Launch of 1-to-1 Transforms Classes

By LOHI KIM (V)

Despite some bumps in the road, the Upper School has responded well to this year’s implementation of the 1-to-1 Laptop Program. As the school shifts to a more technology-based academic approach, each student is now required to bring his or her laptop to each class. Although the initiative is merely a chapter in the ongoing effort to modernize Pingry, the changes thus far have succeeded in helping the academic environment with the integration of technology.

The consensus among students is that the tech changes have proven to be mostly beneficial, and Joshua Taylor (V) said he appreciates how materials are more readily available. The program has made it “more convenient to receive updates from classes and Pingy announcements,” he said.

Students and faculty also appreciated the new program for expediting access to classroom supplies and resources. According to David Rockoff (V), the program has made doing work so much more convenient, and students are now “allowed to have unprecedented access to resources for our class.”

According to Director of Educational and Information Technology Mr. Brian Burkhardt, administrators strive for “differentiated learning” during the initiation of the program. This has ranged from “empowering teachers to use technology in creative ways to help students learn vital tech skills in the classroom.”

Upper School Director Dr. Denise Brown-Allen commented on the benefits of more technology in the classroom, saying that the use of laptops allows for “easy and ready access to technology department and school administrators have worked hard to prepare the school for a more digitized environment. According to Dr. Brown-Allen, technology-focused professional development opportunities were offered to teachers during the in-service and during the summer breaks. Additionally, the school doubled its bandwidth during the summer break to accommodate the new laptops and has added 50 new charging stations below the main staircase.

The technology department has also expanded. Mr. Rockoff applauds the new, full-time technology specialist Mr. Steve Franz, who is working with the staff to help students answer technology questions. He also thanks Mrs. Jennifer Zagariello for her help in training teachers. To support the growing team, the technology office has been relocated to the old technology lab while their previous "office space was made into a production unit," the adminstrator said.

The shift to laptops, according to Mr. Burkhardt, is a "cultural change." He believes it will help students prepare for college and even our jobs, though in the long run. The technology department has "done a great job in its implementation," the students said. "They've done a great job keeping students and faculty updated," he said.

Student Technology Committee (STC) member Thoen Rahke (V) said that the Tech Team is "constantly working to improve the speed, reliability, and stability of the network and the different technologies in the school," regarding the flux of computers that are now using the network. He added that, "despite some rough patches in its implementation," the program is largely beneficial for both students and faculty.

"Easier turn around times of assignments, environmental responsibility, and the safety of backups," Rahke said, "are things that were not like to do before.

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Junior Kyle Boylan (VI) added praise for working "over the summer to make sure the new laptops were detailed out properly. The students will be able to use them from the beginning of the year." He added that, "I think it's good for students to get ahead because the periods are longer."

Many students said that tests and quizzes will be lengthened to fit the whole period time for each class, resulting in more time and material on each assessment. Despite these drawbacks, though, people seem relatively happy with the new system. Junior Kyle Boylan (VI) added praise for working "over the summer to make sure the new laptops were detailed out properly. The students will be able to use them from the beginning of the year." He added that, "I think it's good for students to get ahead because the periods are longer."

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FRESHMEN ENJOY PEER LEADERSHIP RETREAT

By DAVID METZGER (III)

On Wednesday, September 18, the freshman class, and senior peer leaders left for a two-day field trip to Lake Bryn Mawr Camp in Pennsylvania. While there, they participated in a variety of bonding activities.

Prior to the trip, freshmen were assigned to peer groups, each including about eight other students and two senior leaders.

After school ended on their required laptop in a collaboration area

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Getting a group of AP Statistics in the cafeteria area, and how it now serves as a collaboration area. This has long been a Pin
gry benefit, and the school shifts to a more technology-based academic approach, each student is now required to bring his or her laptop to each class. Although the initiative is merely a chapter in the ongoing effort to modernize Pingry, the changes thus far have succeeded in helping the academic environment with the integration of technology.

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The How-to-Be Section

Maria Werner (V), Giorgia Miller (V), and Anna Burionuevo (VI) interest-
By ANNA BUTRICO (VI)

“Junior Year is so overrated. It’s not that hard,” an older classmate said to me on the first day of Junior Year. “I found it to be a great social year, personally.”

She was right. I made tons of new friends. Like with my SAT prep class, my Calculus class, Pingry Mustangs gift card! My ACT flashcards! I was so social! It was amazing!

The best piece of advice I received before heading into Junior Year was one I impart to all juniors: survive. You may feel as though you are being thrown into the deep end of the pool of doom with only an SAT prep book as a lifeboat and that you’ll somehow have to find your way out of a dark maze of experiences hours of research, paperwork, and the stress of what you’re teaching from your teachers, college counselors, or parents. I know you’re probably thinking, “College? What? I have to think about that already?”

Unfortunately, you do. As you are aware, grades count the most this year, so avoid making the decision of which courses you’ll take and which courses you’ll drop. Many of my classmates did this and regret it. However, modernization, which has only been launched in a few classrooms and offices this past year, is getting mixed responses. Some teachers are adjusted to the change, whereas others are not. The workload of modernization sometimes becomes too much for the students. However, it is not all bad. Some students have liked the change, whereas others have not. My recommendation to all of you is to take your time and study the material. If you don’t understand it, you can always go to your teacher for help. I know many of you are choosing the harder classes, AP or honors classes, and I believe that is a great decision.

My second suggestion is to choose courses wisely. Don’t let the opinions of others, such as your friends, determine your course selection. Your parents’ and teachers’ recommendations should be taken into consideration. If you are unsure of what courses to take, talk to your counselor and your teachers.

My biggest regret of my sophomore year was that I took more AP classes than I should have. I was able to take, and procrastinate, AP classes all three years. If I had everything to do over again, I would definitely make some changes. If you’re wondering what changes I will make, I will be taking fewer AP classes this year in order to focus on my priorities like maintaining a good GPA and having fun.

