

# COMMENCEMENT 2016



## Beloved Upper School Director DBA Moves to DC School

By MARK SHTRAKHMAN (VI)

After eight years of serving as Upper School Director, Dr. Denise Brown-Allen, lovingly known to students and faculty as DBA, will be leaving Pingry to continue her career at the National Cathedral School in Washington, D.C.

Prior to coming to Pingry, Dr. Brown-Allen was Assistant Upper School Head at the Montclair Kimberley Academy. Before becoming the Head, she held several positions at MKA, including Mathematics Department Chair, Associate Director of College Counseling, Associate Director of Admissions & Financial Aid, Dean of Students, Director of the Summer Academic Program, and teacher of mathematics and computer science.

Dr. Brown-Allen holds a doctorate from Seton Hall University in educational administration and supervision, a master's degree from Fairleigh Dickinson University in business administration, and a bachelor's degree from Seton Hall in mathematics.

At Pingry, Dr. Brown-Allen also served as an advisor (most recently to a group

of students from the Class of 2017), an AP Statistics teacher, and the Red Cross Club advisor.

The National Cathedral School is an all-girls Episcopal school located in Washington. It is a small school compared to Pingry. The school only has students from grades four

Brown-Allen will be responsible for the entire school's curriculum. She will be Associate Head of School and Head of the Upper School.

Dr. Brown-Allen is very excited about her new positions and responsibilities. "I am looking forward to working with lower and middle school students, as well



Dr. Brown-Allen works with a student during math class.

through 12. The National Cathedral School's upper school only has 300 students, while Pingry's size is closer to 550. There, Dr.

Courtesy of Mrs. Grant as upper school students. NCS has a wonderful chapel program that takes place

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## Seniors Explore Their Interests During ISP

By KATIE HO (V), RACHEL CHEN (IV), ALEXIS ELLIOT (IV), MEGAN PAN (IV), and ALLY PYNE (IV)

After completing their classes in early May, seniors pursued Independent Senior Projects (ISPs). These projects ranged from building a drone to interning for a famous fashion designer, and allowed seniors to explore their interests in the final month of their high school careers.

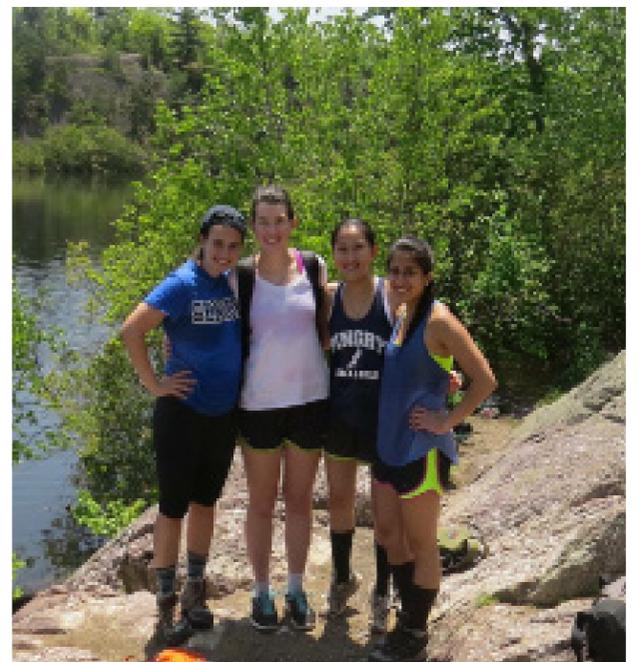
### Environment and Health

Austin Chang worked with the Reeves-Reed Arboretum to help prepare for their annual spring art gala. He wrote about his experiences at the arboretum, outlining different techniques of horticulture and making note of the behaviors of different plant species.

As current leaders of Green Group, Sophia Cortazzo and Libby Lee interned at Raritan Headwaters to continue facilitating environmental projects. They worked in the Bird and Butterfly Garden, conducted well water research, and were tour guides for school field trip visits. Cortazzo and Lee worked together to create a handbook describing the plant and wildlife interactions of the garden.

Chase Capanna and Jackson Hoit performed a scientific analysis of the pond system on campus by fishing, measuring, weighing, photographing, and collecting data for each catch.

learned about several aspects of the business and assisted in instructing cooking classes. Terens also took guitar lessons and played a song on ISP night to showcase her newly



K. Sullivan (VI), A. Zola (VI), C. Hu (VI), and S. Mehta (VI) on a hiking adventure.

They presented a packet that compared the health of Pingry ponds with ponds of ideal conditions to the school.

Caroline Terens interned at the Sylvia Center, a public health non-profit organization in New York City, where she

acquired musical skills.

Lindsay Stanley worked with The Living Plate, a nutrition education and cooking facility, to help with education and instruction. She also

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## EDITORIAL

## Being a Lifer Defined Me

Like way too many stories that come out at the end of senior year, mine starts with a waitlist and ends with that coveted acceptance. Except I wasn't waitlisted this year, but rather a little over a decade ago. When I applied to Pingry 13 years ago, I was initially waitlisted. My parents were probably told something along the lines of how (in 2003) there were simply too many qualified pre-K children and not enough coloring books to go around. One day, my mom got that lucky call, and now here we are.

It's not that I didn't think I would make it to the end. It just felt as though the end was never going to come. When you're drowning in history reading and club meetings, it's hard to imagine one day it's just going to stop. I'm not going to lie or sugarcoat it and say I got through Pingry perfectly. I don't think anybody does high school perfectly right. You only do it mostly right, if that. And with that being said, I think I did it pretty well.

There's a lot of people to thank for that. Obviously, my parents and family deserve the first acknowledgement, but there's so many more too. The friends that helped me get through everything and were there for me whenever I needed them to be. There are the fantastic teachers I had who went above and beyond anything I could have expected. And the teachers who I never had but were still willing to put aside their work to help me out. The college counselors for, you know, counseling me into a college. Coaches who never gave up on me. Maintenance for letting me in to the building at obscure times, and so many more.

Pingry isn't the perfect school for everyone, but it was the perfect one for me. In all honesty, being a lifer defined me. People would ask me how I managed to survive for 13 years, and I would always answer exactly like you did. Just instead of switching schools every few years, I stayed here.

I credit Pingry with teaching me practically everything—from when to shake someone's hand (thanks Mr. Corvino) to figuring out how to get back on my feet after starting off a class poorly (thanks Mr. Bourne).

Pingry is as multidimensional (and occasionally flawed) as the kids it sends off to colleges. It lets kids thrive as students, athletes, actors, scientists and more. The school puts an incredible amount of faith in us. It gives students opportunities to do research and 3D print whatever they want. There were opportunities to learn just for learning's sake.

There were also moments when some students (myself included) felt Pingry resembled more of a corporation than a school, and we were just a product on an assembly line—moments like when we felt we were some extras for the Blueprint campaign instead of students.

In the end, what I really accepted was the fact that this is what high school is. Nobody's high school experience is captured perfectly by Zac Efron or any other cheesy movie. As much as it's getting the good grade and scoring that goal, it's also all of the mess-ups and moments of struggle. For all of the bad moments, there are so many great ones that I'll carry with me as I go forward.

I want to thank Pingry for everything. Practically every lesson I've ever learned, I learned in this school. It's been a fun 13 years. It's been a crazy 13 years. It's been 13 years that I wouldn't change a second of for anything.

—Mark Shtrakhman

## Drive For Experience

By TUCKER BICKELL (VI)

People always told me that a couple of years could drastically change the way I could be living life. I always took this with a grain of salt, thinking that the window of opportunity to find new things to try had already passed in my formative years.

Coming out of middle school, I was content with the path I had taken in my life but always longed to maybe start over and try new things. I knew even before I started my freshman year at Pingry that I would have the opportunity to do great things, but I never once imagined that I would be the person I am today at the end of it all.

I went into ninth grade with some expectations of what I would most likely participate in throughout the bulk of my high school career. As freshman year went on, I stayed true to my middle school intentions, until I was presented with the opportunity to study abroad in Switzerland at an assembly in January. At first I was apprehensive to attempt such a daunting adventure, believing that such a break from attending school would throw me off the track I had planned to follow.

However, in Pingry, I found a community that overwhelmingly supported the idea that I should attempt new things, and I decided to take a semester off and try it. That partic-

ular experience became the catalyst to the start of a completely new path in my life.

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A. Nnaeto (VI)

## Cooked to Imperfection

By VICTORIA MORIN (VI)

"What's wrong with her?"  
"She's on drugs."

Such was the interaction between two seniors as they walked past me. I would have responded, but by the time I looked up, they were gone. I was a junior at the time and, although I was *not* on drugs, that year was filled with seemingly infinite turning (and inflection) points; it was a trip. As everyone knows, junior year is by no means the ideal time to subject your life to rigorous questioning, with mounting pressure to focus and the college process creeping upon you. Yet there I was, lying supine in the grass, with a bug creeping up my thigh. I needed to slow down.

The journey that it took to get there was pitiful, involving a couple of visits with counselors (who asked if I was "powering through it" like a "typical Pingry student"), many sleepless nights, a bubble wrap outfit, and much

more. Yes, there were days when I felt I was washing the dishes on the Titanic. There was also a day when I earned an A+ on a DeSimone test, and I was so ecstatic it felt like a six-sigma event.

In short, I learned to stop taking what I thought was "learning" so seriously. My freshman year trademark high-powered academic focus evaporated. I traded my APUSH textbook for a philosophy one, and I traded late nights cramming for long nights with friends.

miserable yet defensible means to a miserable yet lucrative end" in an essay (and I want to give a special shout out to the teacher who supported me in the writing of this and many other similarly absurd papers). Maybe I was being dramatic, anti-establishment, misanthropic, or a blend of all three. But sometimes, like when I was writing that paper, I couldn't shake what I felt was the toxicity of this place. I'm sure most of us have felt it at one point or another.



E. Jin (VI)

Learning, I came to realize, has little to do with the components that affect your grades. I found a way to learn for myself, not for my teachers or for my parents. I learned the most when I wasn't "learning," and I found peace in things that are meaningful to me.

We all know Pingry isn't perfect. I've been told Pingry is a corporation. And I won't deny that I once wrote, "Pingry becomes the

I would cringe when I heard comments like, "Even my underwear's Burberry" or when a friend was pushed to a breaking point when she cracked under the pressure. It's a part of the Pingry culture.

But Pingry's imperfection is no cause for bitterness. I believe Nietzsche when he says, "Even concubinage has been corrupted—by marriage." It's safe to say that although Pingry is imperfect, it's

the music department, and their devotion to my musical progress, I found that my once far away dream became a reality, and now I continue to find solace in the music I play with my fellow classmates and friends in our band, Further Down the Line.

Pingry has been an amazing place in the sense that it has not only allowed me to try new things, but encouraged me to pursue new passions with vigor. I certainly never saw myself partaking in so many of these newfound interests.

Although it may seem cliché, after going through four years and constantly finding myself swaying from the norms that I had expected myself to follow, I cannot thank Pingry enough for opening my eyes and allowing me to experience.

I have had amazing mentors that have guided me through these years, and I will never forget any of my teachers, as they have truly made a very meaningful impact on my life.

To this amazing community that fosters interests, creativity, debate, and drive, I will miss the support that everyone gives each other.

I can only hope I'll find that in my next venture in the future.



## The Pingry Record

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## Finding Out What My Name Means in High School

By NIA GOODING (VI)

I made it. It's currently June of 2016 and graduation, which at the time I'm writing this, is only ten days away. I have reached the end of my high school career, and I'm not sure how to feel.

I've heard all of the usual anecdotes, ranging from "I'd be lost without Pingry - I'm going to miss this place so much," to "I don't need Pingry, and Pingry doesn't need me. I can't wait to get out," but I'm staunchly undecided.

Pingry has been, for me, an experience; I've been challenged in all sorts of different ways and learned so many different things. I've studied, laughed, cried, cheered, supported, and been supported by an amazing group of people during my time here. Four years feels at once like too long a time to spend here and too short a time.

Regardless, the four years that I spent at this school shaped me in exactly the right way. I can confidently say that because of the friends and supporters I have found here, I have grown and developed into a person that I'm proud to be.

College is just around the corner, and although I may not be completely informed about the world and confident in my knowledge of what's in store for me, (but to be fair, who ever really is anyway?) I'm confident in myself. Perhaps the most important thing that Pingry helped me do is to find out who I am.

I know that sounds really cheesy, and it probably is, but it's the truth. As a freshman, I knew who I wanted to be in terms of college and career choices, but I lacked the confidence, self-awareness, and independence that I have now. Of course, part of that is just a byproduct of growing up, but I do credit a large part of my personal growth to Pingry.



E. Jin (VI)

For some background, my name is Nia. It's Swahili, a Southeast African language, and it means "purpose." Four years ago I didn't understand my name. My parents had told me why they chose to name me "purpose" for years, and although I thought it was nice and sentimental, I didn't truly understand the meaning behind it. Now, looking back from the end of my high school career, I think I get it.

My life has great purpose and importance not only for me, but also for my entire community. I have served a purpose in the Pingry community, and I'm proud

to have done so. Being here has taught me that I have something of value to share with people, and that I enjoy doing so. I have absolutely loved being a teacher, a friend, confidant, an adviser, and a peer to everyone I've met at Pingry. Being a part of this community has shown me that one of the most important and fulfilling things I can do is to do for others. To the underclassmen, you go to a fantastic school with so many good hearted, talented, and intelligent students (and teachers!) that are so willing to give of themselves for your benefit. Make sure you take the time to return

the favor. I guarantee that there is no greater joy than being able to help another person in some way. Throughout the years I've been helped a great deal, in both small and big ways, and I can truthfully say that I doubt I would have made it without those displays of support. I'm immensely grateful to everyone who has cheered me on over the years, and for the underclassmen, I hope that I have been one of those people to you as well.

Everyone always says that there's no place like Pingry, and I think I agree. After all, I came in expecting to face off against Regina Georges in the cafeteria, avoid the weird indie kids in the art room, and keep my head down around the jocks hanging out in the athletic wing. I couldn't have been more wrong. Everyone here has his or her differences, that's true, but I believe that we all have one intrinsic thing in common: purpose. Each and every member of this community has done and will do great things for themselves and their communities. We stand by each other and support one another against all sorts of challenges. I have never seen a Pingry student or faculty member refuse to help someone who asks for it. Even then, most people will go the extra mile and anticipate that you need assistance, and will confront you with either support or a solution before you even have to ask.

This is what makes me proud to be a (soon-to-be) Pingry graduate. It's also the reason why I have no idea how to feel about leaving. I love that I've been taught all of these great life lessons, and I'm excited to go out into the world to share what I've learned, but I also feel the pull to stay inside the bubble.

In any event, it's been a good run. I'll always look back on the memories I've made here fondly. Stay golden, Pingry.

## There Are No Limitations to Discovering New Passions, Even During Senior Year

By JESS FOY (VI)

I feel quite bittersweet sitting down to write my last article for *The Record*. It seems like only yesterday I was a sophomore writing my very first article for the sports section on the Girls' Basketball Team. But I have begun to reflect on what made my four years, and specifically my senior year, so memorable.

While everyone likes to think that after four years we seniors have it all together and know exactly what we like and dislike, I'm here to tell you that that is completely false. Especially with the opportunities present at Pingry, it is possible to find a new passion every day. This year, I opted to take Intro to Scientific Research, a class completely out of my comfort zone because it was related to science, a subject that I usually hedged away from.

While the first month of the class was not my favorite, I toughed it out, and it has now become one of my favorite classes I have taken in high school. It fine-tuned my problem-solving skills, helped me learn to better deal with failure and pushed me to embrace hard



E. Jin (VI)

biological science.

At the Research Exhibit, I had the opportunity to present our class poster to people attending, which boosted my academic confidence (A huge thank you to Dr. Kirkhart, Ms. Logerfo and the super six for making this class such a great experience!). But my point with this anecdote is to tell everyone: keep stepping out of your comfort zone. Even as a senior, you can find new subjects or activities you are passionate about, and I encourage you to explore them.

The Class of 2016 is a

great one. I discover new quirks about my classmates every single day, and I feel so honored to be surrounded by such brilliant people. I have made more long-lasting friendships this year than ever before. There is something about leaving that brings people together. I have learned more from each of my fellow seniors than from any textbook. I appreciate everyone who has ever helped me with my homework, given me a smile in the hall or sent me an article on something they thought I would be interested in.

