

## Juniors and Seniors Dance the Night Away at Annual Prom

By MACKINLEY TAYLOR (V)

On Thursday, April 14, Upper School students attended the annual Junior-Senior Prom at the Stone House in Warren.

The word "prom" comes from the French word *promenade*, which is defined by *TIME* as the formal introductory parading of guests at a party over time. The event used to be a way to teach social skills and etiquette to young adults, and has since evolved into the occasion which we know today.

Prom season begins with the clever ways in which students ask their classmates to be their dates to the dance. The prom proposals, commonly known as "promposals," ranged from various food items with P-R-O-M spelled out to posters with witty sayings. Some even dared to ask their dates in front of the whole school.

Then the rest of the preparation began. Girls looked at hundreds of dresses before deciding on the perfect one. Boys searched for the best tuxedos, bowties, and cummerbunds, often trying to match their date's dress. Corsages and boutonnieres were ordered and pre-prom meetings were penciled into everyone's schedules.

The day began as any normal Thursday would, with students going from class to class, but there was a kind of giddy anticipation in the air. Hair and makeup appointments were scheduled for that evening, and

girls waited for the time when they could rush off to start getting ready for the big night.

Before the Prom, the seniors gathered together at Baltusrol Golf Club and took thousands of pictures together. "It was so fun to have our grade all together at an event before we graduate,"

Lesnick (V) said.

When the dance finally began, juniors and seniors mingled together for the first time of the night. Friends across grades took photos together, while complimenting each other on their appearances. The doors to the ballroom opened and everyone



Courtesy of Pingry Communications

K. Sullivan (VI), T. Wang (VI), U. Dedekind (VI), and D. Fradkin (VI) enjoying the dance.

Katie Coyne (VI) said. The juniors congregated at classmates' homes to take pictures together as well.

By seven o'clock, everyone was on their way to the Stone House. The prom-goers waited in line to take their classic prom picture, and then entered a room in which they were greeted by several Pingry faculty members. "I loved the friendly greeting from the staff as we walked in, and the setup was amazing. It all made for a very fun night!" Cece

swarmed the dance floor, enjoying the music. "The DJ played all genres of music and kept the energy levels high," Eddie Dugan (V) said. Dinner was served halfway through the night.

At around ten o'clock, the DJ played "I Don't Want to Miss a Thing" by Aerosmith, and all of the couples got together to slow dance. All too soon, the dance was over. People hugged each other goodnight, grabbed their coats, and headed their separate ways.

If someone happened to glance around the ballroom, they would have seen a smile on every face. Pingry's 2016 Prom was an overwhelming success in a long series of dances.

## Conard, in Record Interview, Updates Community on Investigation

By ABBY BAUER (VI) AND MARK STRAKHMAN (VI)

On March 29, Headmaster Mr. Nathaniel Conard informed Upper and Middle School students that the school is launching an investigation into allegations that a former faculty member, Mr. Thad Alton, sexually abused students in the 1970s. The night before, Mr. Conard and Chair of the Board of Trustees Mr. Jeff Edwards '78 sent letters to both parents of current students and alumni, urging anyone who was sexually abused by Mr. Alton or who knows of anyone who was sexually abused by Mr. Alton to come forward. Meanwhile, the school has hired a firm to conduct an independent investigation. *The Record* had an opportunity to sit down with Mr. Conard to discuss the progress of the investigation, the history of sexual abuse in both private and public schools, and how such tragic occurrences, unearthed after decades, will affect current students and alumni in our community.

*This interview has been edited and condensed for clarity.*

**The Record:** What do you say to those who claim that Pingry knew back in the 1970s?

**Nat Conard:** That's part of what our goal for this investigation is - to find out who knew what when. Because no one's sure. It's always interesting to say Pingry, or any organization, knew. Because what you're talking about is "Pingry." What you're talking about is people. So when you say "Pingry" knew you mean people at Pingry knew. So which people knew? Does

that mean some of the students knew? Or even many of the students knew? Does that mean the faculty knew? Does that mean the administration knew? Does that mean the board knew? Does that mean parents knew? Who are we talking about?

What we want to understand is which of those groups people are talking about. There's often an assumption made that because a particular group knows about it, then everyone must know. Students assume because it's so obvious to them that the adults must know. And often they're wrong. Finally the adults find out and start talking to students, and the kids say, "Of course, everyone knew about that. We assumed you knew. And we assumed you knew and because you didn't do anything it was okay." So we're trying to understand. I can't say Pingry didn't know. I can't say Pingry did know. I have no idea yet.

**TR:** Has Pingry conducted its own investigation? Have you received any updates from the investigative firm?

**NC:** We are trying not to investigate because we don't want to corrupt or taint the investigation in any way. It's an independent investigation. They update us every once in awhile. But their updates consist of "this is what we need from you," not "this is what we found out." So they are basically keeping us at arm's length from the investigation.

**TR:** Do you have any idea when the investigation will finish?

**NC:** We don't really. It'll finish when it's done. What they said when this began is that, in their experience doing this kind of investigation, the shortest they've ever experienced is six weeks, but it can be up to eight months. Part of it depends on how many people they have to talk to, how easy it is to find those people, how far they have to travel to find those people, if they have to fly out to, say, California to interview people. They like to do it all face to face apparently. I hadn't realized that at first, but I can understand.

**TR:** Have victims come forward directly to the school or do they always go to the investigative firm you've hired?

**NC:** Some come directly to the school, usually to me. Others, and I don't know how many because the investigative firm isn't sharing that with me, go directly to the investigator. Every time the investigator has a conversation, as I understand it, they're collecting the names of other people who might have known or who might have been victims, and then reaching out to them. So sometimes it's the investigators themselves initiating contact instead of just responding.

**TR:** You and Mr. Edwards sent another email this week to the parents. Do you think the emails are working and encouraging people to come forward? Why did you choose to send another?

**NC:** We wanted to encourage people. We wanted people to understand that it wasn't just

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### Inside the Record



Courtesy of Pingry Communications

The boys' lacrosse team has gotten off to a hot start this season, going undefeated in their first eight games.

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Katie Coyne (VI) wants to erase the stigma of feminism and explains the movement's importance. .P. 3

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We sat down with Headmaster Nat Conard to talk about the latest news from the Thad Alton investigation, how the school found out, and more. P. 1&8

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## Stifel Award Recognizes Junior Will DiGrande

By ANNA WOOD (IV)

On April 20, Henry G. Stifel III '83 returned to the Basking Ridge campus for Pingry's annual Stifel Assembly. This year, he presented the Stifel Award to Will DiGrande (V).

An integral part of the community, DiGrande is a leader on the QuizBowl team, a member of student government, and

manager of the wrestling team. He has also contributed to the boys' tennis team, and has won the Pingry Citizenship award twice. While he is known for his friendly, positive attitude, many did not know of his battle with Thorax Insufficiency Syndrome.

Spanish teacher Mrs. Margie Dillon told DiGrande's inspiring story at the assembly, describing how he was born with fused ribs

and without a right kidney. Congenital scoliosis caused his spine to curve, resulting in Thorax Insufficiency Syndrome. With this condition, DiGrande's organs did not have enough space to grow. So, Mrs. Dillon explained, his own ribs were replaced with expandable titanium. DiGrande endures two surgeries a year to enlarge the titanium ribs, and will continue to do so until he reaches his full height. The first surgery in particular left one of his legs weaker, due to a nicked spinal cord. Despite 34 procedures, DiGrande is "extremely involved, never misses school, and doesn't let anything inhibit him or slow him down," according to Mrs. Dillon.

A long standing tradition of 30 years, the Stifel Award is presented to the person who "best exemplifies the characteristics exhibited by Henry G. Stifel III '83 in the aftermath of his accident and spinal injury: courage, endurance, optimism, compassion, and spirit." Mr. Stifel was paralyzed in a car accident during his junior year at Pingry, but did not let the incident affect him as he graduated with the rest of his class.

Mr. Stifel now serves as the Vice Chair of the Board of Directors for the Christopher and Dana Reeve Foundation. Founded by his father, the organization funds

innovative paralysis research, with the belief that "repairing the damaged spinal cord is not a question of if, but a question of when."

At the assembly, Mr. Stifel noted the substantial progress that has been made in the field of paralysis research.

He described his own experience, emphasizing the "hopeless" medical outlook, and compared it to news of a recent "unprecedented breakthrough" in a paralysis study.

Mr. Stifel also remarked how well DiGrande had overcome his challenges and his "endurance in the face of adversity." Mrs. Dillon agreed, adding how "he doesn't use his medical condition to make excuses for himself, it's just a part of who he is."

DiGrande was gracious and honored to receive the Stifel Award. He was awed by how supportive everyone was, whether in the hallways or on Facebook.

According to DiGrande, the key to positivity and kindness is to "never feel limited, because there is always someone in a worse situation." His advice and his story inspire the Pingry community, and, as Mrs. Dillon concluded, he is "a model of how to endure and be courageous, in the special way he is everyday."



Courtesy of Pingry Communications

Henry G. Stifel III '83 with Will DiGrande (V)

## EDITORIAL

## Defining Privilege In My Life

When I was in elementary school, I did not identify myself as “privileged,” let alone know the meaning of the word. But, as the years went on, I learned the definition. I started to see the difference between me and the girl in my second grade class who didn’t go on vacation every summer. Or the boy whose mom served us lunch each day in the cafeteria. Or the close friend of mine who, out of embarrassment, never let us play inside her small, run-down house. Yet, I still did not fully understand what made us different.

During every winter break, my parents, siblings, and I would visit my dad’s family in his remote hometown in western Maryland. For me, it was like being transported to another world. It was a place where Wal-Mart was the most popular shopping destination, where high school football players were heroes, and where people sat on front porches of homes that appeared to be abandoned. “This is how most of America lives,” my dad told me repeatedly. But his words and these images would fade during the long drive back to my comfortable and familiar home.