The first thing I would recommend to the class of 2016 is to begin gravitating towards experienced teachers. It is easier to focus your priorities on certain academics, athletic, or social activities if you have a teacher who is interested in those areas. Figure out if you want to concentrate on getting all As, being involved in three or more extracurricular activities, starting a community service club, getting involved in a world language class, or having an active social life. Understand that each of these choices has consequences, and try to find an even balance.

If you have more than one interest, the difficult part of reaching your goals is learning to find the time to do them all. When you choose your classes and plan your weekly schedule, keep your driving goals in mind.

My second suggestion is to honestly work for me to follow, and I know that many high school students also have issues with it: limiting social media access while working. Nearly everyone in this school has some form of social networking account, be it Facebook, Twitter, Instagram…or, God forbid, Snapchat. It is really helpful to study a little each day in advance. I disliked Facebook for a whole day to 24 hours to disable you from accessing different websites. I disabled Facebook for a whole day (accident, so be careful how long you set it for ideally, the longer the better!”)

Also, if you’re thinking about attending the sampler of social media accounts, I would advise against it. As you are aware, grades count the most this year, so avoid making the decision of which courses you’ll take and which courses you’ll drop.

My biggest regret of my sophomore year was that I took more AP classes than I should have. I was able to take, and procrastinate, AP classes all three years. If I had everything to do over again, I would definitely make some changes.

I find it extremely scary that in our society, the views of one group of people carry more weight than views of another group of people. Our society is less about the collaborative model at the heart of our Honor Code. Our government is supposed to work to protect everyone, but it is also a time to start making decisions on your own, and not letting others make them for you. Do the things that make you happy. If you need to fail, you need to fail. Don’t let anyone tell you that you shouldn’t fail. If you fail, you learn. If you succeed, you find out what you can do better. If you don’t succeed, you learn what not to do. It’s the most nerve-racking year of your life. It’s a mix of both worlds, and it will be a mix of both. You still have to make the decisions, but it will be easier. But if you’re not a junior yet, it is also a time to start working. Looking back at my time as a sophomore, I would definitely make some changes.

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Innovations Work Despite Initial Reservations

By BYALLA BAU (V)

Last spring, I sat in a meeting with some faculty members and last year’s seniors to discuss challenges students might face during our transition to 1-to-1. We compiled a list of applications to help students stay focused during class, create a study environment for specific computer accessories that we thought students should have, and tried to figure out how students could receive tech help during the school day.

After much discussion, we decided that the best way to help students with technology would be to create a help desk outside the technology office that could afford Student Technology Commit tee members called the STC Help Desk.

It’s been both fun and rewarding to staff the STC Help Desk during the past few weeks. Personally, I enjoy getting to help different students every day. I know from experience that it can be really frustrating when technology doesn’t work. Many of my peers come up to the desk with frustrated looks on their faces because they think they need to pay for the application actually pulled up on their devices, forcing them to become more productive in the long run.

What Harvard Can Learn from Pingry

By ELLIOT LIN (III)

Harvard was established in 1636, while Pingry’s Honor Code was authored collaboratively in 1925. pingry has long been a household name—do you remember that? But in my opinion, Harvard and Pingry are more alike than you might think.

In both colleges, I believe that when asked what the Honor Code means, students will respond similarly. Students are expected to maintain a high level of integrity. It is expected that students will abide by the rules in order to maintain a safe and respectful environment. The Honor Code is enforceable and serious. Both Harvard and Pingry have clear consequences for violation.

Both schools have students that believe they have the right to be treated fairly. Both colleges have students that are expected to be honest in their dealings. Both Harvard and Pingry have students that will always try to do their best.

However, there are a few differences between the two institutions. First, Harvard has a larger student body than Pingry. This means that there are more opportunities for students to interact with each other. Second, Harvard has a more diverse student body than Pingry. This means that there are more opportunities for students to learn about different cultures.

Pingry should remember to value the opinions of students when making decisions. This is especially important when it comes to the transition to 1-to-1. I believe that Pingry should consider the input of students more carefully.

E. L. (III)

What Does Harvard Can Learn from Pingry

By B. KAIRUS (V)

Harvard is well known for its intellectual rigor and commitment to excellence. However, what can Harvard learn from Pingry, a small private school? I believe there are several key lessons Harvard can learn from Pingry.

First, Pingry has a strong student culture. This is evident in the way that students support each other and work together. Harvard could benefit from a similar culture by fostering a sense of community among its students.

Second, Pingry has a strong emphasis on athletics. Harvard could benefit from a similar emphasis by providing more opportunities for students to engage in athletic activities.

Finally, Pingry has a strong focus on extracurricular activities. Harvard could benefit from a similar focus by providing more opportunities for students to participate in extracurricular activities.

By MARK SHTRAKHMAN (IV)

Back in May of last year, I wrote an op-ed discussing how "clearing time"—taking a walk, sitting with friends, or doing any one of a number of things thrown at them—was necessary to "rejuvenate" between subjects. It is a time for students to gain sanity, not overwhelmed with eight classes, and get a break from class to class. It is a time for students to be themselves, to relax, let my brain cool down, and maybe even learn something.

Senior Lawrence Shtrakhman takes a break during a class last April.

The biggest change of all has been transitioning to paperless. When announced at the end of last year, students had mixed reactions. Everyone talked about how annoying it would be to have 65 minute classes, and who needs too 25 minute breaks during the course of the day? Yet, after having gone through a few cycles, it is clear that the school really does have our best interests in mind. It promotes working ahead and even makes it easier.

Just as notable was the implementation of the new 1-to-1 program. Kids spent the summer laughing about how math teachers would utilize laptops in class (turns out they are staying old-fashioned) and how the WiFi would not be able to handle all of the laptops. Although the network did crash on the first day, the tech department has currently solved this problem.