### EDITORIAL

## A Work in Progress

I found myself when I was applying to colleges. After writing a staggering number of essays and responses (with prompts ranging from "What matters to you and why?" to "What five words best describe you?"), I looked back on my work and had a moment of clarity. Through this forced self-reflection, I understood who I was, who I was trying to be, and, ultimately, who I wanted to be.

I could simply tell you what I discovered, or I could let you see it for yourself. The prompt: Write a note to your future roommate that reveals something about you or that will help your roommate - and us - know you better (250 words max).

Dear Future Roommate,

*Disclaimer: I'm not exactly Little Miss Sunshine. When I envisioned my adult self as a child, I was a sheep among the bustling flock of New Yorkers, grey skies above me and chaos around me. I believed I was too cynical for the sunny and cheerful West Coast. With far too much black in my wardrobe, an indifference to the natural beauty of the outdoors, and skin prone to burn, California and I seemed incompatible.*

*But, in high school, I learned the valuable lesson (one not taught to an AP exam) of allowing myself to consider beyond that which is known and familiar to me. I have exposed myself to new experiences (joining a rock band and belting out heavy metal lyrics in a sold-out show), embraced diverse groups of people (establishing close relations with members of the homeless community), and taken personal risks (sharing private thoughts and controversial opinions in articles published in my school newspaper). I have learned that letting go of our preconceived notions of who we are enables us to define who we become.*

*Fortunately, I am still in the process of "becoming." Now is the time for me to bask in the California sunshine. So encourage me to bike to class (with sunscreen) and take notice of the sprawling green lawns; sit with me under a palm tree and share your own stories, experiences, and perspectives. I can't wait to meet you.*

Your (work in progress) Roommate,  
Abby Bauer

When I wrote this response, I certainly did not foresee myself actually spending my college years basking in the sunshine or lying under palm trees. But, believe it or not, this is what I will be doing in a few months. I am taking a risk - I am abandoning the known, the familiar, the expected and testing the waters of the unknown, the unfamiliar, the unexpected. I am refuting the widespread sentiment that "people don't change," and remaining faithful to my own philosophy that we are all works in progress.

Yet, I recently found myself straying from my conviction that I am still "becoming." I wanted to leave behind who I was in high school and adopt an entirely new persona. I envisioned my college self as the ultimate optimist, sporting my bright-colored clothing and rose-colored glasses. I wanted to build a wall between the past four years and the next four years. I wanted to mentally erase some of the less-than-pleasant high school experiences - the stressful late nights, the let-downs, the hurt feelings, the insecurities. I wanted to somehow cast these memories into oblivion.

But I have since realized that, by nature, humans cannot do that, nor should they. It is these experiences, I can now see, that have defined and strengthened some of my greatest qualities. I can finally appreciate each experience, each bump in the road, for what it has taught me. I learned when and how to speak up for myself. I learned that accolades and awards do not reflect my self-worth. I learned that some people want me to succeed, and others don't. I learned that not being a sheep among the bustling flock is a really great thing. I learned to be more thick-skinned. I learned the importance of patience, and that good things do come to those who wait. I am the sum of my experiences, and erasing any one of them would, in turn, erase a part of me.

This is my high school story, and I know that others have written a different narrative. While I may have been eager to leave the past four years behind me, I know that many of my fellow seniors might cling to them. But whether you self-identify with the former or the latter, I encourage you to embrace the unknown, the unfamiliar, the unexpected, and to take with you the lessons you've learned, perhaps not in the classroom, these past four years. To the Class of 2016, I wish you luck in "becoming."

—Abby Bauer

## Learning From Teachers After Class

By JULIA AXTELL (VI)

One of the key points I like to emphasize when I give tours of Pingry is the availability of the teachers. My best piece of advice that I can give to incoming students would be to take advantage of the time teachers generously give up to meet with students one-on-one; however, I feel like no one truly understands this suggestion until they are a Pingry student.

The accessibility of the teachers is not a false promise either. They truly want to meet with their students, and they even encourage it. As long as the student is willing, the teacher will always be ready to help.

There are three reasons why I found meeting with my teachers individually to be so helpful throughout my Pingry career.

The first and quite obvious one is that it was much easier to learn when my teacher's attention was focused specifically on me. I sometimes felt it to be intimidating to ask questions in class for fear of holding up the lesson and slowing everyone else down, so that is why seeking the aid of my teacher outside of class was the best way for me to combat this issue and to really make sure that I understood the material.

The second reason is that it helped my teachers recognize my efforts and understand my way of learning. If a test did not go my way, they knew it was not because I was not trying, but rather because my efforts simply were not being realized, and perhaps there was a better way for me to learn the material.

I will never forget my sophomore year biology class with Mrs. O'Mara. I used to see her almost every day before each test and finally one day she said to me, "I don't understand why you come so often. You seem to understand the unit." I explained that science has always been hard for me because I struggle to grasp concepts and prefer to memorize facts.

Once I revealed this information to her, she began to tailor her classes so that she could teach the class in a way that catered to my learning style a bit more. If I had not been seeing her regularly, she never would have altered her teaching methods to make my life in class a bit easier.

Finally, the third and most important reason is that seeing your teachers outside of class makes them more than the person who stands in front of the class lecturing and burdening you with tests: it makes them more like your friends.

While I saw all of my teachers pretty regularly, there were a few teachers (usually for my hardest subjects) whom I saw almost daily, sometimes for extra help but sometimes just to chat. I will always look back fondly at the relationships

Leonhard to get some extra preparation before my calculus test that ended with a long talk about economics and what the "Fed" had been up to.

I never took much interest in the Federal Reserve, but the way Mrs. Leonhard

only have relationships with all of my teachers but also with teachers I have never even had. For example, I befriended the entire physics office given my frequent presence there due to my extreme difficulties in the class. Whenever my teach-

see me. He was not even my teacher, but he was willing to give up his free time to help me out. To this day, we still stop each other in the halls to catch up with one another.

As I look forward to starting a new chapter in my life,



E. Jin (VI)

I forged with my teachers. I still find it incredible that I have teachers asking me questions about my family or even my hair routine — because yes, that is how close we have gotten. Some of my favorite memories stem from stopping by to see my teachers for some extra help and ending up hearing stories about what they have been doing and what they are currently working on.

I remember a meeting I had set up with Mrs.

spoke about it encouraged me to consider a future there, the more into it I got. And there I was thinking I was getting help on differentiating equations.

From all my time spent meeting with teachers individually, my biggest takeaway is that all teachers want you to succeed, but the closer you become with them, the harder they will push you and push for you to achieve your goals.

I think it speaks volumes about our school that I not

er, Mr. Jenkins, who was always willing (and patient) enough to sit down with me, was not available, one of the other teachers was always willing to step up and give me a hand.

Mr. Bourne, who was not my physics teacher, was often free during my free period, so I saw him nearly as often as my actual teacher. Mr. Bourne would spend hours dedicating his attention to my questions and never complained or told me that he could not

I am sorry to leave behind those who have brought me this far, but I hope that the relationships I forged in this school will continue to grow as I get older.

I am sad to say goodbye to my teachers, the ones who have made my Pingry experience what it is, but I am eager to return to the place I have called home for the past thirteen years.

In the years to come I plan to visit my teachers, whom I now consider my friends.

## Remembering Freshman Year Me

By KATIE COYNE (VI)

It is one of life's little ironies that as soon as you start to feel truly at home in a place, it becomes time to leave it. I'm sure lifers have different thoughts, and have felt, for a while now, that Pingry is about as comfortable (and perhaps as outgrown) as an old sweatshirt from childhood. I've grown to feel quite comfortable here, but when I first arrived freshman year, I felt like a small fish in a murky and intimidating pond.

My middle school had graduated less than 40 eighth graders. Suddenly, I had to learn 140 new names. Middle school sports had involved one lap around the field before hitting some field hockey balls. Sports now involved several laps around the field, before stretching, before running more laps around the field. Now, math had letters and shapes and graphs with shapes that resembled letters. Now, late passes were a real thing, and so were Cs. And parties weren't strictly birthday celebrations anymore.

It might seem trite and cliché to talk about that bumbling transition from middle school to high school. To that, I say many parts of high school can be pretty trite and cliché. It might also seem irrelevant. We are, thankfully, well beyond freshman year, so why bring it up at all? To that, I say yes, we have moved beyond, and we look better for it. But I also would argue that there is something redeeming in the awkwardness of freshman year that

is worth remembering as we graduate.

I don't believe you have to conquer a place to feel comfortable in it. And that should be a relief to us all. Because we are heading towards some intimidating places next year: noisy cities, difficult schools, crowded dorms, adulthood. It would be an impossible goal to make it through completely unscathed, but we don't have to.

I did not become comfortable at Pingry by overpowering the school. Quite the

opposite. I became comfortable in the moments where I floundered like a lost, confused freshman, whether in big ways or small, and realized, while still flailing, that it would all be okay.

First, I saw that I was surrounded by classmates who were in the same boat I was in. And once I had picked my head up to notice that I had company on board, I found out that many of them made wonderful friends. I have had countless shared fits of laughter, group hugs,

and collective vents. And when there were those helpless freshman moments, not confined to freshman year, I had friends who would see me through those relative minimums, and over the other side.

Of course, no one at Pingry was going to let a boat of 130-something kids sink. Mr. Bourne would still try to teach me, even after I wrote apologies for answers on a test. Madame Geacintov still cared deeply that her students enjoyed what

they were learning, even when they showed up to her class bleary-eyed. Dr. Dineen would still take time out of her day to give heartfelt advice and quality book suggestions, even after late boards. I owe as much to my teachers as I do my classmates. They, too, made Pingry a place safe and warm enough to grow up in.

And I cannot leave out the real-life model for the home that Pingry has become. More than faculty or friends, my family has seen me at my

worst, and supported me and loved me, just the same. To Jenny, Carolyn, Mom, and Dad, thank you, from the bottom of my heart. You will always be the rigged comparison, for whenever I feel I am "home" somewhere else.

It's easy to look at a graduating class and bask in the glow of all that they have accomplished. I look at my classmates with a strange blend of pride and curiosity, knowing that the young adults they have become over the course of high school will pale in comparison to the adults they will become once they leave. After all, no one *really* wants to peak in high school. But I also look at them with a sharp affection and a sense of debt for the place they have given me.

I do not know all of my classmates as best friends. I share with some of them dozens of memories, and with some, only one or two. But with all of them, I share four years of being a teenager, at the Pingry School, in Martinsville, New Jersey. We've taken each other in, in all of our stumbling, bumbling, awkward glory, and there is something distinctly tender in those bonds.

Congratulations to the Class of 2016, and best wishes for the future. Thank you all, truly, sincerely, for being my friends. I will miss you deeply. Be sure to thank your family and teachers for helping you to this point where you are poised to take off. And take off! But as you take off, stay humble and remember your freshman year. After all, it's just around the corner.



A. Nnaeto (VI)

# The Benefits of Friendliness

By CHRIS WITTE (VI)

If my career at Pingry has taught me anything, it's that you can't create the perfect high school child. The picturesque happy-go-lucky student who perfectly balances everything in school with everything outside of school is nothing short of a fantasy. Not being able to balance everything in your life is what makes each individual person's story unique.

Throughout my life I've always held onto one of the first things I've learned in this school: treat others the way you want to be treated. Honestly, I can't even remember if I learned this in Pingry or in nursery school or from my mom, but Pingry is the first place where I've ever had to consciously apply it. I've always tried to be friendly to people because I think everyone deserves it. I think making someone smile is an amazing thing.

I also always try to be friendly because you never know someone's story. Sure you can find out their grades and what sports they play, you can find their Instagram and Twitter and see what they post. You can look at every fact about the person's life by looking them up on Facebook, but you'll never truly know the person unless they come to you in person.

I'm sure a lot of people have had times when they've

cried without telling anyone. Maybe they've been dealt a bad hand and they feel like they're running low on chips. A lot of people can

reason they think, "Maybe today wasn't so bad."

When I tore practically every ligament in my right knee, there were times I was

ing in the hospital bed, looking at my heart monitor resting at a steady 68 beats per minute, then have Kevin Chow's

for three hours. I looked back at the heart monitor, which was now 90 beats per minute, and still rising. My fear was

family members and friends wishing me well. I started to tear up at how nice all the messages were, and it really lit me up in such a dark time.

This is what I truly think high school is all about. Bringing your peers up when they need it most.

As Zac Efron once famously sang, "We're all in this together." Everyone really is all in it together. Yes, the school breeds a competitive atmosphere, but at the end of the day we all want to see each other succeed. AP Physics really helped hammer that into my head.

There comes a point where everything is so difficult that everyone laughs because they realize they're not alone. You'll always have someone who has your back, whether that be a sibling, or a close friend, your parents, or even a teacher. There's no worse feeling than being alone, and I think Pingry does one hell of a job in creating an atmosphere where you can find friends.

Looking back at my time at this school, I can truly say that I'm happy with the time I spent here. Believe me, I've spent a lot of time here. (Quick shout out to that 12 and 13 year club, I don't know how we got here but we did, great jobs guys). I want to say to the Class of 2016 that it's been a hell of a ride, and I hope you all kick ass in the future.



A. Nnaeto (VI)

joke about having a rough week and smile while they're in school, but still hurt on the inside. That's why I've always tried to be friendly to people. I don't want to be the reason they go home upset. If anything, I want to be the

miserable. I was starting to figure things out in my life, pursue what I wanted to pursue, when suddenly my life was permanently changed. On the day of the surgery I was incredibly nervous. I distinctly remember ly-

dad (my wonderful anesthesiologist) walk through the curtain and start to explain how I'm going to lose all feeling in my leg, and that there's a very small chance it could be permanent, and how I'm going to be unconscious

tangible. You could literally see me becoming more nervous by the second.

After the surgery I remember getting into the car and my mom handing me my phone, and I had received at least 40 texts from different

## Don't Worry About Your Legacy

By JACKSON ARTIS (VI)

I don't know how to start this but I guess I've already started so that part is done. I can't really put into words what Pingry means to me. I started writing this reflection at 9 AM, and at 2 PM still didn't know where to start so I'm just going to dive in. Forgive me if I ramble. Pingry is my home, and the Pingry community is my family.

I have loved my time here and if I could go back in time, I would 100% do it again. I have grown and matured over the years thanks to those teachers and staff members who poured countless hours of love and support into me. To all of those adults, thank you so much. I am not so arrogant or naive as to think that Pingry has not played a huge role in who I am today and in any and all of my future accomplishments and achievements.

It's thanks to Mr. Jenkins' E&M class that I know how to struggle through supreme adversity. Thanks to Dr. Edwards that I never gave up academically and refuse to settle for the easy answers. Thanks to Dr. Lowery that I never got lazy. Thanks to Yu Laoshi, Hao Laoshi, and Wang Laoshi that I have a love and passion for Chinese. Thanks to Mr. Murray and Mr. Cox that I now know how to tie a bow-tie. Thanks to Mrs. Martin that I have come so far in my studies in math. I could list a teacher that made a profound impact on me for every year I've been here.

Unfortunately, I only have 700 words to say what took 13 years to learn. I've learned a lot. I have had many triumphs

grade could ever make me forget just how amazing this place is and just how great an experience it's been. Sunday,

really put much thought into how I'd feel at this point in my life before, but I know I never could have predicted how

ones to fall back on. Scared I'll be a little fish in a big pond. But I'm mostly afraid of being forgotten.

I know I will never forget Pingry as long as I live. It is my greatest nightmare that Pingry will, in time, forget me. I guess realizing that I fear this is, in some ways, healthy. I feel like during high school people get the feeling that they are invincible, and it all culminates in Senior Year when you feel like you run things. Realizing that my name might be lost to time is healthy because it checks my ego. It reminds me that the most important thing is not that I went to Pingry, but that the institution itself was there to be attended. It's amazing how therapeutic just saying things can be. In letting go of my need to be remembered, I

feel relieved and am able to simply enjoy my last few days as a Pingry student.

Even in the end, Pingry is still teaching me things. I guess that's my last bit to end this reflection on. To next year's students, don't exist in the Pingry community with the goal of being remembered forever or leaving your mark." In doing so, you'll only cheapen your time here and be unnecessarily hurt when your dreams of effective immortality aren't realized.

Instead, exist in the Pingry community with the goal of getting the most out of your time and of doing the most for those around you. You may not be remembered for all of time, but you will be remembered by those who care about you, and that's what matters the most.



