work for the common good?" In closing, Mr. Conard challenged the community to focus on working for the common good this year and make it apparent in their actions. The ceremony concluded with entire audience singing "Old John Pingry."

Satterly's Artwork on Display

By MATT FROMM (VI)

The opening exhibition in the Hostetter Arts Center titled "Wake Up and Smell the Hydrocarbons" featured the work of artist Jennifer Satterly.

Displaying complex, colorful images of offshore oil drilling rigs and plastic products, Satterly's paintings show how human activity has affected the

paintings depicts several goldfish in clear plastic bags, creating a portrayal that emphasizes the impact humans have had on natural marine life.

"That piece is meant to portray life from water that we have purposefully wrapped in plastic," Satterly explained.

Student reactions to the exhibit were generally positive. "I really enjoyed how her pieces

Mr. Delman was pleased with the exhibit as well and commented on Satterly's style. "Her oil paintings are masterfully painted in a style which is looser and more painterly than much of her earlier work," Mr. Delman said. "Though her work sounds a note of alarm, one senses that she is more fascinated than horrified by her watery subjects."

He also noted that Ms. Sat-



I. Zinn (VI)

world's oceans and animal life. After one of her friends sent her photographs of oil rigs and drilling stations, Satterly was inspired to create artwork demonstrating the impact of machines and man-made objects on the earth's natural environment.

One of the more striking

tended to blend more and more together and become more cohesive the farther you stepped away from them," senior Hunter Conti said. Nicole Mo (VI) added, "I thought it was cool how she incorporated two mediums by painting her works based on the photos she took."

terly "made it clear in her gallery discussions with students that she is a painter first and not an environmental activist." Yet "concern for the effects of human activity on the environment, especially our oceans, is clearly communicated by her paintings," he said.

Students Learn How Math is Used at The Federal Reserve of NY

By NATALIE MULLINS (VI)

The Federal Reserve field trip made a comeback on Tuesday, September 30. After being cancelled last spring due to an issue with transportation logistics, The Federal Reserve was a big success this time. The trip was available to all students enrolled in either AP Calculus BC, Math 6, AP Statistics, or AP Econ, and the trip's chaperones included Mr. Tramontana, Mr. Barr, and Mrs. Leonhard.

The bus departed from Pingry at about 8:00 in the morning and arrived

After arriving at the Federal Reserve, students and chaperones were treated to a panel discussion with representatives from three different departments of the Fed-

as an exclusive look inside the gold vault. Thanks to the connections made by Mr. Nelson and Ms. Tramontana, the Pingry group was able to tour the most exclusive and



The gold vault at the Federal Reserve.

Courtesy of Google Images

at the Federal Reserve at about 9:30. Once there, students enjoyed a special day of activities at the Fed, and the day was planned out and put together by Mr. Tramontana's daughter and Federal Reserve employee, Janine Tramontana '85, as well as by Pingry parent Mr. Michael Nelson.

eral Reserve. The speakers talked about working at the Reserve, what they do there on a daily basis, how they arrived there in their careers, and answered any questions students had about working at the Fed. Pingry students and chaperones were then taken on a tour of the Federal Reserve building, as well

heavily guarded part of the building.

After touring the gold vault, students and chaperones boarded a bus at back to Pingry, which returned a little after 2 o'clock, in time for practices and games.

All in all, the participants learned a lot and the trip was enjoyed by all.

Green Group Participates in March for Climate Change

By FRANCES STEELE (VI)

On Sunday, September 21, the Green Group joined over 400,000 people for the People's Climate March in New York City. The procession started on 59th Street and continued through the streets of the city until it reached 11th Avenue, where the march culminated in a celebration of the worldwide commitment to curbing climate change.

The march preceded the

United Nation's Climate Change Summit that took place on Tuesday, September 23. Demonstrators were hoping to put pressure on world leaders to take action on environmental issues.

Among those who participated in the march were Green Group Advisors and Art Teachers Mr. Peter Delman and Ms. Rebecca Sullivan, along with a few members of the Green Group. Mr. Delman commended the group for waiting several

hours and remaining "enthusiastic and full of energy the whole time." He added that the event, which was the largest climate march in history, was a great way to start the school year.

Caitlin Mahoney (VI), who attended the march, said, "It is an indescribable feeling to be part of something so enormous and monumental." She added, "I was just one person in hundreds of thousands, but I could feel the energy and passion."



Members of the Green Group march to spread awareness about climate change.

Courtesy of Pingry Communications

SBP Taylor Dillon Encourages Students to Voice Their Opinions

By TAYLOR DILLON (VI)

Welcome to the 2014-15 school year! Now that I've stopped spending all of my Sunday nights finding clean jokes for Morning Meeting, Student Government will be getting more things done. This year, we plan on placing a vending machine near the senior area and adding more activities throughout the year.

Although most of our ideas are still in their early stages of planning, we hope to get a movie night on the lawn sometime in the spring and continue fun activities from last year, such as the "Egg Hunt for a Dress Down Day"

contest.

Other than the usual events, like school dances, we are in the process of planning an assembly and a 3-on-3 basketball tournament during March Madness and getting a hypnotist to come to Pingry.

Student Government is also looking forward to welcoming seven new representatives from the freshman class and hearing all of their ideas. Getting a freshman perspective is always useful, because they are always enthusiastic about Student Government.

Other than heightening enthusiasm, the freshmen have ideas from their old schools and the Pingry middle school

that will help us improve our plans for the year.

But even with the additional freshmen, Student Government can't get a good idea of what the community wants unless we can communicate with the student body. Don't hesitate to talk to one of the Student Government representatives about any ideas you have, because we would really appreciate them.

If you don't voice your ideas and concerns, we won't be able to help you out—don't be shy! Remember, we're here for you, and we'll do our best to fill the 2014-2015 school year with school-wide Pingry pride!



Congratulations to the Cum Laude Inductees!



Sharanya Pulapura, James Chartouni, Elizabeth Kraeutler, Christina Ou, Peter Rothpletz, Hunter Stires, Gaurav Gupta, Peter Shim, Andrew Verdesca, Abhiram Karuppur, Claudia Jiang, Max Leef, Tiffany Yu, Kim Chen

Freshmen: Why Pingry?



CLIFTON JOHNSON

"Pingry is a very prestigious school and will help us get into good colleges."



SOPHIE LOESBERG, ALYSSA CHEN, KASSIDY PETERSON

"You feel like you matter at Pingry."



MYLA STOVALL

"People are friendly, and I like the field hockey program."



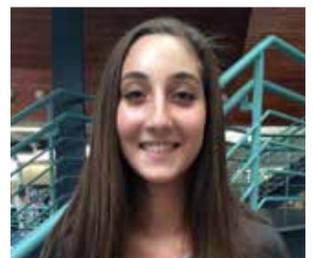
GEORGE ENMAN

"I like the community and the academics especially."



WESLEY JAKIMOWICZ

"I like the schedule a lot."