Additionally, new collabora-
tory members called the STC in the hopes of deterring cheating incidents every day. I know from getting to help different stu-
dents during flex periods. Personally, I enjoy the time I spend with some faculty mem-
bers called the STC in the hopes of deterring cheating. After much discussion, we decided that the best way to help students with technology would be to create a help desk outside the technology office that could afford Student Technology Commit tee members called the STC Help Desk.

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Many of my peers come up to the desk with frightened looks on their faces because they think they need to pay for the application actually pulled up on their devices, forcing them to become more productive in the long run. One really cool, underutilized aspect of the new technology space is the charging stations. There are 72 cubbies with power. In the coming months, STC is planning to create community sets for charging stations and rewards to encourage a reduction in our overall paper usage.

Another common problem students have faced has been downloading Microsoft Office. There are various glitches encountered when faced while trying to download the application. The simple solution, you cannot download the Pingry Microsoft Office package if you have any trace of Microsoft Office products on your com-
puter. You need to make sure that all installations are removed before you try to run it.

In the coming months, try to still to the new technology spaces around the building, and remember that if you have tech problems, the STC Help Desk is staffed during flex times and conference period. We are more than happy to help!
Mr. Karrat Teaches Languages

By ANNA BUTRICO (VI)

Mr. Karrat joins the Middle and Upper School language departments at Pingry. Fluent in five known languages, Mr. Karrat is teaching French II in the Upper School and Spanish IB and 2 in the Middle School.

After graduating from Hamilton College in 2012 with a bachelor’s degree in French and World Politics, Mr. Karrat attended five Jordan in a Fulbright Scholar.

Mr. Karrat also became one of ten English studying in the Qasid Institute in Amman, Jordan. Mr. Karrat’s final project in Jordan was to “research the Christian population in a predominantly Muslim country.”

After he completed his tenure in Jordan, a fellow Fulbright Scholar and 2008 Pingry alum, Biff Parker-Maugar, introduced Mr. Karrat to the Pingry community.

As a well-traveled scholar, Mr. Karrat will assist with the Global Programs Initiative. He will advise Mrs. Kinney to send students to semester abroad programs, and will coordinate trips and approve future Pingry trips.

When asked if he struggles aligning all five of his known languages (English, Spanish, French, Italian, Arabic), Mr. Karrat simply shook his head. He jokingly said that he found his schedule—which is half in the Middle School and half in the Upper School—more confusing than knowing four languages.

When asked about his plans for the future at Pingry, Mr. Karrat said that he would “love to teach Arabic.”

While he acknowledges that the prospect of teaching that language might be difficult, he also sees the possibility of starting an Arabic club if students demonstrate enough interest.

Although he is stationed in the Middle School, Mr. Karrat encourages Upper School students to stop by with any questions they might have.

Mrs. Finegan Teaches Counseling Department in July

By ANNA BUTRICO (VI)

While Mrs. Meghan Finegan is new to most students, she is no stranger to the members of the senior class. As a former Assistant Director of College Counseling, Mrs. Finegan was familiar with her seniors’ desires during the summer before becoming further acquainted with them and discussing their college essays.

Mr. Karrat graduated from a college in Amman, Jordan, where he hoped his retypes of America in the Middle East,” he hoped his understanding of the country would benefit his students. He also spent some time at their American Studies college counseling.

Mr. Karrat Teaches Chemistry

By JULIA AXTELL (IV)

Mr. Touhey joined the Basking Ridge campus this fall teaching Chemistry 1 and Chemistry 2. He coaches Boys’ Soccer and will be coaching Boys’ Basketball.

Although his family lives in Ireland, Mr. Touhey was born and raised in Easton, PA where he attended Wilson Area High School.

He attended Lehigh University and studied chemical engineering for three years but ultimately graduated with a chemistry major. Prior to his job at Pingry, Mr. Touhey was working at a vaccine company called Vaxform where one of his major accomplishments was his involvement in synthesizing and manufacturing the main proteins in the swine flu vaccine.

Mr. Touhey attended a prep school called Vaxform where he taught English to over 40 international students.

Mr. Touhey first became interested in chemistry in an exciting and enjoyable way. While he was in high school, he discovered a love for chemistry as a subject and is excited to get to know him better.

He has also enjoyed his time coaching soccer.

In the future, Mr. Touhey looks forward to getting his Masters in education and higher education administration. He said that he is excited to continue his work at Pingry with young adults for many more years to come.

Mr. Touhey prefers to spend time in the Colby College football team after playing football all four years of his high school.

He became interested in participating in the college football team after being a part of the Colby College football team for five years, a job that included traveling around the country to meet “interesting and dynamic students.”

Mr. Touhey switched to college counseling in high schools because he enjoys the personal relationships with students as someone who has previously read applications for admission herself and imparts valuable wisdom to the College Counseling students.

Mrs. Finegan Teaches French

By JULIA AXTELL (IV)

This fall, Mr. Richard R. Davis (V) joined the Middle and Upper School departments at Pingry. Fluent in five known languages, Mr. Davis is teaching French II in the Middle School.

“His main goal there was, “to be a cultural ambassador of the US abroad.” Determined “to shatter stereotypes of America in the Middle East,” he hoped his understanding of the country would benefit his students. He also spent some time at their American Studies college counseling.

Mr. Davis was blown away. From the beginning of his interview, Mr. Touhey knew he was ready to join the “family.” It was actually the sense of community at Pingry that attracted him.

He said he realized that Pingry is not just a place for students to learn and be challenged daily, but also a place to create meaningful opportunities for teachers to grow professionally. He added that he appreciates the opportunity to both teach and coach sports.

Mr. Touhey wants to be a positive influence on his students as he desires to immerse himself in the community. In terms of teaching, Mr. Touhey hopes to present the subject of chemistry in an exciting and enjoyable way.

He also led a men-of-color affinity group on campus called “The Brothers,” which cultivated his interest in cultural diversity.

Mr. Touhey hopes to help lead discussions about diversity at Pingry.