E. Jin (VI)

and many failures. Two phrases I'm proud to coin from here on out are "You have to fire the clay to make pottery" and "You win some, you lose most, but not enough to deter you from the game." While those may sound cynical, they aren't. Pingry is full of future greats. Great athletes, scholars, poets, writers, painters. You name it, we have it. You can't be the best at everything, and that's okay. I have my strengths, my friends have theirs. I've learned how to be both the ensemble and the lead, the starter and the bench player, the project head and the minion, and I've loved every minute of it.

For 13 years I got to share the halls with some of the most amazing children and adults this world has and will see. No amount of stress, no amount of all-nighters, no bad

June 12 is the day I never expected to arrive and now, as I write this, it's 9 days away.

I don't know that I ever

I feel right now. I'm scared of starting somewhere new. Scared of having to actually make new friends with no old

## Congratulations, New Stud Gov Members!

<p><b>Form VI</b></p> <p>Student Body President: Zach Keller</p> <p>Class President: Will DiGrande</p> <p>Vice-President: Jimmy Topor</p> <p>Sandeep Biswas</p> <p>Gabe Gever</p> <p>Natalie Lucciola</p> <p>Jason Resnick</p> <p>Sophie Ricciardi</p>	 <p><b>Form V</b></p> <p>Class President: Mike Weber</p> <p>Vice President: Jackie Chang</p> <p>Rachel Chen</p> <p>Malcolm Fields</p> <p>Nikhil Rao</p> <p>Channing Russell</p> <p>Max Sanchez</p>	<p><b>Form IV</b></p> <p>Class President: Matt Keller</p> <p>Vice President: Ethan Malzberg</p> <p>Miro Bergam</p> <p>Andrew Cowen</p> <p>Felicia Ho</p> <p>Allie Matthias</p> <p>Leo Zhu</p>
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# “Lots of Good News This Year” Leads Seniors to 62 Colleges

By MARY NUSSBAUMER (IV)

This fall, the Class of 2016, which consists of 129 students, will be attending 62 different colleges. Altogether, students applied to 154 different schools, with each student applying to 9 schools on average. This average includes the 38 students who were accepted in the binding Early Decision round.

Ninety-six percent of students applied to school(s) in one of the “early” forms, which include Early Decision I, Early Decision II, Restrictive Early Action, Early Action, Rolling, and Priority. Eighty-two percent of students were accepted through one of these forms of early

application to at least one school.

There are students attending all eight Ivy League schools, with 22% of the class joining the Ivy League. Eighteen-percent of the class was recruited for athletics.

Students from the Class of 2016 will be going to colleges in 23 different states. The state with the highest number of students (26) is Pennsylvania. The second highest is New York, with 24 students, and the third highest is Massachusetts, with 15 students. The majority of students will be staying in the Northeast for college next year.

There are 24 new schools for the Class of 2016, as no students from the Class of 2015 enrolled there: Uni-

versity of Alabama, Boston University (4), Cal Poly, University of Chicago (2), Colby College, Davidson, University of Delaware, Emory University, Franklin & Marshall, Haverford College, Indiana University – Bloomington (2), Johns Hopkins University, Kenyon College (2), Loyola University – Maryland, Manhattan School of Music, Middlebury College, Northeastern University, University of Notre Dame (7), Oberlin College (2), University of St. Andrews, Stanford University, Suffolk University, Swarthmore College, and Vassar College.

For the Class of 2016, nine students are attending University of Pennsylvania, which is the highest matriculation of

any university for the class. Seven students from the Class of 2015 matriculated at Penn. The school with the second highest attendance is Notre Dame, with seven students.

The next highest matriculations are Cornell (6), Columbia (6), Northwestern (5), Villanova (5), Boston University (4), NYU (4), Duke (3), Lehigh (4), University of California - Berkeley (3), University of Michigan (3), Vanderbilt (3), and Yale (3).

“We are always trying to get our students to think broadly about the colleges they are considering,” said Associate Director of College Counseling Mrs. Susan Kinney. “So we are really excited to see the diversity of schools at which our students

are matriculating.”

College Counselor Mrs. Cooperman ‘90 added, “I am very proud of the results achieved by the Class of 2016. It is clear that hard work and diligence paid off for students in the regular round and on waitlists.” So far, six students have been accepted off of eight waitlists.

Mrs. Cooperman advises current juniors, who have already begun the college process, that “the college application process is not over once you hit submit. Keeping on top of grades and working with your college counselor are just as important during the second semester of senior year, as they are during junior spring and senior fall.”

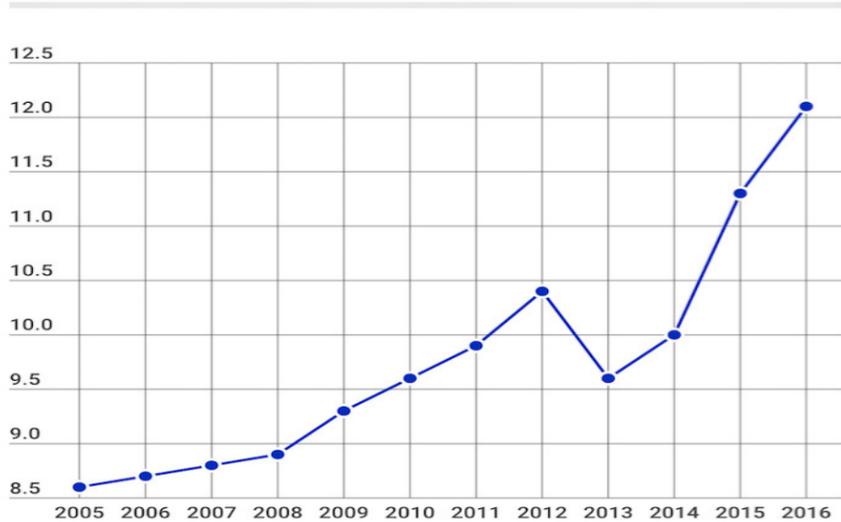
Director of College Coun-

seling Mr. Timothy Lear ‘92 also commended the seniors on remaining resilient and dedicated throughout the college process, noting that there was “lots of good news this year.”

In reflecting on the results, Mr. Lear concluded, “Colleges and universities seemed to value community involvement as much as academic achievement.”

He added, “Students who demonstrated independence and empathy during their high school careers read well at highly selective colleges. While college admissions is likely to remain unpredictable in the coming years, students who approach the process with an open mind will continue to experience success.”

## Average Number of College Applications by Class



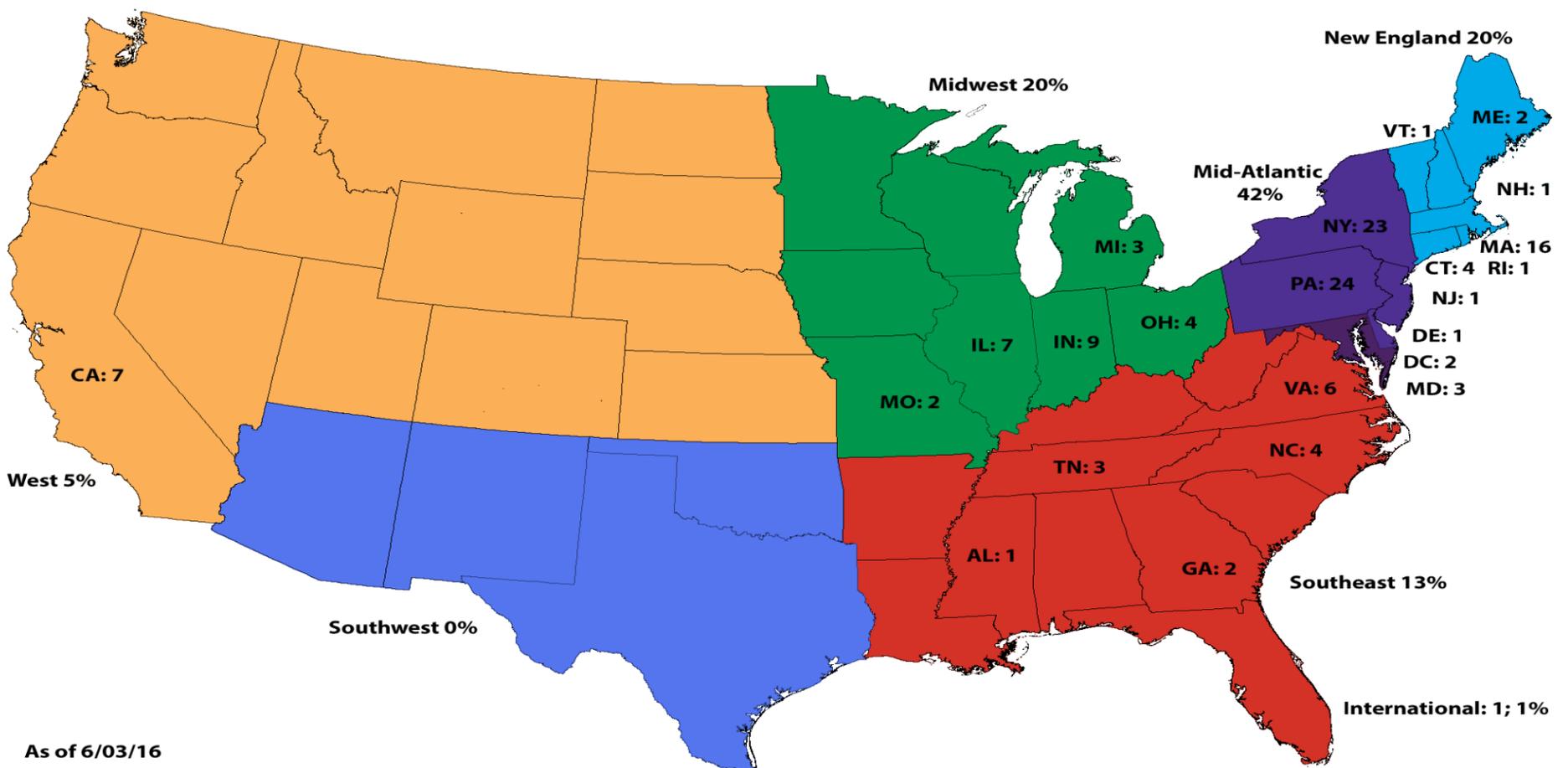
## Highlights:

- University of California, Berkeley: Highest number enrolling (3) in over a decade
- Boston University: Highest number enrolling (4) in over a decade
- Notre Dome: Highest number enrolling (7) in over a decade
- Northwestern: Highest number enrolling (5) in over a decade
- Oberlin: Highest number enrolling (2) in over a decade
- Villanova: Highest number enrolling (5) in over a decade
- Pingry graduates will be attending all eight Ivy League schools
- One current junior was accepted to (and will enroll at) University of Southern California

## New Schools for 2016 (since at least 2015):

- |   |  |  |   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• University of Alabama</li> <li>• Boston University</li> <li>• California Polytechnic State University</li> <li>• University of Chicago</li> <li>• Colby College</li> <li>• Davidson College</li> </ul> | <ul style="list-style-type: none"> <li>• University of Delaware</li> <li>• Emory University</li> <li>• Franklin &amp; Marshall College</li> <li>• Haverford College</li> <li>• Indiana University-Bloomington</li> <li>• Johns Hopkins University</li> </ul> | <ul style="list-style-type: none"> <li>• Kenyon College</li> <li>• Loyola University-Maryland</li> <li>• Manhattan School of Music</li> <li>• Middlebury College</li> <li>• Northeastern University</li> <li>• University of Notre Dame</li> </ul> | <ul style="list-style-type: none"> <li>• Oberlin College</li> <li>• University of St. Andrews</li> <li>• Stanford University</li> <li>• Suffolk University</li> <li>• Swarthmore College</li> <li>• Vassar College</li> </ul> |
|---|--|--|---|

## Where Seniors Are Headed Next Fall



# College Placement

KATHRYN ABBOTT NORTHWESTERN UNIVERSITY	KLARA DEAK THE UNIVERSITY OF ALABAMA	ELIZABETH LEE HAMILTON COLLEGE	NEHA SEETAMRAJU CORNELL UNIVERSITY
JONATHAN ALGOO VANDERBILT UNIVERSITY	URSULA DEDEKIND BABSON COLLEGE	JONATHAN LEE CORNELL UNIVERSITY	BENJAMIN SHEPARD UNIVERSITY OF NOTRE DAME
YANNI ANGELODES GEORGIA INSTITUTE OF TECHNOLOGY	JOHN "JACK" DE LANEY TUFTS UNIVERSITY	DANIELLE LEGRAND UNIVERSITY OF NOTRE DAME	MARK SHTRAKHMAN UNIVERSITY OF PENNSYLVANIA
TARAJA ARNOLD LOYOLA UNIVERSITY MARYLAND	CHRISTOPHER DUGAN VILLANOVA UNIVERSITY	JOHN LIMA UNIVERSITY OF MICHIGAN	INGRID SHU AMHERST COLLEGE
JACKSON ARTIS PRINCETON UNIVERSITY	ERIN DUGAN NEW YORK UNIVERSITY	CASEY MALONE COLGATE UNIVERSITY	LINDSAY STANLEY UNIVERSITY OF PENNSYLVANIA
KEILEH ATULOMAH WILLIAMS COLLEGE	TATIANNA EDELL CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO	KATHRYN MARINO UNIVERSITY OF NOTRE DAME	SYDNEY STEIN WASHINGTON UNIVERSITY IN ST. LOUIS
JULIA AXTELL GEORGETOWN UNIVERSITY	JESSICA FOY LEHIGH UNIVERSITY	NICHOLAS MATUKAITIS LEHIGH UNIVERSITY	OWEN STORMS COLUMBIA UNIVERSITY
JONNATHAN BAQUERO COLUMBIA UNIVERSITY	DARIA FRADKIN UNIVERSITY OF PENNSYLVANIA	CARSON MCLAUGHLIN NORTHWESTERN UNIVERSITY	KEARA SULLIVAN PENNSYLVANIA STATE UNIVERSITY
JAMES BARKER HAVERFORD COLLEGE	DREW GAGNON BOWDOIN COLLEGE	EMILIA MCMANUS UNIVERSITY OF NOTRE DAME	CARLO TAGLIETTI BOSTON UNIVERSITY
KIRA BARTNICK UNIVERSITY OF RICHMOND	NIA GOODING DARTMOUTH COLLEGE	SONALI MEHTA DAVIDSON COLLEGE	MADELINE TEMARES COLUMBIA UNIVERSITY
ABIGAIL BAUER STANFORD UNIVERSITY	BRIAN GRIMALDI FRANKLIN AND MARSHALL COLLEGE	AVNI MEMANI UNIVERSITY OF SOUTHERN CALIFORNIA	CAROLINE TERENS UNIVERSITY OF PENNSYLVANIA
BRANDON BECKFORD LAFAYETTE COLLEGE	PAUL GUAGLIARDO NORTHWESTERN UNIVERSITY	LUCILLE MIAO UNIVERSITY OF PENNSYLVANIA	SABRINA TRAN UNIVERSITY OF ROCHESTER
HANNAH BENTON KENYON COLLEGE	JOSHUA GULLY CORNELL UNIVERSITY	BRIAN MILLER LEHIGH UNIVERSITY	KATHERINE VELLA BOSTON UNIVERSITY
TUCKER BICKELL UNIVERSITY OF ST. ANDREWS	JACKSON HOIT EMORY UNIVERSITY	VICTORIA MORIN BROWN UNIVERSITY	AMARA WAHBY NORTHWESTERN UNIVERSITY
CHRISTOPHER BROWNE HAMILTON COLLEGE	BRAD HONG UNIVERSITY OF PENNSYLVANIA	GRACE MULLERY INDIANA UNIVERSITY AT BLOOMINGTON	JUSTIN WANG NORTHWESTERN UNIVERSITY
ALEXA BUCKLEY UNIVERSITY OF CALIFORNIA, BERKELEY	HOLLIE HOPF KENYON COLLEGE	GREGORY NAJARIAN CORNELL UNIVERSITY	TANTAN WANG YALE UNIVERSITY
HOLLY BUTRICO UNIVERSITY OF PENNSYLVANIA	THOMAS HORN INDIANA UNIVERSITY AT BLOOMINGTON	ZAYNA NASSOURA VILLANOVA UNIVERSITY	BRYCE WEISHOLTZ UNIVERSITY OF CHICAGO
CHASE CAPANNA UNIVERSITY OF CALIFORNIA, BERKELEY	CLAUDIA HU MANHATTAN SCHOOL OF MUSIC	MATTHEW NEWMAN WILLIAMS COLLEGE	MARIA WERNER SUFFOLK UNIVERSITY
MICHAEL CARR MIDDLEBURY COLLEGE	YASH JAGGI CORNELL UNIVERSITY	NWAMAKA NNAETO BOSTON COLLEGE	THOMAS WESTERHOLD VANDERBILT UNIVERSITY
NICOLAS CARRION LEHIGH UNIVERSITY	JACQUELINE JAKIMOWICZ BOSTON UNIVERSITY	DILLON NOONE WESLEYAN UNIVERSITY	LLOYD WILLIS VILLANOVA UNIVERSITY
JOHN "JACK" CASEY UNIVERSITY OF NOTRE DAME	MICHAEL JAMES COLLEGE OF WILLIAM AND MARY	SAMANTHA PALAZZOLO VILLANOVA UNIVERSITY	CHRISTOPHER WITTE VILLANOVA UNIVERSITY
JUSTIN CHAE DUKE UNIVERSITY	ALINA JAN OBERLIN COLLEGE	JAZMIN PALMER NEW YORK UNIVERSITY	GRACE WOLLMUTH UNIVERSITY OF MICHIGAN
AUSTIN CHANG SWARTHMORE COLLEGE	EMILY JIN UNIVERSITY OF SOUTHERN CALIFORNIA	HALEY PARK NEW YORK UNIVERSITY	RACHEL WU COLUMBIA UNIVERSITY
KIRAN CHOKSHI YALE UNIVERSITY	HARRISON JONES BOSTON UNIVERSITY	LIBBY PARSONS UNIVERSITY OF NOTRE DAME	PHILLIP ZACHARY UNIVERSITY OF MICHIGAN
KEVIN CHOW UNIVERSITY OF CALIFORNIA, BERKELEY	SAMUEL KECECI COLUMBIA UNIVERSITY	ARJUN PATEL GAP YEAR	JOHN "JACK" ZANELLI COLGATE UNIVERSITY
AARON COOPER UNIVERSITY OF PENNSYLVANIA	CAROLINE KELLOGG UNIVERSITY OF PENNSYLVANIA	WARREN "REID" QUIGLEY DUKE UNIVERSITY	ISABELLA ZANOBINI UNIVERSITY OF CHICAGO
LIZ COOPER OBERLIN COLLEGE	BRENDAN KELLY GEORGETOWN UNIVERSITY	ALEXANDER RAMOS TUFTS UNIVERSITY	MATTHEW ZEIKEL WASHINGTON AND LEE UNIVERSITY
SOPHIA CORTAZZO JOHNS HOPKINS UNIVERSITY	KYLIE KIRSCHNER NEW YORK UNIVERSITY	ABIGAIL REN VASSAR COLLEGE	CHARLES ZHU HARVARD UNIVERSITY
AMANDA COSENTINO UNIVERSITY OF VIRGINIA	PATRICK KORTH UNIVERSITY OF NOTRE DAME	ROBERT RIGBY COLLEGE OF WILLIAM AND MARY	AIDAN ZOLA VASSAR COLLEGE
CHRISTINA COSTA COLBY COLLEGE	RESHMI KOTLA CARNEGIE MELLON UNIVERSITY	JACOB ROBINSON DUKE UNIVERSITY	THOMAS ZUSI WASHINGTON AND LEE UNIVERSITY
KATHRYN COYNE YALE UNIVERSITY	EMILY KWON AMHERST COLLEGE	JULIA ROTATORI BUCKNELL UNIVERSITY	
MAXWELL CUMMINGS VANDERBILT UNIVERSITY	GILLIAN LAGORCE UNIVERSITY OF DELAWARE	MARIEL SANDER COLUMBIA UNIVERSITY	
HANNAH CURTIS NORTHEASTERN UNIVERSITY	RYAN LANE WASHINGTON UNIVERSITY IN ST. LOUIS	OLIVIA SARTORIUS CORNELL UNIVERSITY	