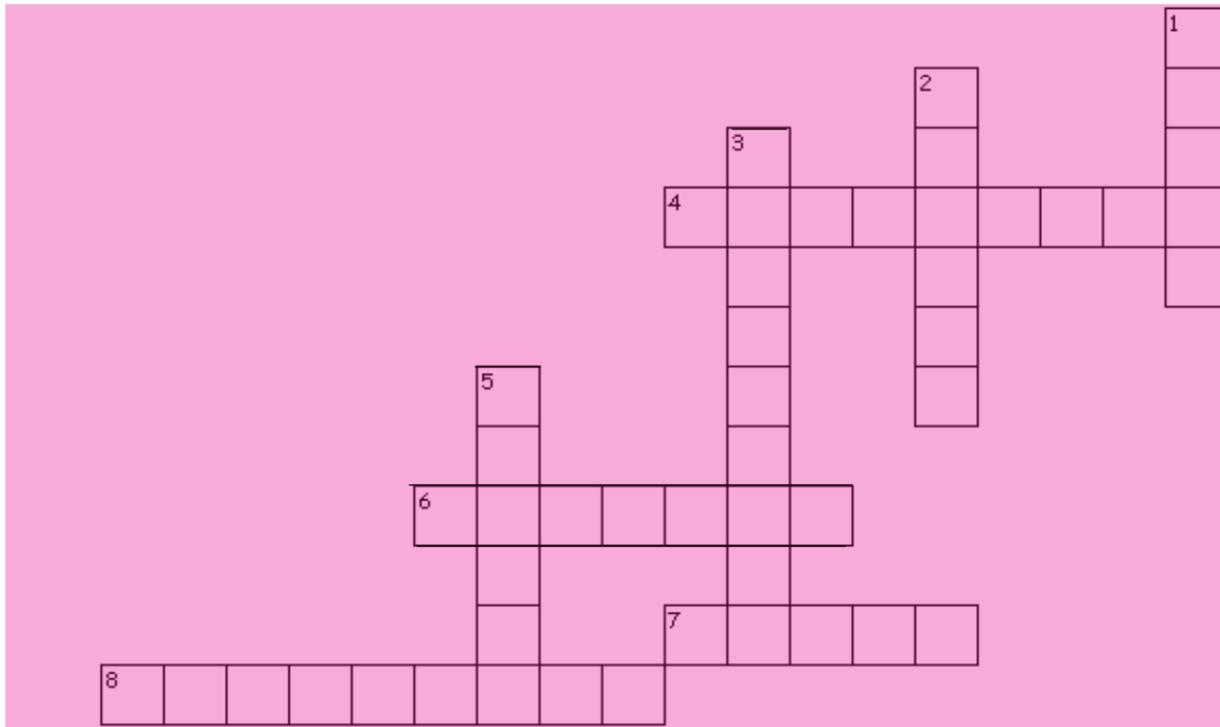


TÉA SIMON

"I really like the atmosphere and the school itself."

October Crossword Puzzle

Hits and Misses



Across

- 4. What Abby Bauer says the security measures violate
- 6. The name of the vocabulary software used in English
- 7. One of the Water Polo captains
- 8. The school where Mr. Jewett used to teach

Down

- 1. The city where Mr. Niehues completed his Studienseminar
- 2. The name of the art museum the Juniors visited on their class trip
- 3. The state where Mr. Benoit's family is from
- 5. The country Katie Ho visited over the summer

- Hit:** Seniors parking in the senior lot
- Miss:** Juniors parking in the senior lot
- Hit:** Water Polo's Winning Season
- Hit:** Taylor's Weekly Joke
- Miss:** Taylor's Weekly Joke
- Hit:** Drew Gagnon making the shot.
- Miss:** Seniors not getting a Dress Down Day
- Hit:** New Locker Room
- Miss:** New Bookstore Location
- Hit:** Keating's stories
- Miss:** APUSH Readings
- Hit:** Horesta's Beard
- Miss:** Horesta shaving his beard
- Hit:** Hunter Stires's Pants
- Miss:** College Process

All of the words in the puzzle are Pingry themed.
There are no spaces in any of the answers.

October Sudoku Puzzle

	5				3			9
4				5			2	
		8			1			
			2			6		1
	1			3			7	
6		5			4			
			3			8		
	4			9				2
9			4				6	

Published in The Guardian

Once you have solved either the Crossword Puzzle or Sudoku Puzzle, please take a photo or scan your solutions, and send them to thepingryrecord@gmail.com. The first person to send the correct answers to the puzzles will be featured in our next issue and get a prize. Happy Puzzling!

Benton Tours Central Europe

By HANNAH BENTON (V)

Over the summer, I was fortunate enough to go on a trip to Prague, Budapest,



H. Benton (V)

Poland and Israel through the Jewish youth organization B'nai B'rith Youth Organization (BBYO). Along with 18 other teenagers from around the country, I spent a week in Central Europe before joining 12 more teenagers for a three-week long trip to Israel.

My first stop was the city of Prague in the Czech Republic. We only stayed there for about a day and a half and, weary from our jet lag, Prague seemed to be a blur. From Prague, we hopped on a bus for an eight-hour ride to Budapest, the capital of Hungary. Although the ride seemed to last forever, it was a great chance for me to bond with the people on my tour.

While Prague is known for its eccentric, colorful architecture, I found the scenery of Budapest to be much more breathtaking. During the two days we spent in Budapest, we took a dinner cruise on

the Danube River, visited the city's biggest bathhouse, the Széchenyi Baths, and saw Europe's largest and most beautiful synagogue, the Dohány Street Syna-

Auschwitz. Our tour leader told us to take the spirit of a person from a picture and bring it with us to Israel. This marked the end of one part of my journey and the

beginning of another. When I arrived at Ben Gurion airport in Tel Aviv, I was filled with a sense of happiness and security, even though my friends and family expressed their concerns about the current state of safety in Israel. During our first night in Jerusalem, though, we were in for a terrifying surprise. The sirens in the city went off, indicating that Hamas had fired a missile in our direction.

As a precaution, we left the next day and headed up toward the Sea of Galilee. We then made our way to the mystical city of Tzfat and woke up at three o'clock in the morning to watch the sun rise atop Mount Masada. During the last four days of my journey, I was fortunate enough to return to Jerusalem and visit the Old City. It was the experience of a lifetime, and I hope to return in the future.

In one of the exhibits, there was a wall with hundreds of pictures found at

Poland and Israel through the Jewish youth organization B'nai B'rith Youth Organization (BBYO). Along with 18 other teenagers from around the country, I spent a week in Central Europe before joining 12 more teenagers for a three-week long trip to Israel.

My visit to Poland was definitely a memorable experience. First, we toured one of Europe's most influential and affluent Jewish communities, Krakow. But nothing could have ever prepared me for the next two days of the trip. Within the span of 48 hours, I visited Auschwitz 1, Auschwitz 2, Birkenau, and Majdanek concentration camps. It is almost impossible for me to describe my feelings and thoughts as I paid my respects to over one million Jews who died during the Holocaust, leaving their families with nothing more than memories.