Last spring, he graduated from Colby College in Maine with a bachelor’s degree in American Studies and a minor in Anthropology. He was involved with an organization called “Colby Cares about Kids” and played in a student DJ band called “Redshojo.”

Mr. Touhey also played on the Colby College football team after playing football all four years of his high school.

He enjoys using the experience as a college football player to be a better coach at Pingry. His deanship program and his time playing football have all contributed to his success.

At Colby he had many responsibilities, but his main focus was always on being a part of the community. His main goal was to make sure that his students felt connected and that they were able to experience the culture at Colby.

In his free time, Mr. Touhey enjoys playing sports—especially football and basketball. He also enjoys listening to a wide array of music, including reggae, rap, funk, dancehall, soca, Latin, and others.

Mr. Touhey Teaches French

By JULIA AXTELL (IV)

Mr. Touhey joined the Basking Ridge campus this fall teaching French II in the Upper School and Spanish IB and 2 in the Middle School.

After graduating from Hamilton College in 2012 with a bachelor’s degree in 4 and assistant percussionist.

The summer before coming to Pingry, Mr. Touhey worked at an English School in Allentown, PA, but attended a prep school in Perkinston, Alabama. While there, he worked at an English School that was an English School that was described as “a small independent school that is located on the campus of College of William and Mary.”

Mr. Touhey came to Pingry “as a fresh graduate” as he helped coach the students in Jordan. While in Jordan, he worked at an English School called “Colby Cares about Kids” and played in a student DJ band called “Redshojo.”

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Ms. Coxe Joins Mathematics Dept.

By MATT BARCKMAN (V)

Ms. Julianne Coxe, who has joined the Math Department, graduated from James Madison University with an undergraduate degree in Mathematics and a minor in French. At the university, she was the captain of the flute section of the Marching Royal Dukes and a member of a "Pingry band for an extra semester to help out with the school music service sorority called Sigma Alpha Iota. After graduating, Mrs. Coxe stayed with her marching band for an extra semester to play in the Macy's Thanksgiving Day Parade. An avid traveler, Mrs. Coxe spent some time during her post-colleges years teaching 4th grade in Los Alamos, New Mexico. She then moved to New Zealand for a year and two months, where she got her Masters degree from Massey University. Afterwards, she returned to the States and obtained a Masters of Arts in Teaching from the University of Delaware.

Ms. Coxe did not always think of becoming a teacher. However, at the University of Delaware, she was offered a free degree as long as she took a public school in Delaware. She was accepted immediately and excited. In her free time, Mrs. Coxe enjoys playing the guitar. She also plans to work more with students and faculty in the future.

Ms. Coxe is instantly in love. “Coming from a big public school, I pass up having a job here. I have a wonderful exchange of information with people I care about. The things that get your blood pumping or your forehead turning. In addition to teaching, Ms. Coxe also serves as an assistant coach for the Varsity Girls Soccer team, and she is involved with the Green Group and Outing Program. She attended Sewanee University of the South, where she double-majored, earning a B.A. and B.S. in English and Environmental Studies. In her free time, she loves reading, hiking, and playing the guitar. She also said that she likes “long walks on the beach.” In Mrs. Coxe’s words, “I come from Alabama with a banjo on my knee.”

Ms. Walker’s band for an extra semester to help out with the school music service sorority called Sigma Alpha Iota. After graduating, Mrs. Coxe stayed with her marching band for an extra semester to play in the Macy’s Thanksgiving Day Parade. An avid traveler, Mrs. Coxe spent some time during her post-colleges years teaching 4th grade in Los Alamos, New Mexico. She then moved to New Zealand for a year and two months, where she got her Masters degree from Massey University. Afterwards, she returned to the States and obtained a Masters of Arts in Teaching from the University of Delaware.

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Ms. Walker’s band for an extra semester to help out with the school music service sorority called Sigma Alpha Iota. After graduating, Mrs. Coxe stayed with her marching band for an extra semester to play in the Macy’s Thanksgiving Day Parade. An avid traveler, Mrs. Coxe spent some time during her post-colleges years teaching 4th grade in Los Alamos, New Mexico. She then moved to New Zealand for a year and two months, where she got her Masters degree from Massey University. Afterwards, she returned to the States and obtained a Masters of Arts in Teaching from the University of Delaware.

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Green Group Beautifies Campus

By FRANCES STEELE (V)

The Garden outside the cafeteria has become a hub of activity during the commencement of the 2013-2014 school year. The Gardening Fine Arts teacher and Green Group advisor, Mr. Peter Delman, and Physical Education Department Chair Mr. Joseph Forte have been working to beautify and improve the garden. The Garden Group also installed new h hammocks and sunshades last spring, transforming the garden into a relaxing hangout spot where students can study and faculty can collaborate and have fun. Drawing and Painting classes have been using the garden as a subject for numerous pieces of art. Last spring, many teachers, including English Teacher Mr. Dennis Pearstein and History teacher Mr. Mark Schuman, visited the garden during a recent visit to Art Class. Mr. Schuman realized how enjoyable it could be to work in the garden. He added that it will be crucial to change the school, “you’re never really done.”

Members of the Green Group work in the garden.

How to be a Freshman Continued

By JOSIE LEIBowitz (V)

On Wednesday, September 18, the junior class took its annual field trip to Philadelphia. As in the past several years, students visited museums and got a taste of the local culture.

This year’s trip began with a visit to the National Constitution Center, which houses a hands-on museum and a national town hall. The visit included an introductory presentation called “Ratifying the Constitution”, which gave an overview of the development of democracy in the United States.

After the introduction, students visited various exhibits related to the Constitution. These included President Trivia, where teams could compete against each other, and old Presidential ballots where students could vote and later see the results of the poll. There were also statues of the founding fathers and officials.

Later on, the junior class went to the Reading Market for lunch. Dana Wang (V) said, “There were so many different kinds of food to choose from.” The market had a vast array of cuisine, from pizza and Chinese food to Italian and Mexican. Not only did the market have food, but it also has bookstores and flower shops.