Throughout my childhood, I was in a bubble of safety, security, and unawareness. I was still in this bubble when I came to Pingry in middle school, though it was perforated soon after. In the sixth grade, kids would point out that my house was “not a mansion” or that my wardrobe did not bear the J.Crew label. Suddenly I felt like the kid whose mom wore a hair net and served school lunches. Despite my security, I felt insecure. That same year I began volunteering at a homeless shelter in Morristown, running a program for the children temporarily residing there. For these kids, home was, at the moment, a small room with bunk-beds and shared with multiple families. For these kids, wardrobes consisted of donated hand-me-downs. And, unlike the kids in my public elementary school, these children were racially diverse.

I think I could finally define “privileged,” and I understood that it consisted of more than one level.

In high school, I came across articles on various news outlets about a particular type of privilege that has recently gained public attention called “white privilege.” It is defined as “any advantage, head start, opportunity, or systemic mistreatment, which whites generally have, but people of color do not have.” While private schools had long been a symbol of this white privilege, many of them, including Pingry, now seek to build racially diverse classes with need-blind admissions.

With such diversity, private schools first focused on helping minority students adjust to the majority white culture, through multi-cultural assemblies and activities. Yet, recently their focus has shifted: private schools have begun asking white students and faculty to examine their race and understand the meaning and repercussions of white privilege. And Pingry has followed this trend. Like many private schools in the northeast, Pingry has a white affinity group, which opens up dialogue among white students about race and class. In our English courses, books, such as Richard Wright’s *Native Son*, have encouraged further discussion of this topic in the classroom.

It is clear that our school has taken steps to increase awareness of and encourage conversation about the concept of white privilege. According to an article in *The New York Times* titled “Challenging White Privilege from the Inside,” openly conversing about race, class, and privilege is a “21st-century skill” essential to “social competency” in college and beyond. But does simply being able to discuss such topics in academic jargon equate to understanding, and ultimately, challenging them?

The most valuable lessons I have learned about racial and economic differences and what it means to be “privileged” were not in the classroom, listening to the voices and opinions of others. They were at the homeless shelter, the one I started volunteering at in the sixth grade. I learned the most from Alejandra, a high school junior who faced financial barriers after being accepted to an elite academic summer program, or Dreveon, a fifth-grader who loved to run but couldn’t afford to join the track team.

Whether you believe in white privilege theory or not, we need to do more than stand at a safe distance and discuss racial and economic disparity. Let’s stop talking and start acting.

—Abby Bauer

## Feminism: The New F-Word?

By KATIE COYNE (VI)

Facebook, with its uncanny ability to know myself better than I do, recently suggested that I purchase a gray sleep shirt with the slogan: “Feminism is the radical notion that women are people too.”

Although I did not end up purchasing the shirt, I really liked it.



The author seemed to grasp an essential truth: that like any other social justice movement, feminism works to achieve true equality and dignity for a group of people. And yet the author’s tongue-in-cheek inclusion of such a “radical notion” belied another truth, albeit a more unfortunate one. Despite support from political leaders, despite the work of scholars and activists, despite Emma Watson’s “He for She” campaign, feminism is still sometimes misconstrued as a radical, man-hating movement that shakes a self-righteous fist at the tiniest provocations.

The official definition of feminism is “the advocacy of women’s rights on the grounds of political, social, and economic equality to men.” The principle that people are people, and should be afforded the same rights fits in well with our sense of universal human dignity, and shouldn’t strike anyone as particularly radical. But if being a feminist means believing in basic equality and human dignity, and

working to achieve those goals, shouldn’t we all be feminists already?

The strains of discomfort associated with calling oneself a feminist remind me a bit of the backlash to the “Black Lives Matter” movement. Following the grand jury decision not to indict the police officers involved in Michael Brown and

a mission for women’s political, social, and economic equality is ongoing.

- 100-140 million girls and women alive today are estimated to have been subjected to genital mutation.

- Super Bowl Sunday is not only a celebration of American sports, but the day with the highest number of human trafficking

Super Bowl 2010 as the largest human trafficking incident in the U.S. Maybe you have the firmest respect for a female coworker, and don’t enjoy pondering how, in another field, at another institution, she might not earn as much as you would.

Acknowledging injustice is oftentimes painful, and at the very least, uncomfortable. Before dismissing feminism, we must take a hard look at the conditions which have prompted such a movement, and place our discomforts back with those abuses.

The challenges facing feminists today are difficult ones; we must convince the public that feminism, a movement dedicated towards the advancement of women, is a worthy cause. That has proven to be enough of an obstacle in and of itself. While asserting that legitimacy, we must remember that our place within the social justice realm is just one of many.

The “womanist” movement, a response to both racial and gender-based oppression, grew out of the experiences of African-American women who were marginalized by the white mainstream feminist movement advocating for women’s suffrage. Now they did not call themselves feminists, but through advocacy for both racial and gender-based justice, the womanists fought bravely and effectively against threats to human dignity. The true test of feminists today will be recognizing their respect for human dignity as both the impulse for their feminist cause, and the reason why their advocacy must enter a broader arena.

Eric Garner’s deaths, the “Black Lives Matter” movement spread into the streets, and of course, onto the internet. As hundreds of profile pictures turned towards blank screens emblazoned with the words “Black Lives Matter,” they were met with some opposition. Don’t all lives matter?

The answer is an emphatic “yes, of course all lives matter.” But when a group of people has been marginalized and injured, a more pointed affirmation of human dignity is needed. It is because all lives matter that, in the face of discrimination and dehumanization, we assert “black lives matter.” It is because all individuals deserve just and equal treatment that, in the face of sustained gender-based inequality, we call ourselves feminists and work to uplift women.

So perhaps, before we can feel comfortable calling ourselves feminists, we need more proof that women are marginalized. Let the following figures assure you that

transactions in the U.S.

- It is estimated that 1 in 5 female students will be sexually assaulted during their time on a college campus.

- Flipping open a magazine and looking at ads for perfume and cars should leave no question that women’s and girls’ bodies are continually sexualized.

- The AAUW reports that full-time working women, on average, earn 79 cents to every man’s dollar. Women of color are paid even less.

- Despite comprising a majority of the population of the U.S., women still hold less than 20% of congressional seats.

Somewhere in that list, I would hope that something bothered you. Maybe you’re a staunch believer in the virtues of a representative democracy and are starting to question how representative that democracy is. Maybe you would have liked to enjoy your Sunday football without the revelation that U.S. law enforcement referred to

## It’s All About the Mindset

By MARIAM TRICHAS (IV)

As students, we are all conscious of what it means to reach our full potential. We set high goals for ourselves and are constantly focused on achieving those goals. Striving to do well in the most challenging classes, landing the most leadership positions or competing for state championships: these are the most common expectations laid upon us by parents, teachers, coaches and ourselves. We constantly try to overachieve and over-perform, aiming high to place ourselves in the best possible positions in the future. Placing the value of our lives on a series of goals that we scramble to achieve is what defines our high school careers.

But what about the process? The lessons to be learned from mistakes and failure? Is there any value in that?

We focus too much on concrete goals instead of the process of achieving these goals. The process is what matters,

and we fail to realize that focusing on our development as people will generate the greatest improvement. While striving for perfection, we fail to realize that the “mindset” that we have in the process of achieving our goals happens to be one of the most crucial determinants of our success in any field.

As students, we tend to share the common miscon-

ception that our intelligence, personality and talents are fixed and that these are birth-given traits carved in stone. We gravitate towards the preconceived notion that the amount of innate talent we have determines our success. Such remarks as “I’m not a natural athlete” or “I’m not good with numbers” often foster this presumption and can stand in the way of success.

This is where “mindset,” as Stanford psychologist Carol Dweck calls it, comes into play. In “decades of research on achievement and success,” she discovered a simple idea that makes all the difference. According to Dweck, whether individuals have a “fixed” or “growth” mindset greatly impacts skill development and

growth and influences one’s future success. Those who believe that they are born with a certain amount of brains and talent have a “fixed mindset.” These individuals believe that they have “a certain amount [of talent or brains] that’s that, and then their goal becomes to look smart all the time and never look dumb,” says Dweck. Worrying about how traits

mindsets in certain situations. For example, saying “I’m not a math person” can act as an easy excuse to avoid practicing math. The fixed mindset hinders one’s ability to grow, develop and achieve one’s full potential in the long run.

Meanwhile, someone with a growth mindset would be willing to work through problems with which they had trouble in the past. They see failure and setbacks as indications that they should continue developing their skills instead of accepting that they are simply “not good at” something.

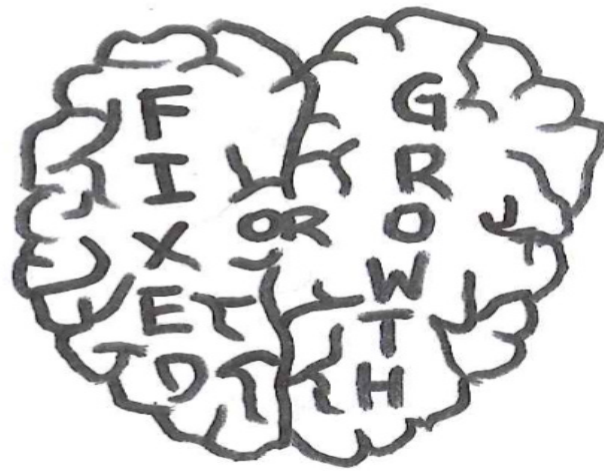
Consequently, people with a growth mindset are more likely to maximize their potential because of their belief that any skill can be developed, regardless of innate ability.

Rather than ignoring criticism, they tend to learn from it and look for solutions to their problems.