Terens Volunteers in South America

By CAROLINE TERENS(V)

This July, I went on an incredible community service trip to Ecuador and the Galápagos Islands with a teen tour company, Westcoast Connection. For 25 days



C. Terens (V)

I was immersed in a completely new culture with 22 other high school students from around the country, three trip leaders and a native tour guide.

We began our trip in Quito, Ecuador and then traveled to Latacunga, the Amazon rainforest, and Banos. During our last week, we visited two Galápagos Islands, Santa Cruz and San Cristobol.

During the trip, we participated in adventurous activities and explored. I had the opportunity to zip-line in the Mindo Cloud Forest, bargain in Spanish at the Otavalo market, climb Mount Cotopaxi, tube down the Amazon River, visit indigenous Amazon communities, white water raft, and snorkel in the Galápagos Islands.

Community service projects were intermixed with these activities. We volunteered at a nursing home, worked on a reforestation project in the Amazon, worked at a Galapagos Primary school, and helped restore the habitat of Santa

Cruz.

Each of these projects had its own special meaning, depending on the community we were helping and the people we were meeting in the process.

The most meaningful experience for me, however, was working at a local orphanage and school in Quito, which we painted and helped rebuild. Since this was our first project of the trip, my peers and I had no idea what to expect, and our group was just starting to get to know each other. We were introduced to one of the founders who explained the basic history of the orphanage, the reasons children have to stay there, and how it is maintained.

We had the opportunity to establish relationships with

the kids through soccer, tag, freeze dance and wheelbarrow races. The most touching aspect of interacting with these kids was that they always had smiles on their faces, despite the fact that they lived in poverty with just the bare necessities. Regardless of what they have been through, the children were always happy with and thankful for what they had.

Many of the children there were siblings, and there was even a fifteen-year-old girl with a baby of her own. Although sometimes exhausting, we wanted to help them in any way possible, such as shucking corn, baking bread, or painting their rooms. Even these small things made a huge impact on their lives.

One of the most heart-breaking aspects of having to leave these kids with whom we had formed relationships was knowing that, as orphans, they are used to having people come and go. They do not have the consistency of a family and a home that we sometimes take for granted. What we realized is that, instead, they have a community, or family, of their own at the orphanage. They do chores, look after each other, and love each other just as any family would, and we could not have been happier to have the chance to make each day a little bit better for them through our work.

The life-changing experiences I had in Ecuador have made me more thankful for my home, my education, and my family, and have definitely inspired me to be more involved in service projects. The trip opened my eyes to a new culture, a different way of living, and the possibility of making a lasting impact on many loves and communities that are so different from my own.

Curtis Witnesses Lack of Necessities in Southern Africa

By HANNAH CURTIS (V)

Walking with the Kalahari Bushmen through the Makgadikgadi Pans, spotting leopards on night drives, spending a day with the villagers of Livingstone, Zambia, and sleeping under the star-filled sky—all these memories of my trip to Africa are only a small representation of the extraordinary journey I went on this past summer.

A couple of summers ago, I traveled to Tanzania and Kenya, two countries that I fell in love with and promised myself to return to soon. This past spring, the question I looked forward to every year came up in conversation between my dad and me: "Where should we go this summer?" I immediately answered "Africa," and before we knew it, we were embarking on our excruciatingly long 16-hour plane ride to Cape Town, South Africa.

We took our first steps off of the plane and were instantly welcomed with open arms by the friendly and lively people of Cape Town. Although the 50°F weather and cold rain weren't as welcoming, we didn't let the weather get in the way of our adventures. We spent the first few days hiking to

the southwestern-most point of Africa, the Cape of Good Hope, and traveled to other local spots, including the local cultural jazz club and the Waterfront.

The last day in Cape Town was the most important to me. During the day, we visited the town-

ships of South Africa, mainly a town called Langa. During the era of apartheid, Langa housed all the forcefully removed Africans that originally lived in District Six, a section of Cape Town. To this day, Langa upholds a strong sense of community that was tangible to

my dad and me. While there, we visited local homes and played with the kids of the local middle school.

Not only was it an eye-opening experience, but it was also astonishing to see how these people can have so little but still uphold such

a happy disposition and hope for the future.

After departing Cape Town, we flew to Livingstone, Zambia, to see the renowned Victoria Falls. Upon arriving in Livingstone, we ventured to the falls and hopped on a helicopter to view the worldly wonder from the air. The day after touring the falls, I visited the local rural village outside of Livingstone. While there, I spent time with the locals and played games with the children.

We departed from Livingstone and headed to the Kalahari Desert in Botswana. Upon arrival, I was eager to walk with the native Bushmen due to their unique and interesting culture. On our walk, we ran into elephants, spotted certain tracks, set up traps, played games and started campfires with the use of wood and stones.

The next day, we ATV-ed across the Makgadikgadi Pans, a dried-up lake that is approximately the size of Switzerland. We camped out for the night under the galaxy-filled sky where shooting stars were abundant. The two things that I will never forget from this experience were, first, the view from my sleeping bag as I looked up at the sky and, second, how cold it was: 22°F.

Our exploration in the Kalahari ended and our next destination was the Okavango Delta where there was not an inch of land without a hippo or elephant on it. While there, I saw my favorite animal, the leopard, and enjoyed elephant back safari expeditions through the bush.

Looking back on this trip, I have realized how much aid is needed in these local villages to stop crime, provide clean water, build affordable housing and prevent the spread of deadly diseases. However, I have also noticed the amount of help that has already been given to these towns. Donated clothing dominated the local markets, water pumps were stationed in the middle of rural towns and medical clinics had sprung up everywhere.

Because of this, I feel very proud to be a supporter of charities and, especially, to be a Pingry student. With so many students supporting and fundraising for various foundations, the sight of actual progress in Africa, for example, makes the efforts of Pingry students even more worthwhile. Now, whenever I see a bake sale or clothing drive at school, I know for a fact that in the end, it will impact someone's life substantially.



H. Curtis (V)

Wang Teaches English to Tibetans

By JUSTIN WANG (V)

It's not often that one says, "This summer has changed my life." In fact, I have always been amused by and almost doubtful of people who are so eager to call an experience life changing. However, after my two-week service trip to India, I found myself guilty of saying just that.

Our objectives were to teach Tibetan refugees English and to build toilets for Indian families who could not afford to hire workers. Though the latter was definitely an eye-opening experience, the teaching is what truly made the experience memorable for me.

Initially, I expected the job to be straightforward: we would spend a few hours teaching a class of illiterate Tibetan refugees. But to my surprise, I was paired with only one refugee in order to provide a less stressful and more personal experience for both the pupil and me.

After experimenting with a few methods, I quickly discovered that the best way to develop my partner's understanding of English was to initiate conversation and have him talk to me. By telling me his story, he not only improved his pronunciation and grammar, he was also able to tell me about his incredibly dense, eventful life, and we eventually formed a bond. He described how

he escaped China's harsh rule over Tibet, which included limited freedoms, such as the censorship of education.

The descriptions of his physical escape, which involved a 20-day trek from Tibet to India, deeply resonated with me. I had never known someone who could endure so much for an education.