as of  
June 5, 2016

# Senior Awards

## Academic Awards

John R. Whittemore '47 Biology Award	Emily Kwon, Rachel Wu
Ernest C. Shawcross Chemistry Award	Jacob Robinson
Antoine du Bourg Physics Award	Daria Fradkin, Matthew Newman, Jacob Robinson
Science Book Award	Jacqueline Jakimowicz
Science Research Award	Kathryn Coyne, Arjun Patel
Whitlock Prize for Math	Daria Fradkin, Jacob Robinson
Advanced Math Prize	Kathryn Abbott, Alexa Buckley
Computer Science Award	John Lima
Economics Prize	Charles Zhu
Robotics Prize	John Lima
Union College Casimir A. France Award for Excellence in English	Sophia Cortazzo, Kathryn Coyne, Madeline Temares
Paul H. and Sarah Rouslin Excellence in English Award	Brad Hong, Reshmi Kotla, Lucille Miao
Martin B. O'Connor '26 Journalism Award	Abigail Bauer, Mark Shtrakhman
Yearbook Award	Grace Mullery
Justin Society Award Competition	
	Grand Prize for a Body of Work: Brad Hong
	First Place for Poetry: Kylie Kirschner
	Second Place for Poetry: Mariel Sander
	Third Place for Poetry: Julia Rotatori
Jean S. MacDonald History Prize	Kiran Chokshi, Reshmi Kotla
Psychology Prize	Elizabeth Lee, Owen Storms
Language Prize	Chinese: Jackson Artis, Kevin Chow
	French: Victoria Morin
	German: Alexa Buckley
	Latin: Mariel Sander
	Spanish: Neha Seetamraju
	French: Kathryn Coyne
	German: James Barker
Advanced Language Prize	Spanish: Chase Capanna, Rachel Wu
	Brendan Kelly, Mark Shtrakhman
The DeGryse Prize in Modern European Languages	

## Arts & Drama

Director's Award for Achievement in Dramatic Arts	Hannah Curtis, Aidan Zola
Drama Department Award for Musical Theatre	Erin Dugan, Jazmin Palmer
Michael E. Popp Photography Prize	Haley Park, Grace Wollmuth
Brendan J. Donahue '79 Memorial Prize for Fine Arts	Tatiana Edell, Lucille Miao
Brendan J. Donahue '79 Memorial Prize for Pottery	Sabrina Tran, Thomas Westerhold
Barbara Berlin Prize in Art History	Chase Capanna
Music Award	Emily Kwon

## School Service and Leadership

Michael Jupka, Jr. '76 Blue Key Award	Sophia Cortazzo, Mark Shtrakhman
Community Service Award	Abigail Bauer
Paul R. Leary '90 Award	Sophia Cortazzo, Christopher Witte
John Taylor Babbitt '07 Award	Brandon Beckford, Jessica Foy
Student Government Achievement Award	Holly Butrico

## Special Awards

Special Prize to AFS Student	Gian Marco Visani
Pingry School Parents' Association Women's Sports Award	Libby Parsons
Centennial Cup — Gift of the Class of '61	Benjamin Shepard
Class of '26 Reese Williams Award	Thomas Zusi
C. B. Newton Pingry-Princeton Scholarship Prize	Jackson Artis
The Elizabeth Allan Smith '83 Memorial Pingry-Duke Scholarship Prize	Warren "Reid" Quigley
Faculty Prize	Liz Cooper
Charles B. Atwater Valedictory Award	Matthew Newman

## Scholar-Athlete Awards

Cipriano Family Scholar-Athlete Award	James Barker, Amanda Cosentino
Somerset County Scholar-Athletes	Kevin Chow, Libby Parsons
Skyland Conference	Michael Carr, Kathryn Marino
NJSIAA (State)	Sophia Cortazzo
NJSIAA (Independent Schools)	Benjamin Shepard, Ingrid Shu

## Advanced Placement Scholars

Kathryn Abbott	Kathryn Coyne	Danielle LeGrand	Carlo Taglietti
Yanni Angelides	Hannah Curtis	Brian Miller	Katherine Vella
Keileh Atulomah	Ursula Dedekind	Matthew Newman	Justin Wang
James Barker	Brad Hong	Nwamaka Nnaeto	Bryce Weisholtz
Alexa Buckley	Claudia Hu	Dillon Noone	Phillip Zachary
Holly Butrico	Emily Jin	Neha Seetamraju	Aidan Zola
John Casey	Caroline Kellogg	Ingrid Shu	
Justin Chae	Reshmi Kotla	Owen Storms	

## Advanced Placement Scholars with Honor

Julia Axtell	Kylie Kirschner	Jacob Robinson	Thomas Westerhold
Abigail Bauer	Emilia McManus	Mariel Sander	Isabella Zanobini
Amanda Cosentino	Sonali Mehta	Olivia Sartorius	
Alina Jan	Victoria Morin	Mark Shtrakhman	
Brendan Kelly	Samantha Palazzolo	TanTan Wang	

## Advanced Placement Scholars with Distinction

Jonathan Algoo	Kevin Chow	Avni Memani	Rachel Wu
Jackson Artis	Daria Fradkin	Lucille Miao	Charles Zhu
Jonnathan Baquero	Yash Jaggi	Abigail Ren	
Chase Capanna	Samuel Kececi	Benjamin Shepard	
Kiran Chokshi	Emily Kwon	Caroline Terens	

## Cum Laude Society

Jackson Artis	Samuel Kececi	Benjamin Shepard
Alexa Buckley	Brendan Kelly	Mark Shtrakhman
Holly Butrico	Reshmi Kotla	Madeline Temares
Kevin Chow	Emily Kwon	Caroline Terens
Aaron Cooper	Lucille Miao	TanTan Wang
Sophia Cortazzo	Victoria Morin	Rachel Wu
Kathryn Coyne	Matthew Newman	Charles Zhu
Daria Fradkin	Dillon Noone	
Brad Hong	Jacob Robinson	
	Mariel Sander	

## National Merit Scholarship Program Commended Students

Kathryn Abbott	Liz Cooper	Emily Kwon	Neha Seetamraju
Yanni Angelides	Sophia Cortazzo	Danielle LeGrand	Madeline Temares
Jackson Artis	Kathryn Coyne	Carson McLaughlin	Katherine Vella
Keileh Atulomah	Max Cummings	Victoria Morin	Justin Wang
Julia Axtell	Brad Hong	Matthew Newman	TanTan Wang
James Barker	Emily Jin	Dillon Noone	Bryce Weisholtz
Alexa Buckley	Samuel Kececi	Alexander Ramos	Thomas Westerhold
Chase Capanna	Brendan Kelly	Jacob Robinson	Isabella Zanobini
Austin Chang	Kylie Kirschner	Mariel Sander	Thomas Zusi
Kevin Chow	Reshmi Kotla	Olivia Sartorius	

## National Merit Scholarship Finalists

Justin Chae	Lucille Miao	Mark Shtrakhman
Daria Fradkin	Abigail Ren	Rachel Wu

## National Merit Scholars

Kiran Chokshi	John Lima	Avni Memani
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## National Hispanic Recognition Program Scholars

Jonnathan Baquero	Dillon Noone
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## Presidential Scholar Candidates

Chase Capanna	Jacob Robinson
Daria Fradkin	Rachel Wu

## Presidential Scholar Semifinalist

Kiran Chokshi
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## Athletics Awards

Girls' Cross-Country Award	Rachel Wu
Boys' Cross-Country Award	James Barker
Andrea Montague Field Hockey Award	Emilia McManus
Tom Boyer Football Award	Michael Carr
Michael Jupka, Jr., '76 Football Award	Kevin Chow
Timothy C. Cornwall '64 Boys' Soccer Sportsmanship Award	Yanni Angelides, Maxwell Cummings, Brendan Kelly, Thomas Zusi
Dick Gradwohl Boys' Soccer Cup for Most Team Spirit	John Casey, John De Laney, Alexander Ramos, Phillip Zachary
Elizabeth Allan Smith '83 Girls' Soccer Award	Madeline Temares
John R. Dufford, Jr. Tennis Trophy	Daria Fradkin
Frank L. Romano Boys' Basketball Award	Drew Gagnon
Joe LaValley Boys' Basketball Award	Ryan Lane
David M. Allan Memorial Girls' Basketball Award	Libby Parsons
Virginia Nazario Fencing Award	Brad Hong, Katherine Vella
Varsity Boys' Ice Hockey Award	Christopher Browne
Girls' Ice Hockey Award	Abigail Ren, Keara Sullivan
Girls' Ski Team Award	Grace Wollmuth
Boys' Ski Team Award	Chase Capanna
Girls' Squash Team Award	Lindsay Stanley
Boys' Squash Team Award	Mark Shtrakhman
Boys' Swimming Award	Matthew Zeikel
Ashley G. Marsh and Family Swimming Award	Ingrid Shu
Michael Jupka, Jr., '76 Wrestling Award	Brian Miller
Girls' Winter Track Award	Sophia Cortazzo
Boys' Winter Track Award	James Barker
Class of 1935 Graham Churchill Baseball Award	Brian Miller, Bryce Weisholtz
Girls' Golf Award	Sabrina Tran
Boys' Golf Award	Justin Chae
Richard C. Weiler Boys' Lacrosse Award	Benjamin Shepard
Girls' Lacrosse Sportsmanship Award	Casey Malone
Pingry Girls' Lacrosse Cup	Jessica Foy
Pingry Softball Award	Kathryn Marino
Boys' Tennis Award	Jonathan Lee
Boys' Track Award	James Barker, Michael Carr
Richard G. Gradwohl Girls' Track Award	Sophia Cortazzo
Sandy Apruzzese Big Blue Award	Emilia McManus

## The 1902 Emblem

*The Class of 1902 Emblem is awarded to TanTan Wang of the Class of 2016, who, while at The Pingry School, by the efficiency and the amount of service and loyalty of attitude has done the most for the school, and who has been judged therefore by schoolfellows and faculty to have shown of them all the greatest amount of school spirit.*

*The Class of 1902 Emblem represents the highest ideals of The Pingry School. The nominees chosen by their classmates and faculty are considered to embody the very principles of integrity and service that lie at the heart of the institution. Thus, even to be nominated for this award is regarded as a paramount honor.*

E,M

**Years at Pingry:** 7

**Trademark Characteristics:** I like to make people happy! Also, I'm able to come up with the worst puns you can ever think of. Not really a great trait to have, its more of a PUNishment.

**Activities:** Buttondowns, Student Government, Student Tech Committee, Winter Musical, Varsity Soccer Manager, Humans of Pingry, Peer Leadership. I dabble in web design, photography, and videography (remember Call it Off?).

**College Plans:** Yes, I plan to go to college!

**Career Possibilities:** I'm leaving my options open, but I wouldn't mind running my own startup one day.

**Favorite Pingry Memory:** My last Buttondowns Assembly this past November.

**What I'll Take Away:** The sense of an incredibly close-knit and supportive community.

**Advice to freshman:** Four years pass by faster than you can ever imagine. Treasure every moment!



TANTAN WANG

## The Magistri Laudandi Award



KATHRYN COYNE

*In every class, there is one student who graciously gives of him/herself to help the school and fellow students, who demonstrates a personal integrity and generosity that inspire the best in others. This person's own achievements are many, yet his/her sense of purpose is to the greater good. While others may be identified as "the student most likely to succeed," this person is prized as "the student who helps all succeed."*

*The Magistri Laudandi Award is awarded to Kathryn Coyne.*

E,M

**Years at Pingry:** 4

**Trademark Characteristics:** Friendly, hard working, likes coffee and books.

**Activities:** Field hockey, iRT, Track & Field, Green Group

**College Plans:** Yale

**Career Possibilities:** Lawyer? Teacher?

**Favorite Pingry Memory:** Senior Retreat

**What I'll Take Away:** An appreciation for the teachers who really care about you. (There are a lot.)

**What piece of advice would you give to underclassmen?:** Your classmates are all talented, intelligent, kind, and interesting people - get to know them while you have the chance.

## Nominees for 1902 Emblem (E)



**YANNI ANGELIDES**  
E

**Years at Pingry:** 4

**Trademark Characteristics:** Suave, I have luscious Greek god hair, kind, respectful, determined, helpful, happy/positive

**Activities:** Having great hair, soccer, student government, winter track, Peer Leadership, Greek dance

**College Plans:** I plan on attending the Georgia Institute of Technology and majoring in Biomedical Engineering

**Career Possibilities:** Undecided, however I am interested in psychology, crime shows, and SNL, so I guess that's a start.

**Favorite Memory:** Winning soccer county conference and state title during my junior year. Just playing on the soccer team in general. Also the Peer Leadership retreat.

**What I'll Take Away:** Life long friends that I have become so close to and will always remember. A love of learning and the desire to work hard and pursue excellence and honor.