“Society is obsessed with the idea of talent and genius and people who are ‘naturals’ with innate ability,” says Dr. Dweck.

As students, we need to deconstruct the common assumption that “naturally talented” or “naturally smart” people are more likely to be successful because of their seemingly in-born abilities. In reality, people have different talents and traits because of their varying backgrounds, experiences, training, or ways of learning.

Though goals are helpful (and arguably necessary) to achieve success, we should also focus on the process of achieving our goals. By being willing to work through our mistakes, we are setting ourselves up for improvement and development, which can lead us to surpass even our own self-expectations.



and abilities are perceived by others creates an urgency for these individuals to repeatedly prove themselves in every facet of their life.

On the other hand, people with a “growth mindset” believe that their own abilities can expand over time. Dr. Dweck says that in a growth mindset, “students understand that their talents and abilities can be developed through effort, good teaching, and persistence.” They are happy if they are brainy or talented, but they realize that these talents cannot be developed or lead to success without passionate practice and learning.

Though the benefits of having a growth mindset may seem obvious, most of us are guilty of having fixed

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# Schools Should Provide More Outlets for Creative Thinking

By ALEXIS ELLIOT (IV)

Recently in English class, we read the short story "Teddy" by J.D. Salinger. Salinger wrote this short story about a ten-year-old boy named Teddy, a philosophical and religious savant. When asked how he would change the educational system, Teddy said that instead of molding students into his own image, he would allow them to become their own thinkers. In Teddy's words, "If you tell [children] that grass is green, it makes them start expecting the grass to look a certain way — your way — instead of some other way that may be just as good" (Salinger 193). Salinger's presentation of Teddy's ideology connects with an issue that we face today in our educational systems: do schools really provide students the opportunity to be creative?

In an article by Forbes Magazine that poses the same question, Nikhil Goyal, an author and board member of FairTest, argues, "American schools are failing, because they are suppressing children by forcing them into a compliance-based model of education. All children are natural learners. We're born with curiosity, creativity, wonder, and intrinsic motivation. Research shows that with more years of formal schooling, those very qualities are stunted tremendously."

Research done by Shantanu Narayan validates Goyal's opinion. In her studies conducted with the World Economic Forum, the results show that only one out of four people believe that they are living up to their own creative potential. The results show that for these people, productivity is emphasized over creativity.

As students at Pin-



gry, we are all too familiar with how productivity and analytical assignments are valued over assignments that actually cause us to think creatively and solve problems innovatively. For example, in English class, how many "freewrite" or creative essays have you written compared to analytical essays? Now, one may argue that the conventional teaching curricula in Pingry and other schools in the nation prepare us for tasks we will face in the workforce through analytical essay-writing or doing a research paper. I agree that these building blocks we learn in school help us prepare for the "real world," but we should supplement this learning with more invention and innovation.

Furthermore, my older

brother Freddy Elliot '12, recently had a job interview at an investment bank. He had studied extensively in his job department but was surprised by the question he was asked. The interviewer asked him, "How many potholes are in New York City?" Freddy was speechless. He never expected to be asked such a question. The interviewer was trying to ascertain Freddy's ability to think outside the box by asking a question that does not have a definitive answer. From this experience, he learned that in the workforce, those that tend to be more successful are those who can think innovatively and "outside the box," not just someone who can memorize and recite information.

How can a Pingry student

find ways to become more creative? In his Ted Talk "Do Schools Kill Creativity?" Sir Ken Robinson has the perfect answer: "if you are not prepared to be wrong, you will never come up with something original." This doesn't mean that being wrong is always innovative but that taking chances boosts your creativity.

So don't be afraid to take a chance and answer your English essay prompt with something unique or unconventional. Always ask questions if something does not make sense, and don't hesitate to ask "why?" Also, take up an art class or anything that incorporates cognitive and emotional functioning. One thing to always keep in mind is that creativity is a skill; there is always room to improve.

## EDITORIAL

# The Limits of Free Speech at School

Free speech is one of the most fundamental rights protected by the Constitution, but the Bill of Rights only guarantees the right to students in public schools. Public schools, in the view of the law, are seen as an extension of the government. Private institutions, like private schools and universities, are an entirely different matter.

A debate has recently swept many colleges in which free speech has battled with people's feelings. In March, a handful of students at Emory wrote "Trump 2016" on campus in chalk. What ensued was nothing short of a Saturday Night Live skit. Other college kids responded by saying that they no longer felt safe on campus and by demanding that the university's administrators address their concerns. Students who were offended could have easily taken a piece of chalk and added the word "Stop" to the front of the slogan or any number of other options. In all seriousness, I thought we were supposed to stop being offended by Trump messages in kindergarten.

In response to the chalking, administrators began a search for the perpetrators of political vandalism. The school also added more discussion forums for students to voice their concerns, both political and personal.

The issue raises the question of the limits of free speech on the campuses of private institutions. "The Record", for example, does not have the same range of freedom as some other high school newspapers. The Exonian, Phillip Exeter's independent school newspaper, does not rely on the school for support and freely criticizes the administration when appropriate.

In contrast, the school covers our costs for printing and other expenditures, and as such, the administrators have the ability to moderate what we publish. We don't regularly run into problems with the Front Office, but it is something we keep in mind when planning issues.

While that has not been a problem during my tenure, it is still something that hangs over us. For example, news articles tend to shy away from being overtly critical. The opinion pages, however, have less influence from the administration. The op-eds featured are, after all, the opinions of the writers. That being said, they too tend to stay away from heavily chastising the administration.

But the question of free speech at Pingry extends to other areas as well. Students' enrollment contracts state that if communication with the School and/or School community "by virtue of their relationship with the Student is disruptive, intimidating, overly aggressive, or reflects a loss of confidence or serious disagreement with Pingry's policies, procedures, responsibilities, or standards, or accomplishment of its educational purpose or program, I/we understand and agree that the School has the right to dismiss the Student and/or the Student's family from the School community."

That's a pretty vague mandate agreed to by students and their families.

Obviously, students should not go around insulting their teachers. That's not what I'm arguing for here. But what would happen if a student wanted to give a controversial, but factual talk on a subject the administration deemed inappropriate for us? What if a student said something with which the majority of their classmates and/or teachers disagreed? Most of the time nothing happens; class carries on normally. But where is the line in the sand? What exactly is "overly aggressive" speech?

What's the cost of not saying something because you're worried about offending someone else?

—Mark Shtrakhman

# Everybody Needs More Sleep, But No One is Getting It

By MACKINLEY TAYLOR (V)

"I'm tired." That is the phrase I hear and say most often during the day. After listening to the assembly on stress management, I thought about what I could do to maximize the amount of sleep that I get. While considering this, I ran into a problem.

Our core school day starts at eight in the morning and ends around three. However, starting in April, juniors taking an English AP exam need to arrive at school by seven in the morning for review sessions. If you want to watch a journal club presentation, you need to be there by 7:30. If a student wants to participate in a sport or dramatic production, they need to stay after school until 5:30. If there is a game or meet during the school week, it often won't end until six at night. For productions, students might not leave campus until nine or ten. On average, a student is at school for ten

and a half hours a day, not including commuting time. And it doesn't end there.

Outside of school, many of us are involved in other activities. As an athlete, I have sports practices several times a week, as do most students who are involved with sports teams outside of school. These practices generally start around seven at night and run until ten. They are usually far away as well. It is normal for me to return home at 10:30pm on a school night.

Then, add in the weekly tutoring sessions that many students attend for standardized testing. Try to fit in some time for community or family based commitments, too. And don't forget the weekends!

Those are often composed of packed days filled with school athletic competitions, more practices, familial obligations, and travel for various supplemental extracurricular commitments.

Not to mention the homework as well. An average

high schooler at Pingry takes six classes a semester, and teachers generally assign homework after every

class. It takes hours to get all of that work done.

So as students, we don't just do a lot. We try to be



"super students" and do it all. We're all involved in so many things, and it's our responsibility to find time to get all of our work done. Pingry has done a lot in the past few years to try and help relieve students of stress, such as changing the schedule, introducing the mindful awareness program, and holding stress seminars. But this doesn't solve the problem that due to our insane schedules, it is often impossible to get the amount of sleep that we need.

Studies have shown that students in high school need seven to nine hours of sleep every night to do well in school and maintain their health. For those of us who are attending early-morning review sessions at Pingry, we have to wake up an hour earlier than normal. For me, that means around 5:45. To get nine hours of sleep, I would have to be asleep by 8:45. As previously mentioned, I don't even make it home by that time every night! Getting that amount

of sleep is not an option.

I have yet to find a perfect solution to this problem, but I have found little things that help. The most important thing is to make sure that you are managing your time correctly. Free time during the school day is essential and can be a lifesaver.

Taking advantage of that time to get ahead or to see teachers can make a huge difference.

Consistently staying up late to finish work is not healthy, either. If you feel that balancing your schedule is getting too insane, it is important to remember that your health comes first. Missing one practice or rehearsal to get a paper finished or to catch up on sleep after a late night won't be the end of the world.

If you remember to plan your time wisely and talk to your coaches, the heads of your out-of-school activities, or your teachers, being a "super student" becomes much more manageable.

## Looks in the Hall: Vacation Style Guide

By **URSULA DEDEKIND (VI)**

Every year, spring takes on a different meaning for me, whether it be an anxious period filled with APs or a miserable pollen-filled cloud. This year, however, I am eager for the season to arrive, as I look towards my senior Independent Study Project. For my ISP, I will be flying to Florence, Italy to learn how to cook authentic Florentine cuisine. This two-week trip will be packed with cooking classes, sightseeing, going to restaurants, and a ton of traveling. Of course, the most daunting part of this trip will not be the prospect of getting lost or needing to navigate the city with a pocket dictionary, but figuring out what to wear while I am there.