J. Wang (V)

Though I had assumed that my job was to teach him, in reality, my partner taught me more than I could have possibly imagined. Simply talking to him and gaining insight into his life was one of the most rewarding experiences of my summer.

While in India, all of the volunteers were organized into small groups to live with homestay families, which taught us about Indian culture. During breakfasts and dinners, we would share our

experiences, bringing us all closer together.

I was also exposed to the impoverished conditions in India. There is no clean water, no heated showers, and limited electricity; the differences between third world countries and first world countries such as the United States were obvious. It was all part of



understanding the country, however, and I'm sure that staying at a resort would have given me a much different experience.

From learning about less fortunate people striving for a better education to the pervasiveness of poverty, the lessons I learned in India coincide with those that we learn in school. Community service may sometimes seem to only be about helping others, but it also teaches us to realize how fortunate we are.

Pingry Students Visit Quzhou

By MARIEL SANDER (V)

This summer, Chinese teachers Ms. Weiwei Yu and Ms. Yi Hao led me and twelve other students on a two-week trip to China. The trip spanned three cities and was packed with many activities, such as walking on the Great Wall and exploring the Forbidden City.

The first city the students saw was Shanghai, where they visited several museums that held assort-

ments of historical Chinese artifacts. Here, students also started a blog to record their trip blog and met Mr. Cheng, an English teacher from the Quzhou No. 2 school, who acted as an informal tour guide for the majority of the trip.

The next stop was Quzhou, a small city in the Zhejiang province. There, we spent most of our time at Quzhou No. 2 school, our sister school in China.

We took classes with the Quzhou students and admittedly struggled to understand math and science in a foreign language.

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size suitcases.

"It is really rewarding to see students take note on words they have not learned and apply them with native Chinese speakers," Ms. Yu said. "I still clearly remember the price negotiation moment. It was entertaining and hilarious to see students applying their Chinese skills in a real-life situation," she added. "I even benefited from their bargaining and bought a purse at a very low price."

Most students agreed that Beijing was their favorite city to visit, citing experiences such as taking the Beijing subway (where one student ended up stuck on the train with Mr. Cheng) and participating in karaoke nights.

One thing we found surprising was how people would openly stare at us and occasionally even take pictures without asking. "It

ended up being hilarious because we would take pictures of the people who were taking pictures of us," Emily Kwon (V) said.

But in the end, the thing we loved most about the trip was the food. From home cooked dumplings to Chinese KFC, we had the opportunity to try a wide range of cuisine.

The more adventurous students, such as Aaron Cooper (V), even tried spicy frog legs, while others like me stuck to the more conventional chicken and fish courses.



Courtesy of Pingry Communications

Ho Experiences Greek Hospitality

By KATIE HO (IV)

This summer, I boarded a 4,922-mile flight to Greece. I packed my suitcase and made sure to bring flip-flops, a swimsuit, and plenty of t-shirts and shorts for the warm weather. Athens was my first stop, and I was excited to indulge my taste buds in Mediterranean food for the first time, swim in the sparkling blue seas, and take in the atmosphere of the remarkable old city.

After hopping off the plane, my vacation in Greece officially began. Though I had always pictured

Greece as mythological and historic based on my readings of "Oedipus at Colonus," "Antigone," and "The Odyssey," I was able to witness both the modern transformation and ancient highlights of the city. I felt like Athens, the first place I visited, was a city captured from the past even though people had cell phones and cars.

The island had so much to offer, from shopping to sightseeing. I immediately noticed the hospitality, called "Xenia," that the Greeks showed tourists. For instance, when my family was scrutinizing a map trying to find our way back to our hotel, a local kindly approached us with a smile and asked if we needed any help. These small gestures of kindness

made us feel more relaxed and comfortable in the new country. In general, the island had a relaxed and stress-free atmosphere, which was different from the hustle and

to touch the same marble that was used to build the Parthenon, which was one of my most memorable experiences of the sightseeing.

It was then time for lunch, and



K. Ho (IV)

bustle of American cities such as New York.

While in Athens, my family and I visited the Acropolis. In Greek, the word "acropolis" means the highest point of the town, and it deserves that designation. The entire city of Athens used to sit on the Acropolis, where the citadel protected its people from outside invasions. Our hike, which started from the bottom of the hill and ended at the top, was a good workout. Along the way, we got to see a breathtaking view of the city as we climbed, and our journey was a perfect time for photos.

At the center of the Acropolis was the Parthenon, dedicated to Athena, with impressive columns and beautiful white marble. I got

we stopped by a traditional Greek tavern near the Plaka—the oldest neighborhood of Athens—and ordered moussaka, gyros, and falafels as main dishes. Even though the main course made me full, my favorite part of the meal was the Greek yogurt with honey drizzled on top. I ended up ordering it every night for dinner because it was so tasty and delicious. While we ate, we listened to traditional Greek music.

Though I returned from Greece just three months ago, I already miss the warm hospitality of the locals, the historic culture, and the delicious Greek food. My summer in Greece was a great learning experience right after finals and a great way to end freshman year.

Dugan Sings Abroad with AMA

By ERIN DUGAN (V)

This past summer, I was fortunate enough to spend three weeks touring with American Music Abroad, a program dedicated to fostering cross-cultural connections between American musicians and global audiences. They give high school and college aged musicians who are recommended by their school music directors the opportunity to tour Western Europe in the American Music Abroad Honor Bands, Choirs, and Orchestras.

After being recommended by Mr. Winston, I became the featured soloist of "A Dream is a Wish Your Heart Makes" for the Red Tour Honors Choir.

Before the tour, we spent weeks learning a

dozen pieces and recorded tracks for each one. All the musicians met for two and a half days of intense rehearsals at East Stroudsburg University, and spent approximately nine hours a day rehearsing.

In the end, this singing tour was one of the best experiences of my life. From intensive practicing at ESU to the hours of card games on the bus, we also got a chance to see so many amazing sites in Germany, the Czech Republic, and Austria and performed for thousands of people.

One thing that really stuck out to me was the cultural appreciation of music

by all ages in the regions of Europe we visited. For example, the roof of the Vienna State Opera House has a tent only for weekly children's performances, so children can be introduced

Concert Series to an audience of over a thousand people.

In addition to our scheduled performances, we performed half a dozen impromptu concerts. The spontaneous performances were



E. Dugan (V)

to music and art at a young age. Attending a weeknight concert in a town square or local church, performed by a choir of American high school students, was just something people liked to do. Having European audiences cheering us on for encores was incredible.

AMA's Red Tour performed seven scheduled concerts in cities such as Vienna, Prague, Dresden and Leipzig. In Leipzig, we performed under the Bach statue at the St. Thomaskirche, the famous church where Johann Sebastian Bach worked for the later part of his life. We opened the 35th Annual MusicSommer Leipzig International

some of my favorites. We sang in almost every church we visited. One notable pop-up concert was at the VW Transparent Factory in Dresden, a glass building with soaring ceilings and incredible acoustics.