**One Piece of Advice for Underclassmen:** Make the most of your time here because it goes by fast. Take advantage of all your opportunities and get involved as much as possible. Pingry is a really amazing place so definitely make the most of it.



**JACKSON ARTIS**  
E, M

**Years at Pingry:** 13

**Trademark Characteristics:** Compassionate, Intelligent, Intense

**Activities:** iRT, Spring Track, Winter Musical, Fall Play, Blue Key, Lacrosse (past 3 years), 100k Student Ambassador, Jazz Band

**College Plans:** Debate team, MMA team, a capella group (if I'm good enough), research assistant at Princeton

**Career Possibilities:** Aerospace Engineer, Supreme Court Justice, (become the Flash)

**Favorite Pingry Memory:** Being one of the first 3 kids in Mrs. Martin's 4th grade class to finish the math extracurricular program.

**What I'll Take Away:** A sense of community and a desire to give back to where I came from

**One piece of advice to underclassmen:** Let your high school experience be your own. Try not to let other people influence your decisions and allow yourself to enjoy what you actually enjoy, not just what you think you should enjoy.



**KEILEH ATULOMAH**  
M

**Years at Pingry:** 6

**Trademark Characteristics:** Genuine, helpful, perceptive

**Activities:** Swimming, Track & Field, Community Service Club, SDLC, Girl Scouts

**College Plans:** Williams College

**Career Possibilities:** Undecided... maybe go into business or become an actuary

**Favorite Pingry Memory:** Becoming NJSIAA Non-Public B State Champions with the swim team and beating our rivals Mount St. Mary's at the finals

**What I'll Take Away:** The relationships I formed with my classmates and teachers

**Piece of Advice:** Don't worry so much about trivialities; cherish yourself and the people around you.



**HOLLY BUTRICO**  
E, M

**Years at Pingry:** 7

**Trademark Characteristics:** I am a determined, hard working, FitBit wearing, Doug the Pug loving, peanut butter obsessed, athletic athlete that loves a good cup of coffee and enjoys inspirational quotes from my Uncle.

**Activities:** Rowing, rowing, some more rowing, oh and I also like to row, then cycling, hanging with friends, thinking of different ways to take over the world, reading, and spending time with my family.

**College Plans:** University of Pennsylvania, The Wharton School

**Career Possibilities:** Something in business. But if that fails, maybe I'll row around the world? The possibilities are endless!

**Favorite Pingry Memory:** Favorite memory? Definitely the dance at the Freshmen Peer Leadership Retreat. After dressing up in Hawaiian costumes, all of the Peer Leaders ran in to "Vamos a la Playa," and we danced our hearts out until the last song played. That night was magical and the most fun I've ever had at Pingry.

**What I'll Take Away:** Everything. Anything you can dream of. From friends, to amazing teachers, to the best and the worst times, to stretching my mind to places I never dreamed of, Pingry has given me more than I could ever account for. To Pingry, all I can say is thank you.

**What Piece of Advice You Would Give to Underclassmen:** To the Freshmen, make the most out of your time at Pingry. Have fun and enjoy every second because before you know it, it'll be your turn to answer these questions. Make it count.



**ERIN DUGAN**  
E

**Years at Pingry:** 10

**Trademark Characteristics:** silly, friendly, hair smells good

**Activities:** SAC, winter musical, Balladeers, fall play, GSA, Feminism Club

**College Plans:** New York University

**Career Possibilities:** "Weekend Update" anchor on SNL

**Favorite Pingry Memory:** The entire cast of Two Gentlemen of Verona dressing up as Mr. Romano on his birthday. And the entirety of Cabaret.

**What I'll Take Away:** Other people's successes are not my failures.

**Piece of Advice to Underclassmen:** Those Musical.ly things need to stop the moment you step foot in this high school. Seriously. It's really weird. Also, live in the moment!



**EMILIA MCMANUS**  
E, M

**Years at Pingry:** 8

**Trademark Characteristics:** I think I'm hard working, easy going, and I have really dry humor!

**Activities:** Field Hockey, Lacrosse, Handbells

**College Plans:** Notre Dame

**Career Possibilities:** President, Superhero, or Teacher

**Favorite Pingry Memory:** I don't know if I have a single favorite memory. I think my entire time at Pingry has been incredible. I wouldn't change anything about my experience.

**What I'll Take Away:** Recognizing the importance of surrounding yourself with interesting, quirky, and remarkable people.

**Advice:** Keep your mind open to the thoughts and ideas around you. Challenge yourself to experience discomfort in having difficult, but important conversations. You will grow tremendously.



**BEN SHEPARD**  
M

**Years at Pingry:** 10

**Trademark Characteristics:** Ambitious, dedicated, kind, honorable, and funny.

**Activities:** Soccer, Lacrosse, School

**College Plans:** Notre Dame

**Career Possibilities:** Honestly no idea.

**Favorite Pingry Memory:** Senior Year Prom

**What I'll Take Away:** The ability to write good?

**Advice to Underclassmen:** Make as many connections as possible and enjoy high school cause it won't last very long.



**MARK SHTRAKHMAN**  
E, M

**Years at Pingry:** 13 years. Made it.

**Trademark Characteristics:** Doing work or helping people with theirs. Trying to sell you on the Record or Journal Club. Running around campus even though I'm not a runner. Being here at obscure hours with good people.

**Activities:** Squash, Track, The Record, Journal Club, Blue Key

**College Plans:** University of Pennsylvania

**Career Possibilities:** I'll figure it out. Don't worry, Mom.

**Favorite Pingry Memory:** Winning the state championship title with the squash team and then going to Five Guys to celebrate. Getting waitlisted at Pingry for kindergarten (and getting off).

**What I'll Take Away:** Knowing how to shake someone's hand (Thanks Mr. Corvino). An appreciation for bagels and coffee; early mornings and late nights at school. Knowing how to fail and knowing when to ask for help.

**Piece of Advice for Underclassmen:** Your experience at Pingry is what you make of it. Don't worry about making the most friends or joining every single club. Do what makes you happy, and give it 100%.

# & Magistri Laudandi (M) Awards



**KEVIN CHOW**  
M

**Years at Pingry:** 7  
**Trademark Characteristics:** Big Guy, Friendly, Funny, Always Hungry. If you think of anything else, feel free to add them.  
**Activities:** Captain of Football, Captain of Wrestling, iRT, loves journal club, community service, loves polyglot, tutoring in math and science.  
**College Plans:** UC Berkeley  
**Career Possibilities:** Going to study as a Mechanical Engineer (as of now). The possibilities in the industry are too many to count!  
**Favorite Pingry Memory:** Senior Prom ended up being a lot of fun. However, I will look back and be nostalgic for my friends, all the people, and the community at Pingry. I believe they are all unique and will forever be special to me.  
**What I'll Take Away:** Hard work, diligence, respect, and a love for what I study. I have gotten the chance to learn these not only in the classroom, but on the field, on the mat, in the lab, and with my peers. I've grown up and matured at Pingry and will take the important lessons I have learned everywhere I go.  
**What piece of advice would you give to underclassmen?** Doing your work and managing your time is important. Working to be the best possible version of yourself and then trying to go even farther than that is important. Really, though, times will be stressful and the work will often be too much. Realize that you are only human and you have friends, family, classmates, and teachers at Pingry that understand the struggle. IT IS REAL. You can communicate with those people and talk with them about it if you need help. It only reflects that you are hard working, care about what you are doing, and value their opinions very much. I know I could not have gotten through Pingry without people that have been kind to me, and I hope to continue spreading it to everyone I meet, where ever I am.



**SOPHIA CORTAZZO**  
E,M

**Years at Pingry:** 8  
**Trademark Characteristics:** optimistic, hardworking, thoughtful  
**Activities:** Winter Track, Spring Track, Green Group, Outing Club, Blue Key, Handbells Club, Italian Culture Club, Vegan/Vegetarian Club  
**College Plans:** Johns Hopkins University  
**Career Possibilities:** I plan to study environmental science - I am most interested in renewable energy. So wherever that takes me! (the major is called Global Environmental Change and Sustainability at Hopkins)  
**Favorite Pingry Memory:** Peer Leadership Retreat  
**What I'll Take Away:** I will take away what it feels like to be surrounded by a community of people who truly care about one another. I will never forget how impactful it can be to simply show someone that you genuinely care.  
**Advice for Underclassmen:** Ten years from now you will not remember that party you did not get invited to, so don't dwell on it. You also will not remember all those tests you stressed about and crammed for. Keep everything in perspective and focus on the things you truly enjoy spending time doing.



**KLARA DEAK**  
M

**Years at Pingry:** 4  
**Trademark Characteristics:** I think of myself as kind, enthusiastic, outgoing, caring, honest, genuine, sarcastic, fun-loving, and easy to talk to  
**Activities:** soccer team, model congress, peer leadership Math/Science Center, Senior Giving Committee, Chemistry Olympics, Orchestra/Band, Tennis, and The Golf, Chess, and Churchill Society  
**College Plans:** I am going to University of Alabama in the fall (Roll Tide)!! I have not decided a major yet, but hope to study abroad.  
**Career Possibilities:** I hope to work in a field that will allow me to make a positive impact on the world, whether those changes are in a small community or a large one. My plan is to make a difference where help is most needed, so hopefully I will be able to work in helping impoverished communities grow and thrive around the world.  
**Favorite Pingry Memory:** My favorite Pingry memory is probably my entire senior year experience because the people around me really helped me get through the most difficult year of my life and somehow made me enjoy and appreciate every minute of it. I know that is not exactly a "single" best memory, but I have had too many little moments during my time at Pingry that I am forever grateful for.  
**What I'll Take Away:** I will take away all the knowledge I gathered from Pingry throughout my four years here. While I of course learned a lot in classes over the years, my main takeaways are lessons I learned from my teachers, peers, and other members of the Pingry community on a daily basis  
**One Piece of Advice For Underclassmen:** Get out of your comfort zone. Pingry is the perfect place to do something you have never done. Befriend everyone, whether or not you think you have anything in common with them. Join clubs and partake in activities that seem interesting to you. Enjoy high school while it lasts!



**URSULA DEDEKIND**  
M

**Years at Pingry:** 13  
**Trademark Characteristics:** Positive, Determined, Adventurous  
**Activities:** Winter Musical, Honor Board, Student Government, Italian Club, Balladeers, Fashion Column for the Paper  
**College Plans:** Babson College  
**Career Possibilities:** Endless  
**Favorite Pingry Memory:** Taking a final bow at the last show of Cabaret with my parents.  
**What I'll Take Away:** Pingry has taught me the importance of being exposed to a diverse range of perspectives. I have established so many meaningful friendships with both peers and faculty alike that I will cherish beyond my years at Pingry.  
**One Piece of Advice for Underclassmen:** Never be afraid to try something new, reach beyond your comfort zone, and forge a new path. In the end, we regret what we didn't do, not what we had the courage to try.



**MADDIE TEMARES**  
M

**Years at Pingry:** 7  
**Trademark Characteristics:** Genuine, honest, hard-working  
**Activities:** Soccer, Basketball, SMAC, STC, Honor Board, Peer Leadership  
**College Plans:** Columbia University  
**Career Possibilities:** Google CEO  
**Favorite Pingry Memory:** Winning soccer state championship with sister freshman year  
**What I'll Take Away:** It's cool to be a nerd and be passionate.  
**One Piece of Advice for Underclassmen:** Just keep swimming.



**CAROLINE TERENS**  
E

**Years at Pingry:** 12  
**Trademark Characteristics:** Sincere, compassionate  
**Activities:** Balladeers, Soccer, Winter Musical, SMAC, Pingry Record, Peer Leadership, Writing Center, Student Government  
**College Plans:** University of Pennsylvania  
**Career Possibilities:** singer/songwriter, I don't know yet :)  
**Favorite Pingry Memory:** Cabaret  
**What I'll Take Away:** I have learned to embrace the talent of the people around me  
**Advice to underclassmen:** No regrets



**CHRIS WITTE**  
M

**Years at Pingry:** 13  
**Trademark Characteristics:** Friendly, talkative  
**Activities:** Sculpture, cooking, eating at Gabriel's Fountain  
**College Plans:** Villanova University  
**Career Possibilities:** Engineer  
**Favorite Pingry Memory:** When I was injured and one of the maintenance men came up to me and offered to attach a board to my wheelchair so my leg would be more comfortable. And then came back in two minutes with a board and three clamps and helped me out immensely.  
**What I'll Take Away:** The most important person on the field is the person next to you...., and also how to do CPR.  
**Advice to Underclassmen:** Make a club for something you're interested in. Join a club for something you're interested in. You can meet some really great people you otherwise may not have ever known.

*Congratulations  
to all the  
nominees!*

# “Always Kind, Gentle, and Thoughtful” Dr. Brown-Allen to Become Head of Upper School at the National Cathedral School

Continued From Page 1

in the National Cathedral, where every girl and faculty member has an opportunity to deliver a homily to the community.”

Dr. Brown-Allen added, “I’m excited about going back to an all-girls environment because I went to an all-girls high school (Marylawn of the Oranges in South Orange, NJ) and en-

joyed the experience. I will still work with both boys and girls since NCS also has a coordinate program with St. Albans, an all-boys school, where some upper school classes and co-curricular classes are co-ed.”

In reflecting on her time here, Dr. Brown-Allen said, “There are so many things I’m going to miss about Pingry. My students, my colleagues. I find this to be a very vibrant environment intellectually. I love that

every day I get to have a belly laugh, no matter what. I hope that I’ll be as happy at NCS as I was here.”

According to Henry Kraham (V), one of her AP Statistics students, “DBA was a fantastic stats teacher, and I’m sad to see her go.”

Advisee Sandeep Biswas (V) echoed that sentiment and added, “She was really caring and kind. She’s a beautiful soul.”

Assistant Headmaster Jon Leef explained, “It has been

a privilege working with DBA. She is a consummate professional. She’s thoughtful in everything she does. It was a fantastic learning experience and a lot of fun to go through some of the changes at the school and to lead those changes with her.”

He continued, “Institutionally, as a school community, she will be missed. Every slice of the school community is going to miss her. Her warm personality.

Her spirit of camaraderie. It’s a heck of a loss.”

For the next school year, Mr. Conard has asked Ms. Ananya Chatterji, P ’25 to serve as Interim Upper School Director.

Ms. Chatterji currently serves as the Upper School Academic Dean, a college counselor, and a mathematics teacher. In an email sent to students and parents, Mr. Conard explained that the school will “undertake a thorough and thought-

ful national search for Dr. Brown-Allen’s replacement beginning in the fall of 2016.”

According to Dean Chatterji, “DBA is leaving behind a feeling of spreading kindness. I think her whole approach to students, faculty, and members of the community is always kind, gentle, and thoughtful. She spreads kindness wherever she goes.”

“To me, that is what I will miss most about her.”

## Ms. Evelyn Kastl Is Retiring After 47 Years of Teaching English

By ALLY PYNE (IV)

After 47 years of serving the Pingry community, Middle School English teacher Mrs. Evelyn Kastl is retiring.

Mrs. Kastl, who graduated from Queens College in New York, worked in the public school system for four years before starting to teach at the Short Hills campus in 1968. At the time, it was still known as the Short Hills Country Day School.

In her 22 years at the Lower School, Mrs. Kastl taught first grade, worked as an administrator for grades K-3,

and pioneered a computer-learning class for all Lower School students.

Later in her career, Mrs. Kastl moved to the Upper and Middle Schools. However, once the new Middle School building at the Basking Ridge campus opened, Mrs. Kastl made the decision to singularly teach eighth grade English classes.

“I like the eighth grade very much because they’re old enough to realize that things are getting serious, which works because I am a fairly traditional, fairly tough teacher,” said Mrs. Kastl.

She added, “Teaching in the Upper School gave me an opportunity to learn what I needed to do for the middle-schoolers, so I usually feel very confident in my students when they graduate from the Middle School.”

Mrs. Kastl also focused on enhancing community service opportunities for students. She led various service programs, such as the Suburban Cultural Educational Enrichment Program (SCEEP) and Early Childhood Learning Com-

munity (ECLC), which connected her passion for teaching with the importance of giving back. Mrs. Kastl also proctored the Middle School Homework Club.

Next year, with her new-

touch with members of the Pingry community. When asked what she will miss most, she answered, “I am challenged every single minute of a 45-minute or 60-minute block, and that



Ms. Hymas, Mrs. Kastl, and Dr. Pritchett at her English department farewell party.