In my head, the packing breaks down like this: one carry-on and one checked bag that fits t-shirts, pants, dresses, skirts, sneakers, jackets, socks, souvenirs that I refuse to leave without (the list goes on). With such limited space for all of these necessities, packing can seem somewhat daunting.

To make the process seem less intimidating, I like to keep a few ideas in mind while I pack: comfort (highlight, underline, bold!), appropriateness, and style. If whatever I am packing falls into all three of these categories, then I know it is worth a spot in my twelve-by-fourteen-inch carry on.

Additionally, here are some helpful guidelines that I follow, all accumulated from

personal experience.

**1. Check the weather.** It is always a good idea to get a sense of what the weather will be like during your stay. This will give you a feeling for what you need to pack and what you can leave behind. However, don't completely toss your flip-flops and sunhat if you spot some rain in the forecast. Use the forecast as an estimation of the climate, not a definite outcome.

**2. Bring versatile pieces.** Sweaters, jackets, scarves, and flats are all great options to help maximize your wardrobe abroad. These pieces are also easy to throw on and take off while you are exploring the area.

**3. Pack neutrals.** I find that packing neutral clothing helps to expand a wardrobe because the clothing can be easily paired in so many different ways. For example, black, greys, whites, and blues all compliment each other well and can be put together to create a clean look. Browns, tans, whites, and greens can all be combined in the same way.

**4. Roll 'em up.** Surprisingly, rolling some of the items in your suitcase can create a lot of space and also leaves them wrinkle free! Clothing that is soft should be neatly rolled up, while stiffer pieces, like pants and button downs, should be folded. This will create more room in your suitcase for fun treats to bring back with you.

I hope you found this helpful for your new adventures this summer!



Courtesy of Pinterest

Some suggested packing items.

## Food for Thought: Cosentino Finds a New Upscale Favorite in Aikou

By **AMANDA COSENTINO (VI)**

After a year of reviewing fun "grab n' go," cozy, mom-and-pop restaurants, I wanted to devote this last column to a real, sit-down personal favorite. My dad and I frequent this place all the time (seriously, we're friends with all the waiters now!), so we've definitely eaten one too many salmon avocado rolls at Aikou in Warren.

Across the street from the Acme and Walgreens in the center of Warren Township, Aikou's convenient location is perfect for meeting friends for dinner. Even at their two other locations in Morristown and Flemington, this Asian cuisine restaurant always proves consistent with quality food and great service, while rocking a trendy, yet relaxing atmosphere.

If you're anything like me, you're always in the mood for sushi. And I've never been disappointed at Aikou. They do all the

classic rolls well, and you can't go wrong with popular options like their shrimp tempura or tuna avocado roll. My personal favorite is the yellowtail jalapeño roll, and Mark Shtrakhman

spicy tuna and topped with tuna, salmon, and yellowtail, or the Rainbow Roll with king crab and avocado and topped with tuna, salmon, and yellowtail. Holly Butrico (VI) claims

other options.

They have multiple noodle and rice choices, including classics like General Tso's Chicken, along with several other Asian fusion dishes. Both their chicken



J. Foy

(VI) is "a big fan of their spicy tuna roll." Christina Costa (VI) can testify that she consumed her first piece of sushi at Aikou, and now she is completely hooked.

Aside from the basic rolls, they have delicious and creative specialty rolls, like the Tiger Roll with

the Rainbow Roll is "magically delicious."

However, what really sets Aikou apart is its selection beyond the sushi classics. So if the idea of raw fish wrapped in seaweed doesn't sound particularly appetizing to you, don't fret because Aikou has tons of

teriyaki and pad thai are to die for and, according to Shtrakhman, "the sesame chicken is great for sharing."

Next time you're craving anything from sushi to lo mien, try Aikou. You won't leave disappointed, I promise.

## Just Ask Jess: Navigating the College Process

By **JESS FOY (VI)**

As May 1 looms, seniors begin to make their final decisions about where to spend the next four years. The college process was nothing like what I imagined it to be. It isn't picture perfect and, for most people, it doesn't go the way you want initially. It is a time of self-reflection, where you look at not only what you have done but try to picture yourself pursuing those passions and activities somewhere else.

Quick disclaimer: if you are a freshman or sophomore, stop reading this and stop stressing about college. You will have plenty of time to focus on college as a junior and senior. Spend your first two years at Pingry finding what makes you tick and what you love. But, for all the juniors, I hope to give you some insight into this process from my experience.

**1. Use your summer wisely.** While going on tons of college tours isn't the ide-

al way to spend your weeks of summer, it is necessary. I firmly believed that I had to visit every single school I was applying to (my dad and I spent 22 hours over the course of four days in a car driving to southern schools). Being on campus really gives you a feel for what the school's "vibe" is.

I usually could tell after an hour-long tour whether I could see myself there or not. Additionally, one of the best things I did for myself the summer going into senior year was writing my common app essay. After writing more than six drafts, I was so grateful to have it all finished going into the crazy fall semester of senior year.

**2. Utilize your college counselor (listen to them too!).** As a frequent flyer in the college counseling office, I truly believe I need to dedicate an entire paragraph to how awesome every single counselor is. They know absolutely everything there

is to know about the process, and are always looking to help you out. While you are assigned to one specific counselor, take the time to get to know them all. When my college counselor, Mrs. Kinney, was not available, Mrs. Cooperman or Mrs. Finnegan would edit my supplement or answer a question about sending an email to a college representative.

Additionally, the college counseling office ALWAYS has candy (currently lifesaver mints, just in case you were wondering). Whether you need to cry about your frustrations or celebrate an acceptance, every single counselor has your back, and you should take advantage of their expertise. They have truly helped me keep my head up throughout this entire process.

**3. If you don't get in early, it's not the end of the world.** For some reason I had a skewed reality that led me to believe that basically

everyone got in early. This, in fact, is not true. Most people don't get in early, and the regular process opens many new doors and schools to explore.

That school that you kind of ignored on your list because you were so wrapped up in your ED school could be the perfect fit for you. Keep an open mind. There are hundreds of universities out there that have awesome programs, so gear up and do some research, and you will find a great place for you.

While the college process was difficult and, more often than not, an uphill climb, it taught me a lot about myself. It also showcased just how supportive my classmates were.

Everyone is cheering for you and wants you to succeed. Laugh together, cry together, and celebrate your victories together because next thing you know it will be May 1, and you will be choosing where to spend your next four years.

## Popping Up on the Big Screen: Point Break (2015)

By **ZAYNA NASSOURA (VI)**

It is always a difficult task to find a movie that my whole family enjoys. With three younger brothers, I thought an action movie would be the perfect Saturday night film. I came across *Point Break* on On-Demand and thought it would be good for everyone. I also had never seen, nor had I heard of, the original *Point Break* from 1991, so I could not compare the remake to the original.

*Point Break* was released on December 25, 2015. It tells the story of a hopeful FBI agent who goes undercover to catch a group of extreme athletes committing

thefts. Actor Luke Bracy plays Johnny Utah, the FBI agent trying to catch the group of criminals led by Bodhi, who is played by Edgar Ramirez. The premise of the movie is for Johnny to befriend Bodhi and become close enough with him, so that Bodhi will let Johnny in on the group's crimes.

Bodhi is trying to complete the Ozaki 8 with the rest of the group, which honors the natural world through extreme sports. The group gives back to the Earth, but does so through committing crimes. For example, since a group of miners took the gold from a mountain, Bodhi and his group decided to steal

the gold and blow it up in order for it to go back into the earth.

The plot of the movie dragged on, with each crime having five minutes of aerial footage and no dialogue. Every time a new crime was committed, the special effects were fantastic, but it quickly became boring to watch because there was no actual dialogue between characters. They also jumped right into sad scenes with no build-up, which did not make me emotional.

Another aspect of the movie that was disappointing to me was the relationship between Johnny and Samsara, a friend of Bodhi's. While I

thought that they would be love interests, it seemed as if there was no real development of their relationship. Well, you'll have to watch the movie to see how their relationship progresses.

Overall, for an action movie, I was not on the edge of my seat. I did enjoy Bodhi and his antics, but Johnny appeared to be like so many other characters I have seen before. Johnny's reason for wanting to be in the FBI was not original, and his whole storyline was lackluster.

If you are more into cinematography and special effects rather than plot and script, then *Point Break* is for you.



Courtesy of Google Images

# Student Body President Election Reforms and Coverage

By YELENA SALVADOR (V)

On March 30, 2016, Pingry held its first newly-formatted Student Body President election speeches. Candidates Jimmy Topor (V), Will DiGrande (V), and Zach Keller (V) stood at three adjacent podiums to speak in front of the entire Upper School.

In previous years, three candidates created speeches to convey their ideas about goals for the upcoming school year and to express qualities that made them stand out from the other candidates.

This year, Topor changed this format to create a more interactive election. Students had the opportunity to propose questions that current Student Body President Holly Butrico (VI) would ask the candidates during the assembly. This new format created a more personal experience, since students received answers to the questions they had always wanted to ask.

The first question required each candidate to share what

he thought about the responsibilities and functions of the Student Body President. Each candidate mentioned that the President should be a spokesperson for all of the students. DiGrande expressed that his amiable personality makes him very approachable to share ideas with in the hallway. Keller voiced his idea of having a representative take part in meetings with the Board of Trustees to ensure that student voices were heard. Topor shared his diversity of interests, which allows him to connect with every person in the school. Each of the candidates emphasized the importance of representing all of the students and doing everything in their power to get things done.