While most of the time the phrase "life-changing experience" makes me roll my eyes, this trip has had a huge impact on the way I view the world, as well as the way I view myself. I made connections with great people who will be lifelong friends. I would definitely recommend this trip to any classmates looking for an amazing summer experience next year.

AFS Student Franziska Sauer High School Students Can Relate to “Palo Alto”

By HALEY PARK (V)
This fall, Franziska Sauer joins the junior class as this year’s AFS student. AFS, the American Field Service, is a non-profit organization that provides international exchange programs in more than 40 countries around the world.

Sauer, who is from Austria, previously attended BG & BRG Baden Biondegasse, a public school located in Baden, a town about twenty minutes from Vienna.

This year, Sauer is living with Kylie Kirschner (V) in Chester, New Jersey. Kirschner said that she wanted to host this year’s AFS student because she is an only child and has “always wanted a sibling.” Kirschner also loves to travel and has “always liked learning and meeting different people from other places.”

This past summer, Sauer traveled with Kylie’s family to Colorado. Sauer said, “The vacation was very cool, and the mountains were very different from the Alps.”

Having attended a public school in Austria, Sauer is still adjusting to a regular school day here. In Austria, for example, a school day ends at 1:15 and does not include any lunch. Here, school ends at 3:30 followed by extra-curricular



you.” There are also about twenty-five students per class, which is a major difference between public and private schools.

Apart from the standard junior year course load, Sauer is also involved in the fall play and is thinking about joining either the winter track or ski team. She also plays the flute and piano, so she would also love to join the music program.

Since Sauer is fluent in German, she “would really love to help or simply talk to German students.”

When asked why she wanted to do a study abroad program, Sauer said, “I have always liked traveling and experiencing other cultures.” From this experience, Sauer hopes to “make a lot of new friends, learn more English, and have many awesome stories to tell.”

During her time in the United States, Sauer plans to visit New York City, specifically Times Square and the Statue of Liberty. She also looks forward to trying American fast food.

activities. That being said, in Austria she “had more time to hang out with her friends after school.”

Sauer is used to managing thirteen different subjects at one time, whereas now she only has six or seven subjects.

Switching classrooms is also new for Sauer. At her previous school, the students “don’t have to go to different classrooms because the teachers come to

By ZAYNA NASSOURA (V)
“Palo Alto,” a movie based on a collection of short stories by James Franco, was released in early May in select theaters.

The film premiered at the Telluride, Venice and Tribeca film festivals, among others.

This movie is Gia Coppola’s directorial debut. Coppola is the relative of famed directors Sofia Coppola of “The Bling Ring” and “The Virgin Suicides” and Francis Ford Coppola of the legendary “The Godfather.”

“Palo Alto” worked with a limited budget. Some of the actors wore their own clothes in the movie, and Coppola even lent her leather jacket to actress Zoe Levin. To raise money for the film, actor James Franco started a crowd funding campaign.

For such a low budget film, the cast is certainly top-notch. Emma Roberts plays the role of April, a high school student who has a relationship with her soccer coach, Mr. B, played by Franco.

This relationship is test-

ed, however, when April grows feelings for her classmate, Teddy, portrayed by Jack Kilmer. Throughout the movie, April and Teddy test the boundaries of their relationship.

Nat Wolf, who recently

who is trying to find her way. The characters in the film have teenage angst and act rebelliously against their parents and their peers.

“Palo Alto” is the perfect film for high school students. Many teenagers

can relate to the problems the students face in the film. Whether it is having trouble with schoolwork or feeling pressured into doing something you know is wrong, “Palo Alto” has something everyone can relate to.

I definitely recommend this film, as I felt very connected to it. Coppola did a great job of bringing the characters’ stories to life.

It is obvious that the actors had a genuine understanding of what Coppola envisioned, and they all meshed



Courtesy of Google Images

perfectly to make the film a success. Indie movies have been taking over the film industry as of late, and in keeping with this trend, I suggest watching “Palo Alto” as soon as possible.

Levin plays the role of Emily, a boy-crazy teenager

English Department Uses Membean to Test Vocabulary

By CAROLINE TERENS (V) and MARK SHTRAKHMAN (V)

This year, the English department is taking the development of students’ vocabulary in a new direction, straying away from the typical use of vocabulary books to monotonously learn and memorize definitions.

English teacher Mrs. Victoria Grant was the English Department Chair when she first heard about the new

seemed to be “thoughtful about different students’ learning styles and paces.” She added that, “You can even customize the page you learn words from, and best of all, you can do it on your own time.”

Membean, which was tested at Pingry for the first time last year, is an online vocabulary building website that students and their English teachers can use collaboratively. Once a

begin to learn.

During the diagnostic test, students are given words and asked whether they know the definition. Students are then placed into levels from 1-5, with 5 being the most advanced. Most students fell in the 2-3 range.

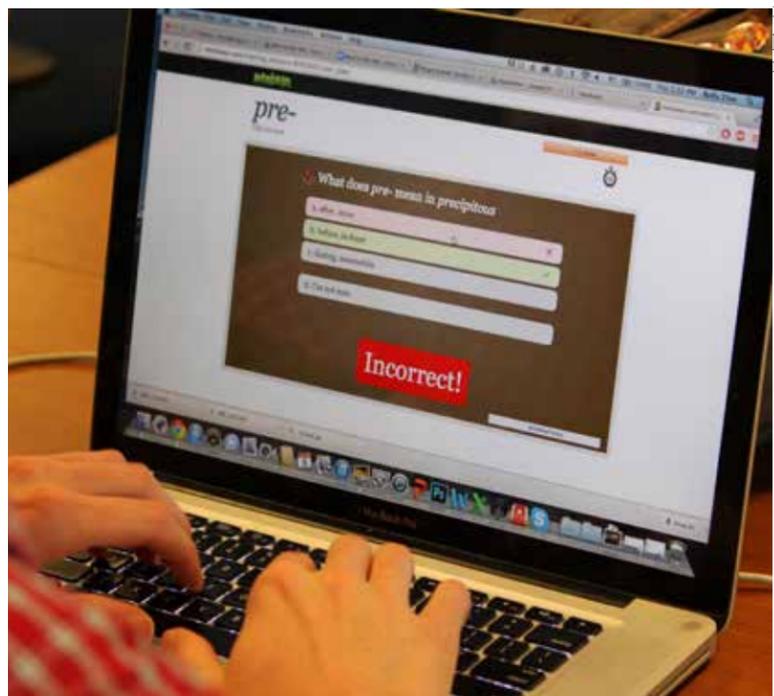
When learning new words, students are provided with more than just definitions. Each word is supplemented by stem breakdowns, derivatives, synonyms, antonyms, in context examples, tricks for memorizing and even uses of the word in famous quotes and sayings.

Hunter Conti (VI) said, “Strangely, with its high-paced questions and personalized vocabulary lists, Membean has transformed learning vocabulary into something fun.”

Membean is now used for all English levels at the Upper School. Here, it has allowed teachers to allot more class time for topics other than vocabulary.