S. Dineen

found freedom of retirement, Mrs. Kastl plans to travel to Ireland with her sister and to Colombia with her son’s family. She also hopes to spend more time knitting, reading, and volunteering at schools in Newark that are run by Pingry parent and alumnus Pat Birotte ’87.

Additionally, Mrs. Kastl and her sister rent a space in a large antique mall in Pennsylvania, so she looks forward to investing more of her time there.

She is also entertaining the idea of substitute teaching for the Middle School and entering Rutgers University’s Continuing Education program.

Most importantly, however, Mrs. Kastl plans to support her grandson, who will become a new member of the Loyola Men’s Soccer Team this upcoming fall. Mrs. Kastl hopes to watch as many of his games as possible. She said, “I just feel that if I missed his games, I would be missing something very important to me,” adding, “I’ll be his number-one fan.”

Mrs. Kastl plans to stay in

stimulation is what I will miss.”

Mrs. Kastl also wanted to thank the entirety of the Pingry community for supporting her in the times before and after her husband’s death.

Her students and colleagues, especially Middle School Director Mr. Philip Cox and Middle School Office Coordinator Ms. Patricia Egan, carried her throughout this difficult time. Mrs. Kastl explained, “The Middle School was a safe place for me, and I am so grateful for the years that I spent there.”

Former student Dylan Cheng (IV) said, “Mrs. Kastl is an amazing teacher and an even better person.” He adds, “I wish her the best in her future endeavors.”

Mrs. Kastl jokes that she is giving up her “number-three seat on stage” during the annual Convocation assembly, but feels that it is her time to retire.

As the third-longest reigning faculty member at Pingry, Mrs. Kastl’s dedication, passion, and character will be missed by all.

## Assistant Lower School Director Mrs. Carolyn Gibson Departing

By ANNA WOOD (IV)

After 22 years of working at Pingry, beloved Lower School teacher and administrator Mrs. Carolyn Gibson is retiring. She will reside in San Diego with her husband, and live in close proximity to her son’s family.

Mrs. Gibson has spent a total of 47 years teaching, tutoring, and administrating. Prior to working at Pingry, Mrs. Gibson taught at several independent schools, working with students from kindergarten to ninth grade. She feels that Pingry has suited her best, as it achieves the ideal balance of tradition and 21st century pedagogy. For Mrs. Gibson, teaching is defined as “molding kids and sharing knowledge, while being surprised every day by little souls developing.”

As a child, Mrs. Gibson liked attending school, reading, and writing. She has always appreciated the pure and intimate interaction between a teacher and a student.

Mrs. Gibson has taught all academic subjects throughout her career, but primarily focused on English and writing during her time at Pingry. Though she considers English to be her favorite subject, she believes that math is equally important, as it strengthens logic and clarity in the minds of students.

An advocate for creative writing as well as essay construction, Mrs. Gibson fostered a classroom environment of creativity and originality.

She loves seeing a child’s thinking process, especially “that ‘aha’ moment after a struggle, when they have an idea or an image and get it

down on paper.”

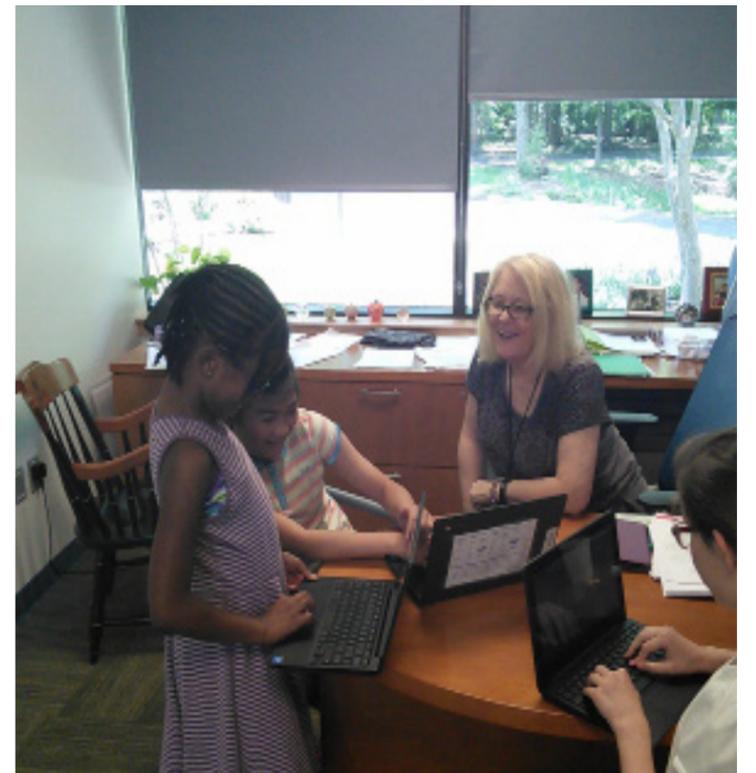
Her proudest moments as a teacher include facilitating the individual development in “kids who had never viewed themselves as writers before.”

She enjoyed finding ways to make non-writers believe

is shown in the fact that “their cars are in the parking lot all the time.”

Mrs. Gibson will miss Pingry dearly, especially the sense of family at the Short Hills campus.

She will forever cherish the walks across the



Mrs. Gibson working with some young students.

C. Gibson

in themselves and discover their true voices. Bringing out the literary empathy in her students and helping them express it is “still a kick after 47 years,” she said.

Teaching and administrating at the Lower School allowed Mrs. Gibson to foster “empowerment, intellectual pleasure, and change” in her students before they encountered a more stressful atmosphere at the higher-grade levels.

In her administrative position, she frequently visited various classrooms to “team teach,” observe, and work on new units. Collaborative teaching promoted more hands-on learning and established more risk-taking in the curriculum.

Mrs. Gibson noted the undying work ethic of her colleagues and the in-depth way in which they think about each student. She mentioned that the dedication of the faculty members

stone bridge overlooking the creek.

“The gurgling brook and bridge” serve as her “portal into a special world,” where kids learn, not for grades, but for curiosity and excitement.

Although she will miss contributing to her Pingry family, she looks forward to pursuing her writing, caring for her grandchildren, playing tennis, and simply focusing on her own creativity.

After she leaves, Mrs. Gibson hopes that “expression of language and verbal thought is not lost” in the rush for achievement and competition, and that the “sense of honorable behavior is not lost,” in lieu of recognition.

In her departure, she hopes that she has instilled a poetic sense, or “a whole way of making children aware of the extraordinary beauty around them,” in each child she has taught.

# Math Teacher and Coach Judy Lee Enters Retirement

By ALEXIS ELLIOT (IV)

Beloved Math teacher and field hockey and swimming coach Mrs. Judy Lee is retiring.

Mrs. Lee wore many hats over her 31 years at Pingry, yet whether she was deriving equations with her Geometry class or encouraging her players from the sidelines, she maintained an enthusiasm, passion, and drive for everything she did.

Mrs. Lee grew up in Greenfield Village in West Deptford Township, New Jersey. After graduating from East Stroudsburg University in 1972, she began working at Roselle Park High School, where she taught math and coached field hockey, and ultimately came to Pingry in 1985. In college, Mrs. Lee was a three-sport athlete, excelling in field hockey, swimming, and tennis.

Mrs. Lee knew she wanted to be a teacher ever since her freshman year of high school. She had fantastic teachers who built the foundation for her love of teaching. Her math teacher for three years in high school, Mr. Kenneth Solem, particularly fueled her desire to teach. During her high school summers, she would work at a community college where Mr. Solem was a faculty member, and it was



Mrs. Lee (center) addresses the field hockey team.

Courtesy of Pingry Communications

through this job that she found her passion.

In addition, Mrs. Lee discovered a love for coaching at a young age. Mrs. Lee believes that coaching and teaching are closely related to each other, saying that, like teaching, “coaching involves thinking, skill work, and long-term strategy.” Mrs. Lee noted that collaboration both in the game and in the classroom helps students and athletes thrive.

Mrs. Lee’s favorite part of teaching is her interaction

with students. She said that each day is different, a new chance for her to be creative in order to help her students be creative as well. One of her fondest teaching experiences has been seeing her students and athletes grow from freshmen to seniors.

Amaka Nnaeto (VI), who has been coached by Mrs. Lee on the field hockey turf since her freshman year, said, “The great thing about Coach Lee is that she gave her 100% to us. She was completely committed to

every practice, drill, and warm-up. When you have a coach that truly loves the game, it is that much easier to love it too.”

When asked what she will miss most about Pingry, Mrs. Lee remarked, “I’ll miss my colleagues and being able to interact with them.” She will also miss her freshman advisees and the students she has taught and coached.

One of Mrs. Lee’s favorite moments at Pingry was when the field hockey team won the State Championship in

2000. She said that it was amazing to see the progression of student-athletes and how their hard work paid off with a championship win. Another experience that Mrs. Lee will miss is seeing her former students when they return to Pingry to visit their teachers. To her, one of the best facets of Pingry is having so many alumni come back, wanting to maintain a long-term connection.

After retiring, Mrs. Lee plans to travel and spend more time on her hobbies,

which include yoga and gardening. She will still be a field hockey coach at Pingry, and she will continue to coach swimming at the Westfield Community Pool, where she has been coaching since 1973.

Mrs. Lee’s retirement will be a bittersweet end to a great ride. “Feeling welcomed in both the athletic and teaching environments makes Pingry very unique,” she said, concluding, “My overall experience here has been terrific.”

## De Pursues Neurocriminology and Research in San Francisco

By RACHEL CHEN (IV)

After 10 years at Pingry, Mr. Luke De is heading to San Francisco to teach the neuroscience of crime, addiction, and racism and to develop research programs at a newly established school. Whether in the research lab or on the basketball court, Mr. De will be missed for his talent and inspiring passion.

Prior to Pingry, Mr. De’s life was a trail of spontaneous adventures. After dropping out of Washington University (later returning to finish his degree in Biology and PNP), he found his first job as a club bartender. He eventually became the head bartender at the Ritz-Carl-

ton in St. Louis, where he met many high-profile celebrities. From there, he proceeded to open and run several restaurants. It was here, outside a tapas restaurant named Barcelona, that he realized he wanted to return to science.

“It was 3 A.M. and I was sitting outside on a milk crate next to a dumpster, smoking a cigarette,” Mr. De recalled. (Note: He has quit smoking since then). “When I asked myself, ‘Is this what I’m supposed to be doing?’ I realized that I felt no joy or meaning in my job.” Four days later, he moved to Cincinnati, where he worked with Procter & Gamble and the University of Cincinnati in a joint venture of pharmaceuticals

and academia. It marked his return to the field of science and planted the seeds of his teaching career.

“I never planned to become a teacher, but I always thought it’d be pretty cool,” Mr. De said. “I wanted to be like the guy from *Dead Poets Society*, but a scientific version.”

Upon joining the Pingry community, he tried exactly that — and failed miserably. “The kids hated me! I tried too hard to emulate the cool, powerful teachers here, and they didn’t warm up to me until I showed my genuine self.”

Originally, Mr. De had planned to teach for a year or two and then move on to get a PhD. Instead, he stayed for 10 years, during which he



Mr. De in the lab.

Courtesy of Pingry Communications

taught Biology, designed the research lab, and coached the “Winningest Middle School Girls’ Basketball B Team.” As lead teacher of Biology and Coordinator of Research, he has also created the Independent Research Team (iRT), founded Journal Club and Project 80, and written the Mechanisms of Cancer course.

“I think my success really stems from my faith in the student brain,” he reflected. “I don’t treat students like small, protected nuggets. I’m really going to miss working with these creative minds towards resolving real, relevant societal problems through science.”

He credits his own personal development to his students as well. “The Honor

Code is still so foreign to me because I wasn’t brought up that way. I adopted it to set an example for my advisees and students,” he said.

“My students’ faith in me has been my superpower. If you asked me if I was a good person before teaching, I would’ve said, ‘I think so.’ But the power of a note from a student at the end of a semester: ‘I didn’t like biology before I met you. You inspire me.’” He paused. “The value of that in my life has been immeasurable.”

“I hope the kids here know the only reason I’ve been so tough on them is because I care,” he said.

He continued, “I know I may not have been the best at explaining that, but it’s the truth. I feel truly honored

to be close friends with every student I’ve mentored.”

Outside of his teaching career, Mr. De strives to make a difference both locally and globally.

He has done extensive volunteer work in Cairo, Honduras, Fiji, and India, and every week he talks to people in the area who have been arrested for drug related offenses about the realities of addiction.

When asked about his future plans, he answered definitively, “No clue. I used to have a plan, and it almost killed me.”

He concluded, “What I do know is that what I do will involve science, and it will do good. Beyond that, I’m as curious as you are.”



Mr. De addressing Journal Club.

Project 80

# Passionate Chemistry Teacher with “An Enormous Heart,” Dr. Michelle Parvensky Retires After 31 Years

By MEGAN PAN (IV)

Following 31 years of teaching chemistry at the Pingry School, Dr. Michele Parvensky is retiring.

Dr. Parv, as she is affectionately known by students and faculty alike, attended the Philadelphia College of Pharmacy and Science, where she majored in chemistry and minored in biology.

“I didn’t even want to graduate,” Dr. Parv recounts about her college experience. “It was total science, and small — the president of the school knew every student, the dean knew every student, the secretaries, so it was nice.”

After graduating, Dr. Parv moved to Pittsburgh to teach and also received her Master of Education degree from the University of Pittsburgh. Then, she taught at a public school in Nazareth, Pennsylvania for seven years before going back to graduate school at Utah State University, where she received her Master of Science degree. She also received her PhD at Columbia Pacific University. At the Pingry School, she has taught Chemistry 1 and Honors Chemistry 2 and coached middle school throwing.

Over the years, Dr. Parv has left an impact on many of her students with unique projects and school trips. In the past, she has held mole day assemblies for which her students have prepared demonstrations to present in front of the school. When her cousin taught at the Franklin Elementary School, she also took her students to Pottstown, Pennsylvania, where they were in charge of the school’s science day.

“I’ve had parents tell me that this was the highlight of the year for the kids, going to Pottstown



Mr. Steven Lipper '79 with Dr. Parvensky at her Magistri celebration.

Courtesy of Pingry Communications

and doing a demonstration,” Dr. Parv said.

Her current students enjoy many fun labs such as tie-dyeing shirts and constructing plastic balls. For 25 years, she has combined art and chemistry by working with art teacher Mr. Richard Freiwald to have her students develop pottery glazes. Outside of school, Dr. Parv has worked at a science camp on the Pine Ridge Reservation, teaching younger children at summer school.

Dr. Parv explained, “I ran a science camp on the reservation—I paid for it out of my own pocket. The elementary school needed science teachers in the summer so I also did that. When we went to Pottstown, my kids worked with other kids on doing fun projects like making slime, silly putty,

helicopters, etc. In the afternoon, they put on a demonstration show for all the kids in the school.”

“I think the little kids appreciate it more,” Dr. Parv said. “Their eyes are open, especially the kids on the reservation. You make things with them, and they ask, ‘Could I make another one?’ Because they don’t have any of that in their schools.”

When asked about the origins of her love of chemistry, Dr. Parv answered, “In high school.” She recounted the story of a high school science teacher named Mr. Schumacher and how his class once accidentally created chlorine gas. “When we made chlorine gas, the windows and door were shut - chlorine can kill you. Mr. Schumacher wasn’t in the room when we were doing the lab.

When he came back into the room, he knew there was a problem and we had to evacuate the building.”

“He was a nut,” Dr. Parv said. “But that’s the wild part of chemistry. I always thought that I was a nut, but I think my going to chemistry conferences has helped the way that I teach. All the people in the workshops that I went to over the years are just like me. They’re nuts about what they’re doing.”

Dr. Parvensky also took the kids to the Chemistry Olympics at NJIT for many years. “We were the only private school competing against big public schools, yet we managed to win a few plaques over the years.” Pingry also used to compete in the Merck Science Day Competition which was held at Farleigh Dickinson University,

for the kids. The kids could make a dream catcher among other things. The day started off with an assembly in which the speakers told the audience what it was like to grow up as an Indian on the reservation, problems which they faced yesterday and today. Nothing like this has been done since at Pingry.”

After leaving Pingry, Dr. Parv hopes to spend more time in the old country “to photograph wooden churches of my people in fall foliage or in snow in the Carpathians.”