Candidates Z. Keller (V), J. Topor (V), and W. DiGrande (V)  
Courtesy of Pingry Communications

Next, the candidates addressed what they thought was the biggest problem Pingry students face, and proposed possible solutions. Keller and DiGrande both agreed that

sleeping was the biggest issue that plagued students. Their solutions went hand in hand, as Keller proposed hammocks around the school and DiGrande proposed sleeping ar-

reas, so that students could catch up on their sleep during flexes and free periods. Topor stated that the school needs better quality toilet paper, and that more support is needed in events for both athletics and the arts. His idea was to have more fan buses and to increase school spirit through additional pep rallies and exciting events. DiGrande also addressed the problem of support by proposing themed nights for sporting events, to increase student attendance.

Finally, each candidate shared proposals and ideas for the upcoming school year. DiGrande voiced his idea to have a student writer or artist of the week, whose work would be displayed around the school

to honor the art and creativity of the Pingry community. Topor stated that he would do his best to try to get a Dress Down Day every Friday, and to allow shorts-wearing in the month of September.

According to Topor, this would create a more relaxed environment for learning. Keller proposed a student-faculty basketball game, a volleyball net outside the senior area, and school-wide competitions and events to unite all student interests within the Pingry community.

Each candidate brought unique voices, ideas, and solutions to their respective podiums. All three candidates recognized the diverse student body that makes our school such a welcoming and interesting place to learn and thrive.

Following the election speeches, students voted electronically for their favorite candidate, and Keller emerged victorious as the 2016-2017 Student Body President.

## Farewell from Outgoing Student Body President Holly Butrico

By HOLLY BUTRICO (VI)

“Work hard and prepare yourself, then your chance will come.” - Uncle Mike Butrico

As many of you remember, this is one of the many quotes that my Uncle Mike has sent me. Presenting his quotes at every Morning Monday meeting has been one of the things that I have introduced to the Upper School as Student Body President this year. As we finish up the year, these words seem to finally make

possibility of running for Student Government, and he turned to me and said, “It’s an easy decision: if you want it, do it. Just tell everyone to let you be their voice.” I have always had a loud and deep voice, and he said I could use that to run affairs at school. For the next three years, my motto was “Let Me Be Your Voice.”

I was lucky to be elected the “Head Girl” for the Middle School, and I continued being involved as the president of my grade every year in the Upper

dances; and, of course, I have introduced our Morning Meeting tradition: Uncle Mike’s Quote of the Day.

While a lot of these changes regard Student Government structure, I think most students will remember me for my Uncle Mike’s Quote of the Day.

These weekly quotes were very special to me because Uncle Mike is a real person (I promise!). He is my godfather, and he sends out quotes to all of my seventeen cousins every day. He is one of the most upbeat, positive people I know with an amazing outlook on life.

With all of the pressures of high school, I introduced his quotes to the school to give the Pingry community something different and meaningful to think about at the start of every week. I truly have him to thank for giving my presidency a little something extra every Monday Morning Meeting. I hope that his advice stays with you throughout the rest of your days at Pingry because Uncle Mike is always looking out for you. All in all, I want to thank everyone who has helped me get to where I am today.

To Dr. Jones and Ms. Kent, the faculty members of Student Government, thank you for always having my back and working with me throughout the past four years.

To the Student Government members, thank you for always being willing to help and dedicating your time and effort to represent your peers. You guys made this experience especially wonderful for me.

And to the school community, I just want to say thank you so very much for electing me to be your Student Body President. It has been an honor representing you all.

This incredible experience is definitely one that will stay with me forever. You are left in good hands, as I know Zach will do an amazing job next year.

And to Zach: Enjoy every second because it’ll be over before you know it. Oh, and good luck finding an aunt to help you think of something new and cool to share with the community for Monday Morning Meeting.

## Meet the New President: An Introduction from Zach Keller

By ZACH KELLER (V)

Hello Pingry, my name is Zach, and I am excited to be your new Student Body President. If you haven’t met me already, let me take this opportunity to introduce myself. I am a lifer at Pingry, having started in Kindergarten back in 2004. I love it here, which is why I decided to get involved in student government freshman year. Some background info first: I live in Summit, I am a huge Giants fan and I prefer blue cheese on my burgers.

My favorite TV show is definitely *The Office*, but I will watch whatever Netflix recommends for me. I play baseball and basketball, but on the weekends you might find me hitting the links or shacked up in my room struggling with a Spanish essay. In addition to sports I also do debate, am in the politics club and wrote an article for *Vital Signs*. I have two siblings, Matthew (III) and Claire (I), who both idolize me (okay, maybe not idolize).

When I started on student government, I joined because I thought I could do a good job representing my class. But now I feel like in addition to representing the student body, I can really make some positive change. The biggest part of my platform has always been that I do not make false promises. I believe it is more important for me to be a good listener and respond to the wants and needs of the student body than it is for me to implement my own agenda. To that end, one of my bigger initiatives will be to make student government more accessible. This past year I set up the student government email account ([studgov@pingry.org](mailto:studgov@pingry.org)) to make communicating with your representatives easier. I would like to build off that this year by continuing to make it easier to provide ideas or voice complaints to student government. This could entail setting up suggestion boxes, making announcements or simply making student government more transparent.

The second and more important part of increasing accessibility of student government is vigorously pursuing the ideas and working out the complaints of students. Student government



B. Murphy (IV)

### Nex year’s President Z. Keller (VI)

plays a vital role in Pingry as the layer between students and administration. It is important that we fulfill that role by acting on behalf of the students in situations where it may too difficult for them to act themselves. That is why we are currently trying to erect a volleyball net in the grassy area outside the senior couches (a great idea AJ Bernstein had): students had come forward and expressed enthusiasm about this idea, and I would like to make it happen.

Being a good representative of the student body is the most important to me, so I have another, more ambitious idea to help make the student voice heard: getting a non-voting student representative on the board of trustees. Albeit non-voting, a student representative on the board of trustees could be extremely valuable both for the students as well as the board. On one side, a representative would allow students to at least have a presence on the board, much as the PSPA and alumni association both have a one-year member each. On the other, having a student present at meetings could be a great opportunity for board members to consult and bounce ideas off a representative of the student body, for whom the trustees make important decisions.

Another important initiative

that I have begun to pursue is the issue of sleep. As highlighted in the health poll students took recently, Pingry students have a deficiency in sleep, and I am sure most of the students walking the halls right now could tell you the same thing. To address this issue, I am trying to institute two reforms. The first is to allow students with frees first period to come in late, allowing them to pick up an extra hour of sleep.

I know that the late starts on faculty collaboration days always make a big difference for me, so hopefully we can replicate that once a cycle for people with frees. The other way I would like to address the sleep issue is to get nap pods around school. This was actually an idea that Will DiGrande had, and I think it’s great. There seems to be a lot of support from both faculty and students for some sort of nap center in school, and a lot of science to back up the effectiveness of naps, so hopefully we can make that a reality too.

To any Pingry student out there, I am super excited to be working with you. If you haven’t met me yet, come introduce yourself. I am full of ideas, but I mostly want to hear from you. It is my goal that one year from now we can all look back and feel good about what we accomplished together.



H. Park (VI)

### H. Butrico (VI) at her last Monday Meeting.

sense to me. I, along with the rest of Student Government, have worked hard. The seniors have worked hard. And our chance to graduate, to flip the page and move on to the next chapter of our lives, has come.

As I approach that milestone, I’ve reflected on my time as President. If I could go back in time, I would not change a single moment from this past year. I have enjoyed amazing experiences as the Student Body President, and I feel the most fortunate to have been able to serve our community in such a special capacity.

When I first decided to run for Student Government in the sixth grade, I was sitting on a kitchen stool at my summer house on the St. Lawrence River. I was speaking with a family friend about the

School. I never imagined that I would one day be the Student Body President, and it has been the best possible thing for me as I finish off my Pingry career.

Over this past year, I have created different committees among the Upper School Student Government that focus on various aspects of school life, such as Dance Decorating and Planning, Community Service, Pingry Event Planning and School Spirit, and Constitution Revision. Furthermore, I have worked with Mrs. Hartz to connect the efforts of Student Government with community service opportunities; I helped change the process by which the new Student Body President is elected; I have helped to organize the Talent Show, the Egg Hunt, Spirit Weeks, and

## Drama IV Sells Out Every Show

By MEGAN PAN (IV)

From Thursday, April 7 to Saturday, April 9, Drama IV sold out every performance of their spring play *Baskerville: A Sherlock Holmes Mystery* in the Attic Theater.

Written by Ken Ludwig, *Baskerville* is a comic adaptation of a literary classic, namely Sir Arthur Conan Doyle's *The Hound of the Baskervilles*. With twelve student actors playing over thirty characters, this production

Mrs. Barrymore, played by Erin Dugan (VI) and Danielle LeGrand (VI), an eccentric naturalist Mr. Stapleton, played by Liz Cooper (VI), and the beautiful Miss Beryl Stapleton, played by Isabella Zanobini (VI).

Featuring characters recognized and loved from the original Sherlock Holmes canon, such as Mrs. Hudson, played by Nia Gooding (VI), and Inspector Lestrade, played by Hannah Curtis (VI), *Baskerville* is a twist on the classic mystery series.

Multiple settings was the relatively limited space of the Attic Theater, and its capacity to incorporate slides and sound cues. In total, there were 80 sound cues, 100 slides, 40 light changes, and 25 changes of location.

Three underclassmen were involved in the play as part of the tech crew: Katherine Trejo (V) as the light board operator, Abigail Berger (III) as the sound board operator, and Thomas Campbell (III) as the slide operator.

"This play, compared to most,

was a lot more reliant on sound cues, slides, and set changes, so that was up to the tech people. They carried us through," Wang said.

The senior spring play is different from the fall and winter productions in several ways. Rehearsals span a period of three months, taking place during the Drama IV class periods as opposed to two hours after school each day.

The process of putting on a show in its entirety was also more student-involved. "We had to do everything, not just the acting," Zanobini said. "We had little committees that were in charge of finding costumes for everyone or picking out props. We also had to design the stage plan."