Middle School teachers are also beginning to adopt the program.

student creates an account, he or she takes a diagnostic test to determine his or her vocabulary level and the words that he or she will



I. Zinn (VI)

program from Upper School Director Dr. Brown-Allen. Mrs. Grant said that she “immediately fell in love with Membean” because it

Mindful Awareness Program Undergoes Significant Changes

By RACHEL CHEN (III)

Dance teacher Ms. Trish Wheeler’s Mindful Awareness program has kicked off the school year with changes in the program. This year, she has started working with the fac-

ulty members who have already signed up.

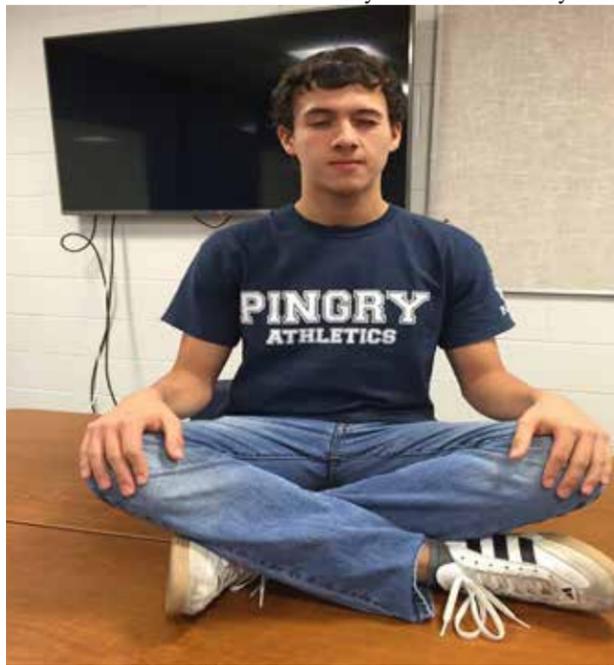
The previous Mindful Awareness program was mandatory for students. They would come in with their advisee groups and have a formal session, where “they would do a full body scan

passed to English teacher Mr. Dean Sluyter and English teacher Mrs. Laura Yorke ’98. After Mrs. Yorke left to get married, Ms. Wheeler inherited the program. “Each practitioner has put his or her own style to it,” she said, “and I’m trying to improve it with my spin on the practice.”

Ms. Wheeler hopes to decrease the level of stress at school. “I think there’s a lot of stress here, a lot of tension in our bodies, minds and lives. Mindfulness gives us a little space to discover who you are beneath all the labels and expectations and stress,” she added. “When you’re self-aware, you speak and act differently. I hope that in the long run, the program makes our entire school more conscientious.”

The program itself has no specific classes currently, but Ms. Wheeler said, “Mindful awareness is just an umbrella term that extends to all your interactions — eating with a friend, walking in the hallway, driving home... it’s all just being present in what you’re doing, wherever you are.” She concluded, “That’s the definition of character: to know yourself, to know what you’re doing and why. Mindful awareness is essentially building character and shaping who we are.”

If you’re interested in the Mindful Awareness program, Ms. Wheeler invites anyone who is available from 9:45 to 10:10 on Wednesdays to the dance studio for open meditation. “It’s very relaxing and it’s definitely a great way to de-stress,” Kim Chen (VI) said.



I. Zinn (VI)

ulty first instead of the previous method of bringing in advisee groups. “If the faculty feel the benefits of mindfulness and the sensation of being self-aware, they can be better advocates for the kids,” she said. Currently, the program is on a completely voluntary basis, with homework and extra reading material for

on their back with their knees bent and watch their breath and their thoughts,” Ms. Wheeler said. This meeting only happened once a year.

Ms. Wheeler was not the program’s founder. Mindful Awareness at Pingry was actually created around 20 years ago by a former English teacher. Since then, it was

Senior Class Bonds at Rustic Resort in the Poconos

By BRIGIT SULLIVAN (VI)

On September 7-8, the senior class went on its annual class trip to the Pocono Valley Resort in Pennsylvania. The trip was chaperoned by the college counselors, Mr. Timothy Lear '92, Mrs. Susan

neuvering around wooden blocks, all while suspended 30 feet in the air. Students also enjoyed riding a zip line that traveled above the lake, in addition to canoeing, and hanging out by the pool. Luckily, the weather was perfect for spending time outside. Later in

lege activity, students participated in a mock admissions committee. Each group was given fake applications for six different students and had to determine which of the students would be accepted, waitlisted, or denied. The point of the exercise was to show the types



A. Kinney (VI)

Seniors enjoy the campfire in the Poconos.

Kinney, Mrs. Ananya Chatterji, Mrs. Amy Cooperman '90, and Mrs. Meghan Finegan, as well as the Form VI adviser, Mr. Douglas Scott, and Director of Multicultural Affairs Dr. Diana Artis.

Upon arrival, many students were disappointed by the appearance of the resort, which was more rustic than they'd imagined. Nevertheless, the trip was ultimately a "great bonding experience for the senior class," Nicole Korogodsky (VI) said.

On Sunday afternoon, seniors were given three hours of free time to explore the resort and participate in a range of outdoor activities. One of the activities students enjoyed was the challenging ropes course, which required walking across thin wires and careful ma-

the day, students went back to their cabins to get ready for the eagerly anticipated dance. As the theme of the dance was "High School Stereotypes," students dressed up as everything from nerds to Goths. Many students found the dance to be the highlight of the trip.

Unfortunately, the trip was not a complete escape from the stressful application process. The next day, students were separated into their college counseling groups and participated in three different activities. To the dread of many students, two of the three activities revolved around college.

One of the activities, which was led by Director of College Counseling Mr. Lear, helped show students the power of an opening line of an essay. In the second col-

of conversations an admissions committee has when reviewing the applications of prospective students.

The last activity students participated in was a discussion led by Dr. Artis and a panel of ten students. As a group, the seniors debated issues relating to diversity in the college process and watched a series of spoken word poems relating to discrimination and personal identity. The feedback for this activity was mixed, as some found it eye opening, while others found it uncomfortable.

Despite the initial upset over the location of the trip, most students had a great time and saw the trip as a great start to senior year.

Peer Groups Unite at Retreat

By CAROL PORGES (VI)

On Wednesday, August 27th, the freshman class and the 34 senior Peer Leaders embarked on the annual Peer Retreat at Camp Bernie in Port Murray, NJ, where students participated in various bonding activities.

The earlier date was one of the many changes to this year's retreat, which previously took place toward the end of September. The advisors of the Peer Leadership program, Dr. Mikaela Kilker and Mr. Jason Murdock, said that they chose to hold the retreat before school started

so that freshmen could meet other students and assimilate into their new social environments in a fun, low-stress atmosphere.

In addition to the earlier date, the retreat was only one night long, rather than two, and took place at Camp Bernie rather than Camp Bryn Mawr in Honesdale, PA, where it had formerly been held.

Students arrived at school on Wednesday morning and spent an hour with their peer groups before boarding the buses for the quick 45-minute drive to the campsite. On the bus, peer groups sat together and played games such as Apples to Apples or Head's Up to pass time.