After an hour-long lunch, students took a short bus ride to the Franklin Institute, one of the oldest centers of science education in the United States. For many Pingry students, this was their favorite stop of the day.

How to be a Freshman Continued

Alumni Upgrade Athletic Fields

By J. ALLAN BARRAL (V)

The bleachers outside the track were replaced by Alumni donations. The World Cup Field now also has three terraced plush boxes for spectators, a new scoreboard with audio equipment, and with new drainage and irrigation systems. He added that he hopes these changes will benefit the community by helping reduce the number of game cancelations. Previously, the fields had poor drainage and could be flooded easily by rain. These new improvements will hopefully put an end to this problem by making the fields drain more easily. Another advantage of these changes is that fewer soccer teams can now practice on the World Cup Field in addition to playing games there. This allows for more soccer games on the other fields.

Mr. Vanasse said that significant changes have been made in order to improve the comfort of spectators, including a new scoreboard with audio equipment.

Overall, Mr. Vanasse hopes that these projects will improve the viewing experience for spectators at athletic games and could improve attendance. Perhaps the most substantial change has been the renovation of the bleachers on the football field. Mr. Vanasse said that the Parsons Football Field and the E. Murray Todd Track have now new aluminum bleachers and a “press box with state-of-the-art audio equipment. The bleachers will hold one-and-a-half more fans and will include a small VIP section.”

How to be a Freshman Continued

Continued from Page 2

thirty and whether you live five minutes away or forty-five minutes away, you will not be able to start your homework until six or six-thirty. Take advantage of the new schedule and do homework during flex periods. Effective time management can help reduce stress by preventing endless nights of work and studying.

Lastly, make time to have fun. Attend sports games, dances, and after-school events to support your fellow classmates and to socialize. Take time out of your week to relax. After all, you are only a freshman—you still have three more years to go.

Alumni Upgrade Athletic Fields

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To demonstrate “honorable behavior in return.”

By ABHIRAM KARUPPUR (V)

Modernization of the school have changes that had occurred over time. When students and faculty was left calling a test and was surprised to see that students continued to work independently on their assignments. He added, “The Honor Code has an integral part of my development and I am now aware to trust my personal moral compass now that three years have passed.”

By ABHIRAM KARUPPUR (V)

With the Hostetter Arts Center. This area is now where Assistant Dean of Students and Director of Community Service Mr. Sally Hard was focusing on the building. She went on to say that students could secure safe areas to work before their next class. Many students could charge their laptops or devices and work tables were installed so that students could take a break from studying and enjoy a quick lunch. The technology lab and technology office were completely redesigned during the summer, with the installation of brand new monitors, desks, chairs, whiteboards, and carpet throughout the entire cycling. In addition, new carpeting was added to many classrooms as well as the Senior Couches to inform students about the current day in the school. However, these changes are just the first step in a series of modernization initiatives to be completed the coming year. 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Cheating at Harvard

Continued from Page 3

By ANNA BUTRICO (V)

While an honor code may help Harvard bring cheating under control, any such honor code forced upon the undergraduates will not have the same effect as one authored by the students. Moreover, it seems as though many Harvard students have a history of cheating prior to their matriculation at the famed Cambridge campus. According to an article written by NBC News, “10% of Harvard’s incoming freshman class admitted to cheating on exams prior to heading to the Ivy League institution, and another 42% admitted to cheating on a homework assignment or problem set.”

Clearly, Harvard has its own set of rules and norms that govern its community and its culture. It is hard to believe that a school with such a prestigious reputation is ambivalent as to whether or not they should adopt a code of honor. It speaks volumes that Pingry has its own Honor Code, created by the students and not forced upon them, remains the hallmark of a Pingry education.

Peer Retreat at Bryn Mawr

Continued from Page 1

By ANNA BUTRICO (V)

Anouk’s Pingry tradition, and, as usual, few of the “boats” made it back to camp before falling apart mid-journey. All of the activities encompassed group-building exercises. On the second day of the trip, each group was given a bag of random props and challenged to create a skit using only the items inside the bag. Other notable activities included, “The Gauntlet,” a rigorous obstacle course, and an evening bonfire.

On Friday morning, the last day, students participated in a circle activity, where they had to answer questions in order to show how, although fundamentally different, Pingry students are all, in reality, very similar and bonded together. After discussing the activity in their respective peer groups, students waved goodbye to Bryn Mawr and embarked on the ride back to school.

Citizenship Prize:

Form II: James Topor and Natalie Lucciola
Form III: Ursula Dedekind and TanTan Wang
Form IV: Elizabeth Kraeutler, Maxwell Leef, Richard Morash, and Tatiana Oliveira
Form V: Adedire Fakorede

Faculty Prize:

Form II: Jasmine McMorran
Form III: Grace Wollmuth
Form IV: Clayton Wright
Form V: Rahul Nair and Andrew Supron

Scholarship Prize:

Form II: Ellen Li
Form III: Reshmni Kotla
Form IV: Sharyana Pulupura and Tiffany Yu
Form V: Vineeta Reddy

Department Awards:

Bausch and Lomb Science Award: Avery Hatfield and Derek Hong
Rensselaer Math and Science Award: Tracey Lin
Form V Whitlock Prize for Math: Neeraj Shekhar and Wenru Lu
Form V Science Prize: Amol Kapoor

Book Awards:

The Brown University Book Award: Tanay Gupta
The Columbia University Book Award: Ben Kaminooff
Dartmouth College Book Award: Sara Gagnon
The Hamilton College Prize: Matthew Marvin
The Mount Holyoke Book Award: Aigner Mizzelle
The Penn Book Award: Andrew Supron
The Princeton University Book Award: Adriano Taglietti
Smith College Book Award: Natalie Gilbert
The Wellesley Book Award: Alyssa Baum
The Carl Van Dyne Williams College Award: Akshay Rao
The Yale Book Award: Erin Butrico

Justin Society First Place Winners:

POETRY:
Form III: Kylie Kirschner
Form IV: Frances Steele and Gladys Teng
Form V- Erica Cheung, Allison Yu, Stephanie Yeh

FICTION:
Form III - Mark Shtrakhman
Form IV- Tiffany Yu
Form V- Ben Kaminooff

MEMOIR: Form V- Stephanie Yeh

FLASH FICTION: Form V- Erica Cheung and Isabel Kim
definitively say it was one of the best experiences I have ever had.