As the culmination of their Upper School drama experience, the *Baskerville* cast performed three great shows, as audiences responded enthusiastically on all three nights.

Mr. Romano has high hopes for the futures of the cast members. "I just hope that those life skills they got out of doing theater together will stay with them no matter what they do," he said. "Hopefully some of them will go on to do theater, but if they don't, they'll do really great things made better by the fact that they've had this theater experience."

As one of the most ambitious plays the Drama Department has produced, *Baskerville* was challenging in many aspects. One challenge worth noting is the amount of character doubling involved. All but five actors played more than one role, and certain actors, such as Gagnon and Hannah Benton (VI), played a total of four different roles. This required many costume changes throughout the course of the play.

Stylistically, the play was unprecedented. "The spirit of the piece was playful and really big in a way that we as a department had not done before," Mr. Romano said. "This was really just playing, having fun, being large, dealing with each other, almost in the style of a thirties movie."

Another technical aspect of staging a play that requires mul-



Courtesy of Pingry Communications

**I. Zanobini (VI), J. Wang (VI), and D. Noone (VI) during rehearsal.**

was "one of the most challenging plays we have done," according to Director and Drama Teacher Mr. Albert Romano.

In the play, Sherlock Holmes, played by Aidan Zola (VI), and Dr. Watson, played by Justin Wang (VI), have been requested by Dr. James Mortimer, played by Jazmin Palmer (VI), to investigate the mysterious circumstances surrounding the death of their friend Sir Charles Baskerville, played by Drew Gagnon (VI).

Dr. Watson accompanies the heir to the Baskerville estate, Sir Henry Baskerville, played by Dillon Noone (VI), to the moors of Devonshire, where, according to local legend, a cursed hellhound is killing off the male heirs of the Baskerville line. There, they meet several curious characters, including servants of the estate Mr. and

## Klimowicz's Art Highlighted in April

By ROSE BEATTY (V)

Henry Klimowicz's exhibition "Infinite Limits" is currently on display in the Hostetter Gallery. Klimowicz lives outside of New York City, where he has a gallery in his studio, The Re Institute.

"The gallery allows me to have a connection to the art world and, at the same time, to be in the middle of nowhere," said Klimowicz. "I try, in the space, to provide an environment that promotes the individual artist's needs."

This exhibit gives the Pingry community the opportunity to explore a unique medium. Klimowicz's work in this show is made primarily out of recycled cardboard boxes. Exposed wire and

hot glue used in the structures lend new dimensions to the work. "The show itself is incredibly striking, with the humblest of materials," says Fine Arts Department Chair Mr. Miles Boyd. "They're elegant and complex, but they are also simple."

"Cardboard is simple and straightforward," said Klimowicz. "It is also a severely limited material. It has an ever-present cultural bias related to its past uses as a container or its present use as waste. I love it when the material transcends its cultural confines. If I can make something beautiful from this cardboard, then anything can be made valuable, fruitful, or hopeful."

When asked why she was in-

terested in showing Klimowicz's work in the gallery, Fine Arts Teacher Ms. Rebecca Sullivan said, "I thought Henry's innovative use of an otherwise commonly disregarded material was really interesting. He completely changes our perception of cardboard when we look at his work. What we usually see as something valueless and mundane we now view as valuable and beautiful."

Mr. Boyd added, "The thing that is so fascinating about this show is that everyone, whether they gravitate towards abstract or representational art, walks in and is so engaged. It is so accessible. This show speaks to how this artist is resonating with a variety of people."

"Students should be aware that creative and innovative or inventive work can come from any material," said Ms. Sullivan. "Re-working the things we see and experience every day into something new and interesting is a creative process that can apply to anything we make from art to functional objects. Making always involves design-thinking."

Klimowicz's work will be displayed in the gallery through April 27, and Klimowicz himself will be visiting Art Fundamentals classes. During this time, students and faculty will have the opportunity to see Klimowicz's pieces up close and to personally speak with the artist about his work.



G. Obregon (V)

## Film Society Continues to Expand

By ALYSSA CHEN (IV)

This school year marks a new start for the Pingry Film Society. Founded by Sandeep Biswas (V), Julia Robinson (V), Gabe Gever (V), and Sofia Briones (V), the club screens and discusses films each month.

The Society made its debut showing *Whiplash*, a 2014 drama starring Miles Teller and J.K. Simmons. Robinson said, "At the beginning, we chose movies that would help us gain mass following, so we looked for something that was newer - maybe not something that everyone has seen, but that everyone would want to see. Our first movie was *Whiplash*, because it had mass appeal and was still a really good movie to get ourselves started."

Another popular screening was the Society's collaboration with the Student Diversity Leadership Club (SDLC) to show *Do the Right Thing*, a 1989 film focusing on racial tensions in a Brooklyn neighborhood. Robinson describes this film as "a classic." The Society most recently screened *The Big Short*, a 2015 biographical film focusing on Wall Street.

The club began when Biswas and Gever decided to start a film club, and realized that Robinson had had a similar idea. Of the club's inception, Robinson said, "I really like movies - critically watching films rather than watching for fun - and I wanted to start a club. Gabe and Sandeep wanted



Members of the Film Society.

Film Society

to start a separate club, so we just joined together."

Biswas added, "I wanted to start the club because I like movies and I like friends. People don't really go out to the movies with their friends, and when they do, they usually watch movies like *Zoolander 2*. We wanted to create an outlet for people to watch good movies with their peers."

Additionally, the club leaders wanted to expand upon last year's less active film club run by History teacher Mr. John Crowley-Delman. Robinson said, "Not that many people would go to the film screenings last year. Films were shown only a few times a year, and they were slightly obscure. We wanted to come in and fill that niche." She added that "the student-run aspect was also important to us."

"We felt that there was some-

thing that the Pingry community was missing," Gever said. "And that is a proper film education."

Future plans for the Film Society include showing more classic films. The club plans on screening *Taxi Driver* next, a 1976 film set in post-Vietnam New York. The film marks one of the major beginnings in Martin Scorsese's directing career. Robinson said, "Now, we're thinking about movies that are more important to us. We've been staying in that mainstream route, but we want to start maybe diving into some older classics."

The faculty advisors of the Film Society are Mr. Crowley-Delman and Art teacher Ms. Rebecca Sullivan. The leaders meet once every two weeks to plan for future film screenings, and the screenings are held once a month in the media room of the C.B. Newton Library.

## Students Shine in First Talent Show

By RACHEL CHEN (IV)

On April 1, contestants from each grade performed in a school-wide talent show that was organized by Student Government. The seven acts included singing, dancing, and performing instruments, and often more than one of these talents were featured in the same act. Finalists were chosen after first winning their grade-wide talent shows.

After tough competition from freshmen and seniors alike, Jasmine McMorrin (IV) stole the show and won the grand prize of a free Dress Down Day and ice cream sundaes for Form IV. The experience was nerve-racking but rewarding.

McMorrin said, "My heart was beating so fast. I was really nervous at first. In the first few lines, I was so shaky that I had to pause. But what's so nice about Pingry is that everyone's so close, so once I settled in, it was just amazing to perform for not just the sophomores but for everyone. It's just crazy to me to see that people actually enjoyed my performance."

McMorrin performed a mash-up of two songs she wrote herself. She explained, "It took a while to finally get it all together, and it was definitely hard to share something so personal. One of them was literally about someone pushing you aside and going on with their life." She accompanied herself with full

octaves and harmonies played on a new 12-string guitar.

Many other acts were musical, performed with accompaniment by the piano, guitar, or an audio recording.

Freshmen Miro Bergam and Felicia Ho opened the show with Bergam performing a dance mashup to Ho's accompaniment on the piano. "I was scared at first

the scale of the planning and organization to be so big," he said. "The most stressful challenge was getting everyone under time. At one point, I had to sprint across the hallway to convince DBA not to cut off the last act."

Overall, the talent show was met by overwhelming grade spirit and enthusiastic applause. Form IV students especially appreciated the opportunity to witness unknown talents and watch their peers perform. "I thought it was really diverse. A lot of people had different talents that I didn't know about," Apurva Memani (IV) commented. Michael Lu (IV) agreed, "It was a great mix of enthusiasm and real

talent." Namita Davey (IV) added, "I loved that the grade came together to support Jasmine and Connor, and the ice cream sundaes were delicious!"

After winning the competition, McMorrin hopes that more people will participate in the future, even if it feels uncomfortable or scary. "When you're able to be confident with yourself, everything is much easier. I really encourage everyone to get out there - whether you have second thoughts or your instinct tells you it's not a good idea, just go out there and try your best because that's all that matters," she said.

She also congratulates the other contestants for their bravery and talent: "I want to say to all the other contestants that I'm so proud. It was so nice for all of us to get out there and show our talent!"



Courtesy of Pingry Communications

**The Testosterones performing on stage.**

to put that out there, this almost embarrassing thing," Bergam said, "But people ended up being really responsive and people who I thought would judge me actually ended up complimenting me, which I think really says a lot about the Pingry community."

Organizing the talent show took huge effort on the part of next year's Student Body President, Zach Keller (V). "Since the beginning of the year, I knew I wanted to do something to bring the school together and have some fun," he said. "I felt like this was something people wanted to participate in, that everyone could get behind and be a part of."

However, there were many logistical challenges to organizing such a large event. "It's really hard to mobilize everyone across the high school, and I didn't expect

## Community Celebrates Earth Day

By CAROLINE TERENS (VI)

On Friday, April 22, the Green Group had its 6 annual Earth Day Assembly to educate the Pingry community about the environment and to describe past and future projects. Libby Lee (VI) and Sophia Cortazzo (VI), the student leaders of the Green Group, introduced the performers and student and faculty speakers. "Further Down The Line," the



**Further Down the Line performing.**

all-student band whose members include Tucker Bickell (VI), James Robertson (V), Bobby Rigby (VI), and Chris Varvaro (V), along with guest singer Jazmin Palmer (VI), kicked off the assembly by performing "Ain't No Sunshine" by Bill Withers and "Gimme Shelter" by the Rolling Stones.