When the buses arrived, stu-

dents had a lunch of grilled cheese and tomato soup. After lunch, groups began a rotational schedule of activities that included a scavenger hunt, rock climbing, a low ropes course, a nature walk, and

Barnett (VI) said, "It was really fun to storm in and surprise the freshman like that." Peter Rothpletz (VI) even described it as "one of the top ten moments of my life."

The next morning, the tired



C. Porges (VI)

other team building activities and games. Some groups even got to beat the heat of the late August day by participating in a raft building challenge and sailing their rafts in Camp Bernie's pond.

After each group completed two activities, groups were then organized alphabetically into cabins. They moved their bags into their respective bunks before heading to dinner. Following dinner, the freshmen were given an hour of free time while seniors prepared for the patriotic themed dance.

As tradition goes, the seniors ran into the dance midway through, surprising the freshmen who were told that the peer leaders would not be in attendance. Peer Leader Evy

groups were roused for an early 7 o'clock breakfast before continuing the rotation of activities for that day. Each group completed two more activities before boarding the buses on the trip back home.

The new aspects of the retreat received mixed reviews. Jenny Fish (III) said, "I thought that it was good that we got to know our classmates before school started."

Georgia Miller (VI) added that, "The retreat was great to get to know your peer groupies, but I personally wished that it was two nights, not one." Generally, the freshmen and seniors agreed that the retreat was a fun way to get back into the swing of the upcoming school year.

Juniors Enjoy Philly Attractions

By HANNAH CURTIS (V)

On September 8, the junior class embarked on their field trip to Philadelphia, a renowned city with an abundance of culture and history.

While there, students enjoyed visits to the Franklin Institute, Barnes Art Museum, and the National Constitution Center. A personal favorite among many students was the stop at the Reading Terminal Market, a large food market bustling with people and various unique food vendors.

The trip started off with a visit to either the Franklin Institute or the Barnes Art

Geographic exhibit as "one of the best."

The other half of the grade went to the Barnes Art Museum, a new unique art museum offering paintings from well-known artists including Cezanne, Matisse, and Picasso. An exhibit dedicated to Cezanne's still life paintings was an interesting attraction to many.

The overall reaction to the Barnes museum was mixed, as some students found the art plain and uninteresting while others were awed by the simplicity of each piece.

Jazmin Palmer (V) described the museum as "cool, but only for a certain amount of time.

of food options from vendors who each specialized in a certain style of food. Some popular stands among the class included cheesesteak grills, Mediterranean stands, chicken grills, ice cream booths, and bakeries. Haley Park (V) said, "I liked how there was a variety of options for students to choose from. It reminded me a lot of the Chelsea Market in New York City."

The junior class left the market with full stomachs as they headed to the National Constitution Center. While there, students sat down for a presentation on the Constitution and had the opportunity to walk around the museum. The trip concluded as all the

Sophomores Tour NYC Museum and Watch Broadway Show

By YELENA SALVADOR (IV)

On Wednesday, September 10, Form IV students ventured into the Big Apple to participate in a scavenger hunt in the Museum of Natural History and to watch "You Can't Take It With You" on Broadway. The trip was a "great way to bond with classmates and advisors," Katie Ho (IV) said.

On the morning of the trip,

Each advisory received a question sheet and a map of the museum. Students collaborated to answer as many questions as possible within an hour and a half.

headed to Broadway. Upon arriving, students received their tickets to the show and waited in line. When it was time to enter the theater, they flooded the seats.

"You Can't Take It With You" revolved around a love story and the acceptance of different family dynamics. Resnick said, "I enjoyed seeing one of my favorite actors, James Earl Jones, give a marvelous performance." Jones, recognized for his voice as Darth Vader, starred as the grandfather in the play.

The play was centered around a woman named Alice, who has a quirky family, and a man named Tony, whose family focuses on hard work and money. As Alice and Tony fall in love, difficulties of

uniting their two families arise. In the end, Tony's family realizes that money was meaningless when compared to family and love.

Parth Patel (IV) said, "I liked the show. The cast was great and the end was surprising." Overall, the sophomores felt the class trip was a success!

Jason Resnick (IV) said, "I enjoyed walking around the museum and viewing the dinosaur fossils." As different questions pertained to various parts of the museum, students were able to visit a large assortment of exhibits.

After the scavenger hunt, students boarded the buses and



G. Obregon (IV)

Sophomores enjoy Broadway.

students gathered in their advisory groups in the cafeteria and boarded three buses, heading off to New York City. Unfortunately, one bus broke down and delayed the students by one hour to the museum. As for the other two buses, students were able to start on their scavenger hunt with Watson Adventures.



H. Curtis (IV)

Juniors enjoy the National Constitution Center in Philadelphia.

Museum. The junior class split in half and each began tours of their designated destination. At the Franklin Institute, students visited numerous exhibits including the Aviation exhibit, Sir Isaac's Loft, and the National Geographic Undersea Photography exhibit. TanTan Wang (V) described the National

They gave us iPods for audio tours but only a few pictures had audio selections so it didn't last long, but there were still some pictures that were really interesting."

Next, the class stopped at the Reading Terminal Market. A foodie heaven, the Reading Terminal Market offered hundreds

students headed back to school. Not only did they return home with extra food from the Reading Terminal Market, but also with valuable memories including spending time with friends at fun exhibitions, eating at delicious food stands, and exposing themselves to the historical and animated culture of Philadelphia.

Football Team Uses Strong Defense to Intimidate Opponents

By FRANCES STEELE (VI)

It's still early in the season for the boys' football team, but captain Ryan Salamon (VI) is excited about the group's potential. The team has a current record of 1-3. After the team's 20-0 win against Manville on Friday, September 19, the team displayed what Salamon called a "very strong defense." He said that

many of the underclassmen are inexperienced but are learning quickly, reinforcing the team's confidence. Austin Schmidt (VI) has been injured since the start of the season, but the team is looking forward to his recovery so it can exhibit its full potential.

Other key players on the team are co-captains Max Leef (VI) and Tom Foreman (VI). They are excited to

finish their senior season strong. Foreman said they are emphasizing teamwork in practice, adding, "The most important person on the field is the person next to you."

Coaches Mr. Jon Leef and Mr. Chris Shilts also hope that the season will be a good one and look forward to the Homecoming Game against New Providence.



A. Schmidt (VI) passes the ball.

Courtesy of Pingry Communications

Field Hockey Aims to Rebound After Rough Start to the Season

By DILLON NOONE (V)

The Varsity Field Hockey team has been off to a rough start. This year, captains Emily Sorvino (VI) and Ruthie Advokat (VI) lead the Field Hockey girls. The team is coached by Math teacher

Mrs. Judy Lee. Starting off the season with three losses, the team has begun to rally, currently having a record of 5-6-1. Summing up the season so far, captain Emily Sorvino said, "A lot of our losses have been close, and we've been playing really tough teams.

It's a shame that our record doesn't really reflect our playing, but I'm still really proud of and hopeful for the team's progress." The Field Hockey teams plans to make up for its initial rough start, hoping to continue the season with better results.