Our first three days there, we ran a Vacation Bible School for the local children, which was by far my favorite part of this trip. Although most of the girls I met were much younger than me, ages 10-12, I got a sense of the daily life younger than me, ages 10-12, of this trip. Although most was by far my favorite part we ran a Vacation Bible School the best experiences I have had. I felt emanating from the community. I felt the excitement and the energy. Seeing these homes made me realize how much I take for granted and how fortunate I am to live comfortably.

One of the challenges we faced, the language barrier was one of the most difficult to overcome. Although I knew some basic Spanish from school, having an actual conversation with a native Spanish speaker was much more challenging.

After a couple of nights, I was grateful to wash up in my own bed, take a hot shower, and live in an air-conditioned house. I was able to gain a greater appreciation and understanding for people in need. Although the lifestyle was great, at the same time I felt sorry that I wasn’t able to share the Mexican culture and how happy they are with the little they have.

My experiences made me question our own happiness. While in Beijing, we may have nice clothes, air-conditioning, and a bigger house than the people that I met. It made me realize how the locals have much more to offer. They taught me to keep faith despite terrible conditions, have patience with others, offer hospitality to strangers, and most importantly, explore the power of friendship.

By HALEY PARK (IV)

This past July I traveled to Vietnam, Mexico with my church youth group for my first mission trip. After traveling through Mexico, I could see how the locals lived. Of course, I wasn’t anticipating luxury, but I definitely wasn’t expecting to see extreme poverty, which is what I saw from me. Saying good-byes made me realize how different the cultures were going to be for the children’s precious smiles and莫名 energy.

Even though I didn’t have access to my phone and air-conditioning for ten days and got dozens of mosquito and flea bites, I found that, as time passed, those little things were irrelevant.

Coming back to New Jersey, I am grateful to be back in my own bed, take a hot shower, and live in an air-conditioned house. It was great, at the same time I felt sorry that I wasn’t able to share the Mexican culture. I have kept in touch with many of the children and I am still so happy they are with the little they have.

My experiences made me question our own happiness. While in Beijing, we may have nice clothes, air-conditioning, and a bigger house than the people that I met. It made me realize how the locals have much more to offer. They taught me to keep faith despite terrible conditions, have patience with others, offer hospitality to strangers, and most importantly, explore the power of friendship.

By HANNAH CURTIS (IV)

This past summer, my father and I embarked on a trip to China. We not only had the chance to play with panda bear and travel around the Great Wall, but also enjoyed a glimpse of true Chinese culture. Despite all the planning that we devoted to the trip, I had no idea what to expect. Arriving in Beijing at Capital Airport, sixteen hours after leaving America, I realized that this trip was going to be unforgettable because of the kindness and curiosity I felt emanating from the Chinese people.

While in Beijing, we went to the Wangfujing Night Food Market where they sold everything from “stinky tofu” to “scorpions on a stick.” Even though I refused to try a scorpion on a stick, I found the loud and exciting environment of vendors yelling to their customers very entertaining.

After a couple of nights, we went to Xi’an to climb the Great Wall and see the Terra Cotta warriors. When we arrived, the number of domestic tourists that flooded in out of the exhibits surprised me.

After touring Xi’an, we traveled to Chengdu, which is known as “The City of Beauty.” This was one of my favorite destinations because I visited the Panda Conservation Center.

After discussing it with the managers, they agreed to let me interact with the baby pandas inside their pen. While in their little habitat, I got the opportunity to pet the pandas and feed them bamboo.

When we visited a couple of other cities, including Shangri-la, Lijiang, and Yangshuo, we had a great trip, my dad and I then took a brutal 8-hour drive into Tibet to spend two nights in Lhasa, which is 11,975 feet above sea level.

During the next two days, we stayed in the Tibetan towns of Shigatse and Gyantse. While in the towns, I noticed the drastic differences between Mainland China and Tibet.

The Tibetan houses were much larger than those in China. The food was also much simpler than Chinese cuisine because of farmers’ inability to grow all the Chinese crops in the higher elevations. Another obvious difference was the language. I could really feel the difference in air quality.

It was so high up in the mountains and after reaching the top I was out of breath.

I was amazed to see how proud the Chinese were of their culture. The crowds of Chinese people touring the Great Wall and the Terra Cotta bears and many other sites, including the Forbidden City in Beijing, the Summer Palace in Beijing, the Grand Stairs in Guilin, and the Potola Palace in Tibet demonstrated their pride.

By MATTHEW MARVIN (VI)

Not everyone was as excited for my trip to London for five days in mid-September as I was. Many of my teachers and friends urged me not to go at all. Despite all the planning and hotel reservations, and my stresses of senior year. It was too much work, forget too many deadlines, and loose focus on the college process. I recognized the opportunity the trip would provide me, however, because it was a mandatory gap year from my school. I was extremely late to cancel the plane tickets because I was too busy and I was really very last minute I had to not be the only boy not going to be able to miss his business convention.

I picked up my bags for London, making sure to not forget my Art History textbook and Pride and Prejudice for the plane ride, and left my worries on the runway.