After the performance, Environmental Science teacher Mr. Jeffrey Jewitt, joined by student Libby Parsons (VI), presented a science project in which students of his classes sorted through garbage around the school to see if the trash was properly placed, and whether it was compostable or recyclable. The class found that around 75% of the garbage was actual trash, 15% should have been composted, and 10% should

have been recyclable. Then, Chase Capana (VI) and Jackson Hoit (VI) talked about how they will be fishing in the Pingry pond and testing the cleanliness of the water for their Independent Senior Project (ISP).

Mr. John Crowley-Delman, faculty advisor of the Outing Club, reflected on the assembly in which Dr. Sian L. Beilock, a psychology professor at the University of Chicago, talked about the cogni-

Green Group hopes to offer more campout opportunities this spring and next school year.

In reflecting on the assembly, Lee said, "My favorite part of the assembly was a toss up between Further Down the Line's outstanding performance of "Gimme Shelter," and Mr. Crowley-Delman's uniquely creative and motivational animations during his presentation."

She explained, "The goal of the assembly was to bring attention to the sustainable efforts made at Pingry. In recent years we have had outside speakers present on Earth Day. This year we wanted to highlight specific achievements and goals on campus in the hopes of inspiring others to get involved."

The assembly definitely reached the students. Sydney Stein (VI), who was happy she had the opportunity to learn about the on-campus nature opportunities, said, "I am so excited to use the hiking trails during ISP."

Cortazzo commented, "Everyone seemed very excited about the band's performance, and people actually laughed at our jokes! I hope to see this enthusiasm carry over into future Green Group events."

Overall the Earth Day assembly was very successful in sharing the Pingry Green Group's efforts to spread awareness of the opportunities that are offered at Pingry, in hopes of making the school a more eco-friendly institution.

Lee concluded, "We hope that Pingry students and faculty walked out of the assembly entertained and more knowledgeable about green initiatives around the school. We hope the assembly has encouraged both students and faculty to take advantage of the wonderful opportunities presented to them, as well as to be part of whatever comes next."

## Science Groups Showcase Findings

By ALLY PYNE (IV)

On Saturday, April 16, students, faculty, parents, and science enthusiasts convened for Pingry's third annual Research Exhibit.

The Exhibit, which was open from 10 am to 1 pm, featured the projects of AP Biology students, Computer Science students, the Journal Club, iRT, Mechanisms of Cancer students, the Middle School's Science Olympiad, the Pingry Research Community Journal, Project 80, Intro to Research students, the Robotics team and the S.M.A.R.T. Team. A section titled "Science in Art" also displayed the works of Pingry students at the event.

The Exhibit featured keynote speakers Sydney Stein (VI), as head of the Journal Club, and Katie Coyne (VI), as a leader of eIF4E Cancer Research Project, which is one of the seven projects that comprise iRT.

Biology teacher, iRT mentor, and coordinator of the event Mr. Luke De described the Research Exhibit as a "nexus for scientific innovation."

According to Mr. De, the purpose of the annual event is to serve as "a place for students to display their hard work." Mr. De said that by giving the students an opportunity to have an open dialogue with "people who do not encounter these projects on a daily basis," the students, who have put in so many hours, are able to understand the awe-inspiring "magnitude of their projects." He added, "We push kids all year, and in a lot of these groups, there are no grades or awards, so the payoff is the realization that they have really done something impressive."

Head of the Wolbachia Project Sean Wang (V) said, "Presenting at the Exhibit is a really fun experience because I get to share my team's hard work and show how



**K. Smith (V) helps a guest.**

Courtesy of Pingry Communications

students get involved with exciting research."

Mary Nussbaumer (IV) said, "I loved visiting the Exhibit because it was so cool to see the stuff that my classmates have been working so hard on." She added, "I'm amazed at all of the interesting research they have conducted."

Mr. De additionally emphasized the importance of the Research Exhibit's inclusivity of all ages and experience levels. "It is not purely a student thing or purely a faculty thing; it is a science thing, and everyone contributes."

Member of the Alzheimer's iRT project Shruti Sagar (IV) also commented on the event's broad-reaching scope. "Presenting our project was an amazing experience because it was cool to see people of all age groups getting excited about science," said Sagar.

The Exhibit was coordinated by a collection of three Pingry parents, six teachers, and roughly 111 students, and was attended by over 340 people.

Planning the event begins nearly a year in advance and is composed of four primary phases: the Logistical Phase (budgets and calendars), the Framework Phase (inception of ideas), the

Information Gathering Phase (room assignments and ordering of microscopes, tablecloths, etc.), and the Pandemonium Phase (last minute adjustments).

According to Mr. De, one of the most challenging aspects of putting together the Exhibit is the pressure to execute the necessary level of sophistication. "The level of expectation of each of the individual projects is so high that the expectation of the overall event must also be of that same caliber," said Mr. De.

The Exhibit provides students with the opportunity to share the research on which they have spent the past seven months – and in several cases much longer – working. Mr. De and Head of the Biology Department Mr. David Maxwell came up with the idea for the Exhibit several years ago, after realizing how impressive the student body's research is.

Mr. De said, "I cannot express the pride and admiration I have for what we put together as a group. We created this gorgeous, beautiful thing that simply did not exist in concept or in any sort of reality before six years ago." He concluded, "We built this whole new way of thinking together."

## Conard Talks About Abuse in Education Systems, School's Reputation and More

Continued From Page 1

this one-off thing; that we were committed to it. We wanted to reiterate the hope that people will come forward to the investigators. I can't claim that people, whether that's victims or others, have been universally happy with this.

Because, when you think about it—I hesitate to say put yourselves in their place, because no one should be in their place—but if you think about having been a victim of sexual abuse when you were young, and fast forward to the point when you're in your 50s and thinking about something that happened 40 years ago.

Having that come up today could have a really wide range of impacts. You may have suppressed it. You may have been struggling with it all along. You may be anywhere in between. Some people are saying, "Why did you have to bring this up now?" Others are saying, "I'm so glad you brought this up now." It's the full range.

**TR:** What is the school doing to prevent this from happening nowadays? Are there safeguards?

**NC:** I think there are safeguards for sure that didn't exist then. I don't think you can underestimate the difference in culture, both in school and in society, with respect to this issue.

I was alive back in the 70s and I didn't experience anything like this. But I would say that it was an era when the shame of sexual

abuse rested so heavily on the victim and victim's family. So victims tended to feel ashamed of having been victims. And their families tended to feel ashamed of their children having been victims. So there was this tendency, culturally and societally, to want to make it go away. Today, I think the understanding in society, and especially in schools, is dramatically different. So both victims and people in positions like mine have a completely different mindset. While victims still struggle with shame, they're more likely to talk about it with somebody.

*I really think there's two kinds of schools. There are schools that realized they've had a situation like this in their past and schools that don't.*

**TR:** Do you think it's less stigmatized?

**NC:** I do. I really do. I think that that's one of the benefits that has come from public scandals over the last 10+ years: that there's much more public dialogue about it. It's become much less stigmatized. And because there's more dialogue about it, I think there's greater recognition on the part of young people about what's okay and what isn't. Where the boundaries are. Which

makes it, I think, easier for them to recognize when something's wrong. I mean one thing astonishing to me about this situation is that we're talking about groups of kids being victimized at the same time. I can't say that that would never happen today, but it just seems to me that it would be much more difficult.

**TR:** How and when exactly did Pingry learn of both the abuse and Crew Janci's investigation?

**NC:** So we had heard rumors that a law firm was doing some investigating. That's pretty much it. When we sent out that first letter, a few people googled the situation and found Crew Janci's website.

Crew Janci had a copy of our letter on their website. So basically, we found out definitively about them late in the day when we sent our first letter on March 28. But what could we do? Who could we call? We can't go around saying, "We're looking for a law firm that might be in Oregon."

**TR:** Do you foresee this event having any detrimental impact on Pingry's name or reputation?

**NC:** It's an interesting question because I think, depending on what the investigation reveals what we did or didn't know back then, it certainly has the potential to reflect poorly on Pingry's administration in the 1970s.

I think it remains to be seen how Pingry will be judged today. But based on the feedback I've

gotten, people have felt positively about how we've been handling this. And I think, it sort of makes sense to me, if you deal with adversity in a way that's open, and you acknowledge your past mistakes, whatever they may have been, that a) that's consistent with the Honor Code and b) people are going to respect you for that.

This happened between the time we offered acceptance to a whole crop of students and their accepted students day. And, you know, parents of kids we'd accepted had no concerns about it. Our yield was higher than it's ever been before. So obviously

that's not the answer, but it's an indicator. Maybe it's that people recognize that this kind of thing could have happened anywhere. It probably did happen everywhere.

I really think there's two kinds of schools. There are schools that realized they've had a situation like this in their past and schools that don't realize that they've had a situation like this in their past.

I have seen research that was done in public schools in 2010, wherein researchers estimate that just under 10% of all students in public schools experienced some form of inappropriate sexual

contact or relationship with an adult at the school. That's a lot. I certainly believe, and fervently hope, that that percentage is a lot lower at independent schools, because we have tighter controls.

But if that's even close to right, there isn't a school that hasn't had something like this, especially if you think about what was going on societally in the sixties and seventies with the sexual revolution.

I think there's some recognition of that in the minds of young people. I think that it's what you do with it now that matters. It's how you handle it.