Field hockey faces some stiff competition.

I. Zinn (VI)

Girls' Tennis Sets the Bar High

By JACQUIE JAKIMOWICZ (V)

The girls' tennis team, with a current 4-10 record, is working through its slow

believes that, "We have a talented team of well-rounded young players that work well together and support each other." However,

past September with an outcome of 18-21. First singles player Wesley Streicher (IV) and second singles player Brooke Murphy (III)



D. Fradkin (V) hits a forehand volley.

Courtesy of Pingry Communications

start to the season. Although the team graduated four of its top players, members look forward to improving this season.

Captain Tiffany Yu (VI) is still optimistic, saying that, "It's going to be a great season." She added that the four graduated seniors have been replaced "by four awesome freshmen."

Head coach John Diaz

he said that the team "lacks experience since there are many players who are new to high school level competition."

Coach Diaz hopes to "finish the season with a winning record" and is excited to be facing rivals like Montgomery, Ridge and Bridgewater in the near future.

The tennis team had a good showing at the Somerset County Tournament this

both won their first rounds and lost by small margins in the second. Third singles player Jessica Li (III) and both the first and second doubles players made it to the tournament's quarterfinals, where they lost to rivals Montgomery and Ridge.

Water Polo Benefits From Experienced Players to Stage Comeback

By YELENA SALVADOR (IV)

The boys' water polo team has greatly improved compared to last year's game record of 5-2. This year, captain Branden Phillips (VI) and senior co-

many players did not have much experience.

"Last season we relied on many rookie players to fill Varsity starting roles," Coach Jeffrey Jenkins explained. This year, we are much more competitive with

skills more efficiently. As a result, the team as a whole has been able to compete more aggressively in games.

Although the team is small compared to other competitive teams in the state, Mr. Jenkins said, "My



K. Holston (VI) shoots the ball with ease.

Courtesy of Pingry Communications

captains Kamau Holston (VI) and Luke Pacific (VI) have led the team to one victory and several closely scored games.

Last year, the team was at a great disadvantage because

many of those same players having a year under their belts."

With many players becoming more familiar with the game, the team is able to practice essential water polo

main goal is to build team unity and build people with lifelong interest in playing sports." With many more competitions coming up, the team has great potential for improvement.

Boys' Soccer Steps Up Its Game Following 800th Win

By BRANDON LI (IV)

The Varsity boys' soccer team has begun the season with an impressive 9-2. Led by captains Roberto De Almeida (VI), Max Lurie (VI), Jamie Cook (VI), and Clayton Wright (VI), and coaches Miller Bugliari '52 and David Fahey '99, the team aims to win the conference,

stepping up their game and coming together as a team. So far, the biggest win for the team was undoubtedly the 800th win against Watchung Hills that the soccer team worked extra hard to secure for Coach Bugliari knowing that they were part of something special.

Another big win for the team was their 2-0 win against Hunt-

In hopes of not losing again, the team is looking to improve by stepping up its game in the crucial first and last five minutes of each half. As De Almeida put it, "We need to stay focused and keep on the gas pedal throughout, making sure not to let other teams one up us when we are psychologically and mentally tired."

The team can use this time to capitalize on the opposing team's fatigue in order to slip a goal past them when they can.

The team continues to work hard and will fight to reach and win the upcoming championships. What the team lacks in skill, they make up with heart. De Almeida said, "We may not be as skillful or have the soccer IQ that



H. Kraham (IV) kicks the ball.

Courtesy of Pingry Communications

county, and state titles.

Although intense, preseason went well and was fun, as the players developed their skills,

and coach agree that they have definitely gained a lot this year. "We have a lot of strong people returning and a lot of strong people joining our team," Streicher said, including six returning seniors and six new freshmen.

With this year's outstanding team, head Coach Mr. Tim Grant believes they can win the State Non-Public B Championship. Other goals for the year include improving personal times, running more as a team, staying healthy and uninjured, and building on previous successes, such as winning the Prep A tournament, placing second in the State Championship, and running in the Meet of Champions.

other Pingry teams have had in the past, but we have athletes and a bunch of men who are willing to give it their all and get tough."

"This year, we had a very strong showing in our first meet against Somerville, and we are looking to continue it in future meets," Mr. Grant said. "One of the things we are looking forward to is the Manhattan Invitational."

The girls' cross country team is aiming high to finish the season strong.



Girls' cross country running at a meet.

I. Zinn (VI)

Girls' Soccer Looks to County and State Championships

By RACHEL JACOB (VI)

The girls' soccer team has already faced some of its toughest opponents in the Skyland Conference. So far, the team has a record of 8-4. Although some of the top players graduated last year, the team has maintained exceptional play, which was exemplified in its victory over the Peddie School with a score of 5-0.

The girls have set their expectations high for this

season, with hopes of Somerset County and State championships. With dynamic players ranging from forward Tanika Roach (VI) to center midfielder Maddie Temares (V), to defender Lauren McLaughlin (VI), the team's goals are surely attainable.

Since the start of the season, captain Rachel Noone (VI) has been leading from the sideline due to an ankle injury. She said "this year, more than others, we have

to play as a unified team in order to be successful. We have all the talent and resources to achieve our goals, but it will be a matter of fully competing for every ball, playing smart, and forcing our possession game onto our opponents."

The Somerset County tournament is scheduled to begin on September 27th, and the girls plan on playing strong for the rest of the season.



L. McLaughlin (VI) stomps the competition.

Courtesy of Pingry Communications

Girls' Cross Country Keeps Focus Going Throughout Season

By ALYSSA CHEN (III)

Led by captains Caitlyn Mahoney (VI), Emma Palmer (VI), Nicole Scavone (VI), and Sydney Streicher (VI), the girls' cross country team is off to an impressive start with a record of 5-1. They have already won two meets against Somerville and Delaware Valley and placed fifth at the Newark Academy Invitational.

Although the team lost three of their best runners from last year, the captains

Boys' Cross Country Upholds Strong Reputation

By JUSTIN WANG (V)

The boys' cross country team has been growing its reputation as a top caliber team for the past few years through impressive performances like taking the Non-Public B title twice in recent years.

The team also has a current record of 2-3.

Based on this success, many have expected the cross-country team to win the Non-Public B title this year without breaking a sweat.

However, according to the captains, things have changed as some of the top runners graduated last year.

Even this year's team co-captain, James Chartouni (VI), admitted "A huge question was whether the team would have a strong enough varsity line up to continue to win races and score points."

Yet the first few races of the season two races have shown that

the team is maturing and is more than capable of winning.

On September 16, the team ran its second race against Delaware Valley High School, cruising to a comfortable victory at 35-20.

Co-captain Russell Beckerman (VI) said the team is "willing to work hard, and especially the new guys to

the team have really stepped up and filled in where needed."

As the season goes on, and as the team gets healthier with more miles under its belt, the team hopes to develop into a cohesive unit in order to take the Non-Public B title for its third year in a row, securing its reputation as one of the most successful teams in the area.



R. Beckerman (VI) taking the lead in a race.

I. Zinn (VI)