While in London, my family and I saw the original West End production of the popular musical Les Misérables. This was certainly a treat for my sister and I because although we saw the 25th Anniversary International Tour which opened at the Paper Mill Playhouse in Millburn in 2010, we were too young to see the original production when it ran on Broadway in 2003. Despite its running time of nearly three hours, seeing this production by far the store even includes a Pet Kingdom, a year-round Christmas department, and a kids-only Disney café. The next day, we toured Westminster Abbey, the place where Prince William and Kate Middleton had their wedding. As an avid fan of the British royal family, seeing where William and Kate were married was one of the most exciting parts of the trip. Both The London Eye and the top of St. Paul’s Cathedral provided beautiful views of the city and I was really moved by being at the place that would forever be a memorable moment as I will remember forever. At moments of high stress and pressure, a good break or a moment of “me-time” is essential. My trip to London was like taking a nap in between study sessions. Sometimes, such a break is something we all need. London was not only a break but also a great learning experience.
October 4.

Art teacher Ms. Rebecca Sullivan said, “We invited Maggie Ens to exhibit her work in the gallery because her background in education made her a perfect fit for a teaching gallery and artist visits. Ens incorporates many media, which are not typically found in an art gallery, such as car tires, shells, lights, and flowers. “Ms. Ens’s method in collecting discarded or commonplace materials is very unique and engaging,” she added, “she is making a lot into personal memories and associations with the objects that are present in the work.”

“The interactive quality of the art, the visual themes and construction techniques, and the overall unity and variety of the exhibition creates a woven tapestry of our collective desire to have personal connections with the objects we possess and consume,” Ms. Sullivan elaborated.

Students from a range of art backgrounds have been inspired by Ens’s show. Lucy Miao (IV), who is currently taking the Drawing and Painting course, said, “The artwork has a very energetic feel to it. It is really lively and there is so much color, sparkles, and light. This inspires me to think outside the box more effectively.”

Lindsay Stanley (IV) and Mezah Edlin (V) both agreed, “I like how you can’t glance at all the pieces of art seem to not be uniform, but when you take a step back and look at the exhibit as a whole, they flow really well together.”

Fall Means Making Color Count

By CAROL PORGES (V)

In celebration of Mercedes Benz Fashion Week that took place at Lincoln Center from September 5-September 12, it seems appropriate to reevaluate the dress code. Although staying fashion-forward within the constraints of the dress code may seem challenging at times, it is still possible to stay comfortable, fun, and stylish without risking a Friday detention.

One of the best ways to ensure feeling good in an outfit is to pick out one the night before school.

Additionally, don’t always worry about what’s trending at the moment: try to invest in basics such as black pants and classic cardigans. These articles match virtually anything and can make an outfit much more fun.

This fall, people are wearing strong colors, such as bright reds, deep greens, and leather accents. A good rule of thumb is to follow a specific color scheme that corresponds with each season.

Dark reds and plums are great for autumn, and don’t be afraid to plunge into dark grays and blacks during the colder weather. As spring and summer, it is best to keep outfits a little lighter with pastels and whites.

A pair of comfortable boots is also a must-have. Wearing a pair can make any outfit more fun and weather-appropriate.

Make sure to continue wearing skirts and dresses when the colder weather rolls in. When you pair a winter skirt with a chunky sweater and pair of boots, you can shake up your outfit without getting trapped in a cords-and-cashmere winter outfit.

Audiences Enjoy “The Butler”

By MATTHEW MARVIN (VI)

This year’s fall play will be Lanford Wilson’s The Rimers of Eldritch, set in a decaying Midwestern “Bible Belt” town that was once a prosperous mining community. Directed by Drama teacher Mr. Al Romano, the play will feature a cast of nearly thirty upper school students, and

The acting in this film is great. Everyone seems to be ‘in the moment’ at all times. “The Butler” isn’t your type of film, or if you’ve seen it and are looking for something else to watch, here are a few additional films that I recommend:

Congratulations to the Cum Laude Society Inductees!

Alyssa Baum
Amol Kapoor
Anna Butrico
Rabia Khan
Erica Cheung
Isabel Kim
Sara Gagnon
Tracey Lin
Jennifer Guo
Wenrui Lu
Neeraj Shekhar
Vineeta Reddy
Avery Vella
for the first time ever, two alumni will head the production crew. Additionally, Sarah Pappas ’14 will assist with direction and Diane Giangriso will run the lighting design.

Lanford Wilson, the playwright, won the 1980 Pulitzer Prize for Drama for his original play Tale’s Folly, but is best known for 1987’s The Full Monty. He was nominated for three Tony Awards and won a Drama Desk Award as well as other honors.

Without giving away too much, the play is about the people who inhabit the small town, the interactions they make on others, and their religious beliefs.

As the curtain rises, we find the town in the throes of scandal, after the infamous town hermit and\\n
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Varsity Field Hockey Hopes to Improve their Record

By ERIN BUTRICO (IV)

The Varsity Field Hockey team has had a strong start to their season with a 4-6-1 record. Led by Coach Judy Lee, captains Lily Neubert (VI) and Erin Butrico (VI), and assistant captain Stephanie Yeh (VI), the team is meeting its goals.

Over the summer the team went to “World Camp” to practice their skills with Dutch, Spanish, and German trainers. “It was an amazing experience,” player Ruthie Advokat (V) said. “These coaches worked on every skill, were fun to be around, and put our team in great shape.”

Preseason, which began on August 15, conditioned everyone for both the running and playing aspects of the upcoming season.

Yeh said that, “a lot of really great players left last year, so I didn’t expect us to be doing so well. But in the four games we’ve played so far, two have gone into overtime, and we won both of them.” “Emery Sorvino scored the ‘Golden’ overtime goal in the Ridge Game, hitting the left corner of the cage beautifully,” she added. “I think our ability to strongly finish will bring us much success.”

Coach Lee said that the shorter practices have forced the coaches to be more creative.” She added. “We have to prioritize what the players need to work on. It hasn’t been perfect, but we are getting there.”

The Varsity team hopes to win the state championship, as well as taking the title in conference and county tournaments.

Draw is confident about team’s prospects, noting that “pre-season was very strong and we were able to score a lot of goals which really helped us begin the season well. As it is our final year, Captains Rachel, Lexi, and I want to leave Piny soccer on a high note!”