M. Shtrakhman (VI)

## Spring Teams Continue Successes Across Campus

By TUCKER BICKELL (VI)  
With MILES LEANDRE (V),  
LINDSEY LUBOWITZ (V), SO-  
PHIE MORRIS (V), DARLENE  
FUNG (III), JONATHAN CHEN  
(III), JAMIE MOORE-GILLON  
(V), ALLIE VERDESCA (IV),  
WILL DIGRANDE (V), and  
KETAKI TAVAN (III)

### BASEBALL 7-4

With a record of 7-4 so far, the baseball team hopes to win 18 games this season and beat their record of 17 wins in 2013. They have already won their annual rivalry game against Morristown-Beard and brought home the Headmaster's Trophy.

With only three returning seniors, the team features a "relatively young and inexperienced lineup" according to Coach Ted Corvino Jr. '94. The three returning seniors are captain Bryce Weisholtz, catcher Brian Miller and pitcher Carson McLaughlin.

"Joe Possumato (V) and Miles LeAndre (V) have been very versatile this season," said Mr.

to do something special this year."

The girls currently hold a 6-2 record, and are working to learn from each of their games and improve as both individuals as well as a cohesive team. Their key assets this year are captains Daria Fradkin (VI), Katie Marino (VI), and Amanda VanOrden (V).

Coach Murphy said, "They consistently lead both on and off the field with their performance, attitude, focus and intensity."

With many more games to go this season, the softball team will have more opportunities to play well and keep improving. Marino said the team is "so excited for the season to really get going."

She continued, "We have so much potential and versatility on this team, and if the girls keep working hard each practice, this could be one of the best softball teams Pingry has had in many years."

### BOYS' TRACK

The boys' track team is eager to have a great season running, jump-

Grant and captains Hannah Curtis (VI), Sophia Cortazzo (VI), Libby Parsons (VI) and Libby Lee (VI). When asked about the season, Parsons said, "Everyone is performing their best and is continuing to grow and improve each and everyday."

The team's goals include members reaching their individual goals for the season and setting many personal records. They also hope to win their upcoming meets, such as the Skyland Conference Championship and the NJSIAA Sectionals. Coach Grant added, "The team is looking to improve on last year's second place finishes at Sectionals and States."

The team has lost some talented seniors from last year. However, "the girls have stepped up to the plate and have not only performed well themselves, but have also helped their fellow teammates improve," according to Parsons. Additionally, the team has qualified two pole-vaulters, Cortazzo and Julia Dannenbaum (V), for the prestigious Penn Relays. The girls' track team is looking forward to a great season this year.



Courtesy of Pingry Communications

Michael Carr (VI) attempts a high jump.

### GIRLS' LACROSSE 1-8

With more than half of their season to go, the girls' lacrosse team is optimistic about their upcoming games. Led by senior captains Amanda Cosentino, Emilia McManus, and Casey Malone, the team is ready to turn their season around.

McManus said, "As we move forward, we are looking to build team cohesiveness. I think that this year we have more overall talent than we have had in the past, but our struggle is trying to ensure that the work level and grit is constantly at the highest level." An overtime win against Hillsborough on April 12 changed the team's momentum and has sparked a series of close games against Rumson Fair-Haven and Greenwich Academy.

Earlier in the season, junior Mary Pagano hit a huge milestone, scoring her 100<sup>th</sup> goal against Bernards High School. Pagano said, "With my teammates supporting me, I feel like it was not a milestone for me but for the team as a whole. Hopefully, this can positively affect the rest of the season." Pagano, followed by McManus and Olivia Lai (III), leads the team in goals. She also leads the team in assists, followed by Eliza Kielty (V) and Lai.

Looking forward to the rest of the season, the girls are trying to capitalize on draw controls and possession by continuously adding new offenses. The team is excited for counties and states as they try to advance as far as possible and improve their record as the season continues.

### BOYS' GOLF 3-2

After last year's 16-2 record and Somerset County Championship win, the boys' golf team is poised for yet another impressive season. Led by captains Justin Chae (VI) and Jake Mayer (V), the team continues to work diligently in order to get the best results in all of the big matches, whether at Counties, States, or the Tournament of Champions.

Mayer is excited for the season and sees the team moving in the right direction. Mayer said, "We have had a slow start, but are looking to improve and I think we can do very well in the Tournament of Champions."

The goals are very high for the team, but with the right amount of effort and focus, winning States and the Tournament of Champions are both definite possibilities. When asked about the team's focus and camaraderie, Josh Baum (V) said, "We have a great team atmo-

sphere that can propel us to big victories later in the year."

According to Coach Joseph Forte, the players must put in hard work in order to achieve their goals. "To really succeed and win the state championship, everybody has to put the time in and practice hard." Hopefully, the team's hard work will pay off and they will be able to earn as much success as they did last season.

### GIRLS' GOLF 1-5

Despite getting off to a 1-5 start, the girls' golf team has a strong, close-knit dynamic, according



Courtesy of Pingry Communications

Ami Gianchandani (IV) chips the ball.

to co-captain Ami Gianchandani (IV). The young team, composed of one senior, two juniors, three sophomores, and five freshmen, is practicing and performing at a high level.

The team practices Monday through Thursday, and usually participates in two matches per week.

During the Red Devil Invitational tournament on April 11, the team placed sixth out of thirteen teams. Gianchandani finished second after a one-hole playoff, while freshman Christine Shao came in fourth.

The team, led by captains Gianchandani and Kiara Smith (V) and coaches Mr. Sean McAnally and Mr. Robert Mauer, has lofty goals for the rest of the season, including qualifying for states and setting a higher record than they have in previous years.

Gianchandani said, "The team atmosphere is tons of fun. Everyone plays with everyone, and we all try to help each other out." With such a strong dynamic, the team is looking forward to becoming a major presence on the course

this season.

### BOYS' TENNIS 9-1

Led by Coach Diaz and captains Jonathan Lee (VI) and Joshua Metzger (V), the boys' tennis team currently holds a 9-1 record as they move forward with the remainder of the season.

Players share the common goal of bringing intensity to practice, which will translate into matches. With only one loss so far this season, Jonathan Huang (IV) notes that "the expectations are

extremely high for the team this year."

Although the team lost two starting seniors this year and currently has only one senior, Lee believes that the team is "deep in talent" and will "be highly competitive in tournaments," which include the Somerset County Tournament and the Tournament of Champions.

Most importantly, the team members believe in each other. First singles player Jeffrey Zucker (V) said, "Each member is one of the top players in the state for their respective positions."

Huang added, "Our captains really devote a lot of time to making sure that the team is fully supportive of all players. I feel that the leadership is great."

Lee said, "It is my hope to instill in my teammates confidence whenever and wherever possible." With freshman Andrew Lee and junior Jack Schiffman providing depth to the lineup, the team hopes to stay competitive and build on their success and continue a strong legacy for boys' tennis.



Courtesy of Pingry Communications

Eliza Kielty (V) looks for an open player.

Corvino. "Zach Keller (V) is a dependable defensive asset at first base, providing the team with critical pitching depth, while Spencer Spellman (V) has impressed everyone on the outfield." Mr. Corvino also credited Jack Laurent (V) for giving a boost to the team every time he finds himself in the middle of rally after rally.

Sophomore starters Mike Weber, Clyde Leef, and Graham Matthews will also be major contributors over their next three seasons. Will Long (V), Matt Ludwig (V), and Josh Greer (V), and single varsity freshman Nate Hefner are also valuable options for the coaches to use off the bench.

The varsity baseball team hopes to take the Skyland Conference-Mountain Division title as well as to be a competitive team in the Somerset County Tournament and NJSIAA Non-Public A tournament.

### SOFTBALL 6-2

The girls' softball team has had over half of their games rained out so far this season, but that has not stopped them from potentially having one of the best seasons in a while. Coach Maggie Murphy said, "From the start, we knew that this season held a great deal of potential, and so far, our games have demonstrated that. By continuing to work hard and give our best effort, we really have an opportunity

ing, and throwing under captains Jamie Barker (VI), Michael Carr (VI), and Jackson Hoit (VI). The team is constantly working to better themselves, and as Barker said, "Our biggest goal is always to just improve on both the individual and team level."

Hoit and Austin Parsons (IV) perform highly in the field events, and Parsons is coming off a third place finish at the Skyland Conference Relays in javelin throw. The team has a lot of new members this year, with 16 freshmen out of 40 athletes participating.

"We are looking forward to introducing our new members to the many events in track and field and to learn which ones are suited to their talents," said Coach Mark Sepkowski.

Sean Wang (V), a strong competitor in hurdles and sprints, said, "My favorite part of track is probably the team experience. I get to train with my friends and teammates and we get to see each other improve."

The team is gearing up for their sectional meet in late May and state meet in early June, where they hope to earn the title.

### GIRLS' TRACK

The girls' track team has had a successful season so far with both individuals and the team as a whole making good progress. The team is led by Head Coach Mr. Timothy

### BOYS' LACROSSE 8-0

Fresh from winning a state championship, the Pingry boys' lacrosse team is off to a hot start this year. Their undefeated season has earned them the ranking of ninth best lacrosse team in all of New Jersey.

Led by 2014 Star-Ledger Coach of the Year Mr. Michael Webster and two senior captains, Ben Shepard and Austin Chang, the team is currently heading the Raritan division of the Skyland Conference.

When discussing the early success of the team, midfielder and Notre-Dame commit Jake Moss (V) said: "We have been successful so far this year because we have talent at every position. Everyone is buying in and working hard towards our team goal of repeating winning state championships."

After losing several seniors this year, there were some questions as to who would step up to fill their shoes. These doubts were settled by a number of different players, especially standout senior Thomas Zusi, who has scored 17 goals and passed 5 assists through their first seven games.

Their eight game winning streak can be attributed to their depth at all positions, leadership from coaches and seniors, and their drive to win another championship. It will be fun to watch how the team expands on its previous successes as the season goes on.