“I want to go back to Bulgaria and northern Romania, Maramures county,” Dr. Parv said. “I’ve always been interested in Roman ruins and Roman history, and Romania and Bulgaria have a lot of Roman ruins. Our kids would never think of going there. The countryside is so cool, and the people are living like a hundred years ago. They cut the hay by hand, and the horses still have red tassels to guard against evil spirits.”

Ultimately, Dr. Parv will be remembered by students and faculty alike for her distinct personality, not only in its quirkiness, but also in its compassion.

“If there’s one thing about Dr. Parv that I think makes her special, it is that she has this enormous heart. She will do things for you without asking,” chemistry teacher Mr. Drew Burns said. “I think that’s a wonderful gift for someone to have, to be willing to give of themselves in a lot of different circumstances.”

In parting with the school, Dr. Parv leaves a final, farewell message: “Hail the Pitt!” and “Ja Rusyn Byl!”

## English Teacher and Lacrosse Coach, Mr. John Murray ‘65 Retires

By ALYSSA CHEN (IV)

After seven years of teaching, seventh grade English and coaching Middle School lacrosse, Mr. John Murray ‘65 will be departing the school.

Mr. Murray attended Pingry, graduated in 1965, and pursued a B.A. at Wesleyan University. There, he discovered the value of travel when he studied abroad in Spain and the Canary Islands for a year.

Mr. Murray said, “My travels provided the soul of my education, as I’ve travelled to thirty-four different countries and lived nine years overseas.” Along with Wesleyan, Mr. Murray has also taken academic courses at institutions such as NYU, Columbia University, Montclair State University, Keene State College, and the

University of Oregon.

Mr. Murray first started teaching and coaching at the American School in London, where he was a guest lecturer in economics courses. Additionally, Mr. Murray coached in a league sponsored by the American community, an English equivalent to today’s community travel teams. After eight years, he moved to New York.

Due to a dislike for the environment of the city, he decided to start coaching lacrosse at Montclair Kimberley Academy, a private K-12 school in Montclair, New Jersey where he also became an English teacher at the middle school.

Mr. Murray said, “I hated New York, and I wanted out of the Wall Street environment. So, I answered an ad for lacrosse

coach at MKA. As the team’s successful season wound down, the athletic director introduced me to the head of the middle school, and I suddenly became an English teacher.”

After leaving Montclair Kimberley Academy, Mr. Murray went to the Peck School in Morristown where he taught English and coached lacrosse for nine years. After that, Mr. Murray came to teach seventh grade English in our Middle School, where he has coached girls’ tennis, coed ice hockey, middle school wrestling, and boys’ lacrosse.

On working at the middle school, Mr. Murray said, “My experiences are marked by the same satisfactions each year. I enjoy working with middle school students. I love their energy and enthusiasm. Favorite experiences are too many to list, but the most recent highlight was the service trip to Santa María de Dota in Costa Rica. The memory of working with a diverse, responsible group of young people reminded me of what kids are capable of when they challenge themselves.”

Mr. Murray said, “I hope my upbringing, education, and character provided me with the depth of understanding to make good decisions.”

When asked whether his years at Pingry have changed him, Mr. Murray said, “The final question is tricky – I hope I haven’t changed. Maintaining one’s standards can be difficult in an environment where too many people attempt to manage and manipulate others’ thinking.”

## Mr. Gratwick Will Bring Love of History to Florida

By YELENA SALVADOR (V)

After 14 years of working at Pingry, History teacher Mr. Philip Gratwick will be moving to Fort Lauderdale, Florida to teach at the Pine Crest School. Mr. Gratwick is “eager to see new areas of the country and can’t imagine settling down this early in life.”

Prior to coming to Pingry in 2002, Mr. Gratwick taught in the Peace Corps in Russia. Graduating from Williams College and receiving a Master’s degree from George Mason University, Mr. Gratwick was a paralegal and a consultant before discovering his passion for teaching history.

Mr. Gratwick said, “I always loved history and I wanted to share this passion with others by discussing the people and events that have changed the world.”

This passion is noticeable, especially to colleague and Head of the History Department Mr. Jim Murray who said, “Mr. Gratwick has been a strong, reliable presence in the History Department for as long as I can remember. He has played a major role in shaping both the World History 9 and American Society and Culture curriculums. We are all going to miss his intelligence, his sense of humor, and his kindness.”

In addition, students will always remember Mr. Gratwick’s love for history in the classroom. Mr. Gratwick is known for pushing students to reach their highest potential, especially in analysis and critical thinking.

Sofia Briones (V), one of Mr. Gratwick’s former students,

said, “He always encouraged us to search critically and analyze material for ourselves, not just for the sake of memorizing facts. I specifically remember his incorporation of different forms of media in our day-to-day classes, from films to historical speeches. World History with Mr. Gratwick was anything but boring.”

Not only has Mr. Gratwick made a lasting impact academically, but he has also coached Middle School boys’ tennis and co-ed cross country teams, and advised the Upper School Model Congress Club.

Mr. Gratwick noted that his favorite part of teaching at Pingry has been seeing students grow on the Model Congress trips, through the development of their public speaking skills and gaining a better understanding of politics.

Mr. Gratwick loves getting to know students and their interests outside of the classroom setting.

When asked about what he has learned during his time at Pingry, Mr. Gratwick said, “Students grow immeasurably and you should always have faith in them. Students, teachers, and staff have come and gone over the years, but the school has always maintained a certain culture.”

Mr. Gratwick plans to stay in contact with the “very good friends” he has made while teaching at Pingry. Fellow colleagues and students will miss him dearly.

His last piece of advice to students is “to not be afraid to try something new.”

“Try a new sport, subject, or club. In the long run, this kind of flexibility will really come in handy,” he said.



Mr. Murray (center) with his lacrosse team.

Courtesy of Pingry Communications



B. Murphy (IV)

# Latin Teacher and Coach Ms. Burke Returns to Her Alma Mater

By MACKINLEY TAYLOR (V)

After two years of teaching and coaching at Pingry, Upper School Latin teacher Miss Caroline Burke will be returning to teach at her alma mater, the Winsor School, in Boston. She will continue to teach Latin and coach various sports there.

When asked what she is most excited about in her new journey, Miss Burke said, "I am looking forward to being back home in Boston and working with some of the people who taught me a long time ago."

Miss Burke will be joining previous Dean of Student Life, Ms. Ridie Markenson, who currently serves as Head of the Upper School at the Winsor School.

Reflecting on her time here, Miss Burke noted that she particularly loved her first weeks coaching the JV field hockey team during preseason. She said, "I liked having that leg up when



Courtesy of Pingry Technology

we first started school because I already knew so many people."

She added, "I will miss my students and players. I have fond memories of chaperoning crazy hockey road trips that were always a little bit out of control, but still fun for everyone."

Her favorite Pingry tradition is the Winter Concert, during which the Student Body President lifts the kindergarten student up to light the candle.

Majoring in Classics and Economics at Amherst College, Miss Burke has since taught Latin and coached multiple sports for several years. She played lacrosse in college and both field and ice hockey in high school, and looks forward to continue coaching these sports in Boston. Prior to coming to Pingry, she taught at a boarding school in Western Massachusetts.

Explaining how she first became interested in Latin, Miss Burke told a story from her child-

hood. "Various members of my extended family were Classics majors," she began, "and a lot of them know Latin, especially my grandfather, who worked in publishing." Miss Burke would join her grandfather, a Greek and Latin enthusiast, and his 21 grandchildren at a vacation house they would rent each summer.

"There was a chalkboard in the kitchen of the summer house that my grandfather would write a riddle, joke, or saying-of-the-day on," she explained. "Five out of seven days he would write something in Latin. One summer, I was choosing a language course to take in Middle School at Winsor. I couldn't live with not being 'in' on the riddle or joke anymore, and that is why I chose to take Latin. It has just gone from there."

The Pingry community as a whole will miss such a consistently happy and positive presence on campus, but wishes Miss Burke all the best in her future endeavors.

## Mr. Pratt Takes His Financial Skills to Elizabeth Morrow School

By KATIE HO (V)

After nineteen years of working as Senior Accountant, Controller, Chief Financial Officer (CFO) and Chief Operating Officer (COO), Mr. John Pratt will be leaving Pingry and accepting the position of Director of Finance with the Elisabeth Morrow School, a private day school in Englewood, New Jersey.

Prior to coming to Pingry, Mr. Pratt worked for an accounting firm that provided accounting and auditing services to Pingry. After twelve years of working at that firm, Mr. Pratt decided to accept his first position with Pingry in 1997. Even when he was an auditor, he noticed "the dedication, commitment, hard work and excitement of the faculty, administration, and staff in providing the best possible education to the students."

Looking back at his time as an auditor, Mr. Pratt recalled, "Pingry has always been my favorite client, and I knew I wanted to be a part of a team committed to making a difference in the lives and education of students." As a result, Mr. Pratt decided to leave his public accounting job to begin an exciting new career at Pingry.

Mr. Pratt has had his hands very full on a day-to-day basis, managing a plethora of responsibilities that ranged from transportation to working with the Board of Trustees. He explained, "As COO, my primary responsibilities were to provide administrative oversight on regulatory compliance and legal matters, pension plan ad-



A. Bauer (VI)

ministration, school transportation, insurance, risk assessment and management, and to work closely with the Investment Committee of the Board of Trustees to manage the school's endowment portfolio." Though he has had to juggle quite a few responsibilities, he has fulfilled all of them very efficiently.

Director of Admission and Enrollment Mrs. Allison Brunhouse described Mr. Pratt as a thoughtful person, saying, "He works in the business office where it's about numbers, dollars, and payment, but he has always wanted to know more about the students and the families, and he brings that sense of community into all of the decisions that he makes." According to Mrs. Brunhouse, Mr. Pratt is also incredibly funny, as he is a person who "always finds a way to bring humor to any situation but never at anybody's expense."

After working for so many years at Pingry, Mr. Pratt will remember the school in a fond, positive light. He said, "Pingry has never been complacent, always working diligently to achieve its goals." He especially admires how the administration and faculty always go above and beyond in striving to create the best learning environment possible for all of the students. From working at this school, he has learned to "always strive to be the best version" of himself that he can be.

Mr. Pratt will deeply miss interacting with all of the students and all of his colleagues with whom he has "worked so closely all of these years." While he is looking forward to his new journey at the Elisabeth Morrow School, Mr. Pratt says that Pingry is a place that will continue to remain special to him.

## Third Grade Teacher Ms. Brintnall Will Be Missed by Students

By MARIAM TRICHAS (IV)

After eight years of teaching third grade and working in the Lower School AfterCare Program, Ms. Kathryn Brintnall is retiring.

Ms. Brintnall earned her B.A. in Elementary Education at St. Mary's College in Notre Dame, Indiana. She started her pursuit of a Masters degree in Educational Administration, but later decided that she "really loved being in the classroom and interacting with kids," and no longer pursued a career as an administrator. She started over at Rutgers, where she earned an Ed.M degree with a concentration in Child Development and Psychology.

Prior to arriving at Pingry, Ms. Brintnall taught in public schools for 14 years and then taught at Stuart Country Day School for over 20 years.

Looking forward to the next chapter of her life, Ms. Brintnall plans to follow her passions for adventure, travel, and photography. In the near future, she hopes to embark on a "photo safari" to Africa and capture the Great Migration. She would like to see wolves and polar bears on an Arctic adventure, and observe the wintering over of the great Monarch butterfly migration in Mexico.

"Improving my photography skills and re-learning how to play the piano are both on my bucket list," she said.

Ms. Brintnall further hopes to one day combine her love of photography with her writing experience to create a children's

non-fiction book. In addition to spending more time at her Florida home, where she enjoys kayaking and birding, she will be getting more involved with C.R.O.W., an animal rescue and rehabilitation organization.

Ms. Brintnall's most gratifying moment of teaching is when she can "help a student learn from his or her mistakes and have that 'aha' moment." She enjoys seeing the "light bulb of an idea turn on in a young mind," and also loves hearing her students laugh when she is silly with them.

Some of Ms. Brintnall's favorite memories at Pingry include working in the garden with her students and seeing them nurture and care for the seedlings they planted. She also enjoyed collaborating with the Art Department to create the ceramic mural and attending annual Earth Day assemblies with her students.

If she had to choose her fondest memory of her entire Pingry career, it would be singing "Day of Peace" by candlelight at the Spring Concert. She said that music "speaks to her soul," and she enjoys hearing her students' voices lifted in harmony. Ms. Brintnall said that music reminds her "of all our accomplishments and our hopes for the future."

As for what she will miss most about Pingry, Ms. Brintnall said it is the excitement that each new school year brings. She will miss "learning new things about America each year in social studies" and "Mr. Williams' yummy lunches."

But most of all, she will miss the students and the teachers at the Lower School. Ms. Brintnall is grateful to have been part of such a wonderful, supportive community, concluding, "I feel honored to be among the people of Pingry and I will really miss everyone."



Ms. Brintnall shows a young student how some technology works. L. Kim (VI)

## Ms. Patel Will Pursue Her Passions for Math and Research

By SOPHIE RICCIARDI (IV)

Ms. Payal Patel, who has worked as an Upper School math teacher the past two years, will be leaving at the end of this school year. She has taught both the Advanced Algebra & Trigonometry and Geometry classes, and her subject matters of choice are Trigonometry and Pre-Calculus.

Prior to joining the Pingry community, Ms. Patel taught students in the Philadelphia public school system as part of her master's program.

She said that despite the differences between her past school and Pingry, she was fortunate enough to have eager, enthusiastic students. One major difference, Ms. Patel recounted, is her increased involvement in the students' lives

at Pingry. She also has greater contact with her students' families. By nature of Pingry being a private school, she feels a much greater sense of community here than at her past institution.

Ms. Patel admits she did not always want to be a teacher and in fact originally enrolled in the Boston University Seven-Year BA/MD program. In college, she spent most of her time in science classes that required rigorous usage of mathematics. After investing a few years in medical school, she began conducting clinical research, and decided to start tutoring students in the Boston public school system. Ms. Patel eventually came to the conclusion that medicine was not her calling. She went on to study Math at TCNJ, and

ultimately attended University of Pennsylvania, where she received her master's degree.

Apart from Ms. Patel's interest in math, she is also professionally trained in Indian classical dance under guidance of a guru. She has taught all levels.

Additionally, as an undergraduate, she was selected as a peer leader for women interested in science and engineering, and would work with freshmen girls on chemistry, physics and biology.

Ms. Patel will take with her the valuable teaching moments at Pingry where she realized students were most engaged. She plans to see how she can change lesson plans based on the general mindset of the students. Ms. Patel believes that teachers can sense the general

level of focus, or perhaps the sort of day their students have had, and adjust accordingly.

Even if it sounds cheesy, Ms. Patel will most of all take with her the memories Pingry has provided her. In addition to teaching Upper School Math, Ms. Patel coached middle school yoga, coached the middle school Science Olympiad, proctored study hall, and took part in the faculty mindful awareness program.

Next year, Ms. Patel is moving to Hamilton, New York, and plans to engage in her own online high school math tutoring program and continue to pursue her research interests. She is interested in further exploring the science of education, meditation, and the role of mind-body exercises in the classroom.



Ms. Patel with a student before his exam. A. Bauer (VI)

# Seniors Embark On Unique Journeys During ISP

Continued From Page 1

sharpened her writing skills by assisting the business in expanding their advertising scope and social media presence.

As a rower interested in healthy eating, **Holly Butrico** worked at the Breezy Organic Snackery to learn more about the business and help at the store. She completed a recipe book, summarized each day's work in a journal, and wrote down the new recipes she learned.

**Nia Gooding** and **Klara Deak** shadowed a nutritionist, Ms. Anna Baratta, to learn how to take care of their bodies while transitioning to veganism. They also created a cookbook, and discussed healthy diet plans in order to ensure that all nutritional needs were met.

**Ursula Dedekind** traveled to Florence, Italy, where she attended cooking school and visited local restaurants to study Florentine cooking and Italian culture. After her travels, she authored a lifestyle book on Florentine and Italian life, food, and culture.

## Technology

**John Lima** learned how to 3D-model using Autodesk Maya, a 3D-modelling program. He created a blog documenting his overall progress.

**Brendan Kelly**, **Carson McLaughlin**, **Sam Kececi**, and **Bryce Weisholtz** designed and built a fully-functioning, single driver, gas-powered go-kart in order to gain a greater understanding of engineering. They constructed the go-kart from scratch, checking in with Mr. Coe when necessary. McLaughlin and Weisholtz also derived a statistical equation for calculating an athlete's efficiency.