Coach Eddington wants the team playing “good possession soccer, an attractive style of soccer with a focus on attacking and scoring goals. If we can do that and work hard, which the players are obviously doing,” he said, “I think the success will come.”

Although the team suffered an upsetting loss to Ridge High School on September 12, it bounced back by beating Hunterdon Central, a previously undefeated team, in overtime on September 17.

The rest of the season is filled with games against talented teams, but as Drew Topor (VI) said, “We’re going to have to put in a lot of hard work, but we’re all very confident that we can accomplish these goals.” Girls’ Varsity Soccer seems to be on the way to success in this 2013 fall season.

Varsity Girls’ Tennis Looking Very Strong

By KATIE HO (IV)

Led by captains Christina Zajkowski (VI) and Avery Halffield (VI), the Pingry Girls’ Tennis Team holds an impressive record of 7-1-1.

According to Zajkowski, the most memorable game of the season took place on September 16 when the team defeated Bridgewater Raritan long before the start of the season. As it is our final year, Captains Rachel, Lexi, and I want to leave Piny soccer on a high note!”

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Boys’ and Girls’ Cross Country Teams Build Upon Last Year’s Successes This Fall

By PARTH PATEL (III)

The Varsity Boys’ and Girls’ Cross Country teams have started the year strong with an impressive early season. The girls’ season began at the Newark Academy Invitational where they achieved an impressive fourth place finish. They both added to their records with wins at their dual meets against Bound Brook.

The boys’ and girls’ teams currently stand with impressive records of 8-1 respectively in dual meets. The coaches for the girls’ are Chemistry teacher Mr. Tim Grant, Tom Cladek, and Sarah Christensen. The boys’ coaches are History teacher Mr. Matt Horesta and Director of College Counseling Mr. Tim Lear.

The girls have set their sights on taking the Non Public B Group Championship this fall.

After winning the State Non-Public B Championship and the State Prep Championship, the boys are also striving to end the season as champions. They are currently ranked in the Top 20 in the state. Last year, the boys won.

There were many additions to both teams this year. The boys gained three new freshmen and the girls gained four.

Captain Anna Butrico (VI) said, “The girls are looking strong this year. We have a very strong top seven—one who we’re hoping will score very well in the upcoming champion meets. We only lost one runner last year, so most of us are returning or new runners who are very determined to do well as the season progresses.”

Boys’ Captain Stewart Wood said, “Our entire varsity squad besides Cam Gensch is returning this year, and we’ve already been predicted to win State Groups for the second year in a row. We have been training very hard all summer and are looking to make a big impact in counties and conferences.”
Boys’ and Girls’ Water Polo’s Record Does Not Reflect Efforts

By MARK SITRACHMAN (IV)

Boys’ Water Polo has gotten off to a rough start this season with a record of 0-5. The team’s poor results are a consequence of their inexperience. The majority of the team is comprised of brand-new players, including many freshmen.

Fortunately, the team is learning and improving quickly as the season goes on. Jason Jin (VI), the sole senior for the season, is leading the team as captain and is among the top playmakers for the team. Additionally last year’s top scorer, Brandon Phillips (V), has returned to the team this year and serves as another one of the leaders on the team.

Coach Jeffrey Jenkins said, “One of the difficulties with water polo is that the sport fields a team of seven, but we only have five returning players. Consequently, new players have a difficult time transitioning to varsity positions.”

One of these adapting players is a freshman, Henry Biedron, who is the starting goalie for the varsity team this season.

“Boys’ Soccer Enjoying Terrific Fall Season

By AKASH KUMAR (III)

Now, though, the team has had some impressive wins, including the homecoming game against the Orange School. The team won by a score of 6-1 with four goals coming from Captain Matt Mangini, another from senior George Zachary (VI), and the final by freshmen Obi Ikoro (III) in his varsity debut.

Coach Miller Bugliari, leader for the season, said the start of the season went okay with a new team and several underclassmen. He added, “They improved quite a bit, and their defense solidified.” Currently the team works with the offense to complement their defensive prowess.

Boys’ Soccer Enjoying Terrific Fall Season

As for goals for the season, the captains want to capture the county, conference, and state championships, completing what they called “the trifecta.” Coach Bugliari’s goal is for the team to be competitive in every game. The captains are confident, as they believe the team “has depth and athleticism.”

The team has been working hard and been competitive with just two losses so far. Coach Bugliari also said that they have improved on flaws with each game and are currently playing well. He and the captains are optimistic about achieving more success in the coming weeks.

Varsity Football Team Determined to “Put it Together”

By HANNAH CREE (VI)

The football team has a lot of momentum coming off their 2012 season, earning their first playoff win since 1998. Their preseason went well, and the team currently has a record of 1-3.

As Captain Chris Meligon (VI) stated regarding the preseason, “We won our scrimmages, and I was happy with the work a lot of people put in.” Head coach Chris Shifts also commented on the team’s success in the preseason, crediting part of it to seniors such as Melligon.

“The preseason went great,” he said. “We had great senior leadership, and through their efforts we now have a hard-working team.” Nevertheless, the team is still fighting for wins. Coach Shifts commented about the team’s first loss, saying “we played hard, but didn’t make the plays we needed to make. We couldn’t get stops when we needed them, and we couldn’t get first downs when we needed them. Three big penalties hurt us too.”

He still thinks they can build on last year’s state semifinal appearance and become champions again. While Melligon acknowledged the team was off to a rough start, he also retains his optimism. “I know we have a successful season,” he said.

Finally, Assistant coach Jon Leef believes it’s important to remember the positive values that playing on the team instills in its players. “Our goal every year is to be competitive in every game and hopefully win more than we lose along the way,” he said.

Coach Leef added, “It’s been a while since the program has achieved a winning record, but that’s our goal from a win-loss perspective. From a more philosophical perspective, we want to compete, to represent the school well, and to leave the season as better people.”