Both interested in projectile motion after AP Physics with Mr. Coe, **Mark Shtrakhman** and **Yanni Angelides** designed, programmed, and created a self-targeting projectile robot. While Shtrakhman provided the mechanical and basic electrical engineering background to the team, Angelides provided the computer science knowledge to code and program the software. Angelides also shadowed Dr. Alexander Chou at the Memorial Sloan Kettering Cancer Center and Dr. Richard Gorlick at the Montefiore Hospital, where he wrote a journal documenting what he did each day. In addition, he created the first prototype of his product, the Soccersock.

With his computer science and programming skills, **Jonathan Baquero** worked alongside Mr. Burkhardt to create a more efficient ISP database that students and faculty could use in the future.

**Chris Browne** designed a vital signs monitor with an accompanying display through an Android application. He also built a firefighter's glove that can transmit a firefighter's health information during a fire in order to improve firefighter safety.

Under the tutelage of technology specialist Mr. Steve Frantz, **Kevin Chow** became

Apple certified in both hardware and software. Additionally, he designed and printed some of his own 3-D models and helped write a guidebook for teachers who are interested in learning how to 3-D print

Italy for a homestay which allowed her to take photos of the Italian landscapes and people. Having learned Italian in preparation for this trip, Bartnick discovered Italian life and culture through the lens of

the art show before graduation.

**Emily Jin** and **Grace Wollmuth** traveled to Fort Lauderdale, Florida and took photographs of the senior citizens and underwater species that

Much of New York City." He aimed to highlight the contrast of the stillness and movement of NYC using techniques such as long exposures and Photoshop editing.

## Music and Drama

As members of their blues-based band "Further Down the Line," **Tucker Bickell** and **Bobby Rigby**, delved deep into the history of blues and rock music and took the next step toward writing and producing their own music. Both experienced with music theory, Bickell and Rigby created and performed a six song EP.

By interning at the Irondale Theater in Green Point, Brooklyn, **Liz Cooper** was able to obtain insight into the tasks required for an independent theater group to run its programs. Under the mentorship of the Executive Director Terry Greiss, Cooper was able to shadow actors and administrators to get a deeper sense of their work and careers.

After spending many years being directed as an actress, **Erin Dugan** took on the challenge of being a director herself. She directed the play *Night, Mother* by Marsha Norman, starring Katharine Matthias (V) and Jessie McLaughlin (V) as actors. Additionally, as a continuation of an exercise for drama class, Dugan wrote her comedic memoir, detailing her entire life up to this point.

**Paul Guagliardo** completed an internship at Roc Nation LLC, a record company owned by Jay-Z in New York City, where he learned about how marketing is changing in a dynamic music industry and how brand image is important when setting up a new company. Inspired by his parents, who both have experience in marketing, Guagliardo wanted to try his hand at it as well.

**Emily Kwon** performed a solo violin recital to raise money for the Paterson Music Project, an organization that

entire recital all on her own.

**Aidan Zola** relearned the piano through lessons and independent practice in order to gain a deeper understanding of music and, hopefully, to take this newfound appreciation with her to college. She also hiked through various trails in New Jersey to photograph examples of natural art in the environment.

## Communications

**Aaron Cooper** worked on a creative writing podcast project composed of the pilot episodes of two fantasy series, flash fiction, and poetry. During the process of making an hour-long podcast, Cooper learned about the technical aspects of audio editing, as well as the creative challenges of a full-fledged production project.

**Brian Grimaldi** assisted both the Director of Press and Public Relations and the Publicity Coordinator of the Papermill Playhouse in Millburn, New Jersey as a publicity intern. A member of the Paper Mill Playhouse Broadway Show Choir, Grimaldi had the opportunity to work during the production of a musical he knows and loves, *West Side Story*.

Expanding on his love of golf, **Harrison Jones** created golf podcasts for the PGA Tour covering recaps of the day's play, major news for the week, and interviews with other golf enthusiasts following the PGA. As a member of the Pingry Sports Podcast Club, Jones hoped to learn more about the responsibility required to maintain a series of podcasts.

**Nicholas Matukaitis** shadowed his three older siblings, who are all well-established in different careers, as preparation for his own anticipated future in the business world. He learned about commercial television sales and advertising in Chicago, commercial design and project management in New York City, and business development in Silicon Valley.



B. Rigby (VI) and T. Bickell (VI) performing at one of their gigs.

T. Bickell (VI)

as well.

**Matthew Newman** and **Dillon Noone** constructed a geodesic Westport dinghy. They created a short time-lapse video of their progress on a Go-Pro. Interested in astronomy, Newman also shadowed Mr. Gumusayak, an astrophotographer, in Jenny Jump State Forest to capture images of galaxies and nebula.

An avid hockey fan with an affinity for advanced statistics, **Katie Vella** created an advanced statistic to measure the skill of a hockey goalie. She also ranked the top five goalies in the NHL by taking a random sample of five games from the season and applying her statistic to get a score for each goalie.

**Drew Gagnon** restored a 1971 Volkswagen Bug, repairing the interior, rebuilding the electrical system, tuning and cleaning the engine, and cosmetically improving the body with paint. He drove his restored car to Pingry, and created a picture slideshow to demonstrate his progress.

## Photography and Cinematography

**Keileh Atulomah** combined her passions for water and photography with her project titled "Water Photography: Natural and Manmade Influences," which featured digital and film photographs of water in both natural and manmade environments. In addition, she shadowed a professional real estate photographer.

**Jamie Barker** and **Brandon Beckford** explored their interests in filmmaking by creating original movie trailers. By writing the scripts for, filming, and editing these movie trailers themselves, they hoped to expand their skills in all the different aspects of cinematography.

Exploring both foreign culture and photography, **Kira Bartnick** traveled to Lecco,

a photographer.

Working with alumnus photographer Bruce Morrison, **Amanda Cosentino** and **Christina Costa** visited local gardens and parks to learn about and take photos of local wildlife and foliage. This project allowed Cosentino to rediscover the skills in film and digital photography that she had developed in Photography 1 and Costa to explore a new passion.

**Thomas Horn** wrote and produced storyboards for six full episodes of an animated comedy. Horn believed that this experience would allow him to better understand the process of writing a show.

**Alina Jan** not only worked as a content creator, making

were displayed in an exhibition in the photo lab. They also promoted environmental awareness through art.

**Zayna Nassoura** went to various museums and art galleries in New York and attended shows exploring modern art and social commentary art pieces. She took photographs of the shows, which covered topics such as Internet usage, feminism, and race, to gain a new perspective that benefited her own art.

**Ingrid Shu** embraced her love of photography and undertook a project documenting images and words to develop both her photography skills and understanding of herself. She photographed all sorts of subjects, from scenery to people and urban to rural settings.



B. Beckford (VI) and J. Wang (VI) acted in Beckford and J. Barker's trailers.

J. Barker (VI)

infographs and visual aids for the company VisualXMed, but she also worked with the Covenant House in Newark to paint a mural in one of the hallways. Additionally, Jan worked on an art portfolio that was shown at

A self-described "digital-oriented person," **Tan Tan Wang** developed his photography, post-processing, and editing skills in his project titled "The Hustle & Bustle & Not So

uses music as a vehicle for social change for elementary school students in Paterson, New Jersey. For Kwon, who has over thirteen years of violin experience, this was her first experience performing an

**Amaka Nnaeto** and **Zayna Nassoura** traveled to New York City and visited a handful of art galleries together. Upon return to campus, Nnaeto painted a series of social

commentary pieces. Nassoura took photos during their city trips and used her photo skills to edit them.

As a Creative Strategist Intern for the NYC-based service advertising agency Situation Interactive, **Olivia Sartorius** worked with members of the company's Creative Department to support the company with research, analysis, and insights. During her internship, Sartorius also kept a blog that she updated weekly.

**Maria Werner** traveled to the offices of The Art Newspaper in New York City to aid with tasks related to the Frieze Art Fair, a major worldwide art show held in NYC every May. In addition to helping the staff prepare the onsite office for The Art Newspaper, Werner also assisted the Head of Sales with follow-up and communication with newspaper clients.

After being exposed to classes such as AP Macro-

and their children. At the end of her project, Danielle held a reception for the various high school ambassadors to share the ways they aided the shelter.

This May, **Katie Marino** and **Daria Fradkin** spent their time volunteering at the St. Hubert's Animal Shelter in Madison, New Jersey. Both have significant background experience in working with animals, so they were excited to serve St. Hubert's in various capacities, such as administration, customer relations, event planning, and animal care. Marino and Fradkin also collaborated to write a children's book discussing the life of an animal in an animal shelter.

In partnership with Tim Braun of Braun Production, **Abby Bauer** directed a short promotional film that sought to introduce and raise awareness for The Newark Project, which is an initiative of the nonprofit Teams For Kids. Bauer started Teams For Kids, a program

learning how to play the guitar.

**Lloyd Willis** gained perspective on the art of teaching and the importance of animal shelters while volunteering both in the Lower School's physical education program and at St. Hubert's Animal Shelter in Madison. Willis was excited to broaden his horizons by examining physical education from the teacher's point-of-view and by cultivating his love for animals.

**Yash Jaggi** volunteered with StreetSquash Newark, a nonprofit organization that helps middle and high school students from the Newark area by providing after-school programs that involve both academics and athletics. More specifically, Jaggi spent his time at the Newark YMCA to serve as a squash instructor for students ranging from seventh through tenth grade.

**Gillian LaGorce** worked with Floyd Double Dutch,



R. Quigley (VI) and G. Najarian (VI) spent their time hiking the Adirondack Mountains.

G. Najarian (VI)

and coached Middle School Track. He further developed his leadership skills through working directly with the children. Having been on a track team for five years, Carr shared his experience and the skills he has learned with athletes both on the track and in PE classes.

**Emilia McManus** worked at Link Charter School in Newark, New Jersey. While at the school every day from 9 AM to 2 PM, she spent time observing middle school classes and assisting the teachers in any capacities that she could. McManus was excited to pur-

her life, and this experience allowed her to learn how to set up and successfully run a class of her own.

**Caroline Kellogg** spent time learning about world-renowned art and architecture in Paris, France with **Jacque Jakimowicz**, while also volunteering at the Far Hills Country Day School. Kellogg was thrilled to integrate her passions for art, travel, and education into one cohesive project. Jakimowicz also spent significant time volunteering at the Peck School in Morristown, New Jersey. While at

**Sydney Stein** shadowed anesthesiologist and Pingry parent Dr. Joel Braverman at the St. Barnabas Medical Center. With a love of science and experience as an EMT, Stein was able to learn more about what it takes to be a surgeon working in anesthesiology.

**Libby Parsons** took advantage of opportunities relating to both her medical and athletic interests. Not only did she shadow pediatric orthopedist Dr. Jennifer Tareco at the RWJ Physician Enterprise in Bridgewater, New Jersey, but Parsons



J. Hoit (VI) and C. Capanna (VI) caught some large mouth bass.

J. Hoit (VI)

Microeconomics and AP Statistics, **Rachel Wu** sought to gain more experience in the field of marketing by working under the marketing branch of DirecTV. Splitting her time between the National Advertising Team and the Digital Marketing Team, Wu worked to analyze new customer perspectives and build upon them to construct new advertising and marketing strategies.

**Isabella Zanobini** interned with the Life Jacket Theatre Company in New York City by serving as a social media director and a house manager for the off-Broadway play *Gorey*. Additionally, she researched and attended several off-Broadway and independent theater shows in NYC to experience and compare a wide variety of theater works.

Under the direction of Greg Miller, **Nicolas Carrion** assisted the Marketing Department at Romark Laboratories in Parsippany, New Jersey. Carrion worked on compiling information needed for executing a successful sales pitch, thereby allowing him to expand upon his interest in marketing.

**Community Service**

**Danielle LeGrand** directed an outreach program for other high school students to serve as ambassadors for The Center for Great Expectations, a safe-haven shelter for battered women

that raises money for underprivileged kids in New Jersey to play sports, earlier in high school.

While interning at Deidre's House in Morristown, **Katie Coyne** completed a portfolio of artwork that was inspired by her time volunteering. Through various mediums of art, Coyne sought to portray the importance of the organization in relation to the greater community. Coyne donated the completed portfolio to Deidre's House at the end of the month.

**Samantha Palazzolo** volunteered at the Cancer Support Community in Bedminster, New Jersey, under the direction of Executive Director Amy Sutton. Palazzolo assisted Ms. Sutton by aiding in large projects, working with children, and completing general office work.

**Julia Rotatori** and **Jack Zanelli** helped organize the annual JTB Walk with Heart to raise awareness for sudden cardiac arrest. As co-presidents of Pingry's John Taylor Babbitt Foundation club, Rotatori and Zanelli wanted to continue their services for this worthwhile organization.

**Maddie Temares** completed her ISP in various capacities: by volunteering at the Cancer Support Community in Bedminster, New Jersey, by completing her Apple certification as a Mac Technician, and by

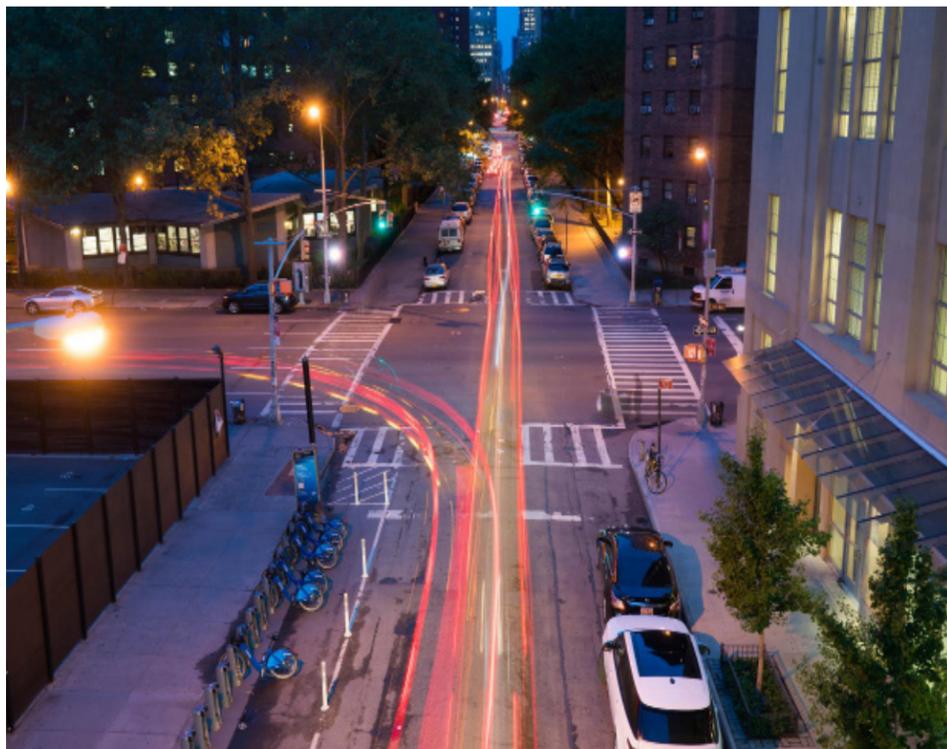
Inc., a nonprofit that empowers youth through double-dutch jump rope programs. LaGorce spent her time organizing jumping practices, tutoring younger girls, helping with office work, and generally providing moral support for the girls in the program.

For her ISP, **Hannah Benton** interned at the Union County Probation Office in Elizabeth, New Jersey. Through her internship, Benton learned the processes and methods involved in the sentencing and treatment of offenders who have been granted a "last chance." She was particularly exposed to how probation can be an alternative to serving time.

**Education**

**Casey Malone** volunteered at an organization called Students 2 Science, which is a 10,000 square-foot laboratory in East Hanover, New Jersey. The program encourages students to pursue interests in STEM-related subjects via unique hands-on and visual learning with the resources of a serious lab facility. Eager to explore her interests in biology and research, Malone spent significant time helping on-site and wrote a blog detailing her experience.

Putting his track experience to good use, **Michael Carr** helped with sixth grade PE



T. Wang (VI) used ISP to further his interest in photography taking timelapse photos like this one.

T. Wang

sue her interest in education and gain insight for a potential career in education reform.

**Brian Miller** combined his passions for education and animal care by volunteering at the Far Brook School and St. Hubert's Animal Shelter. While at the Far Brook School, Miller spent time coaching sports and reported to the headmistress, Ms. Amy Ziebarth. While at St. Hubert's, he shadowed various employees and gained a greater understanding of the inner-workings of an animal shelter.

**Jess Foy** deepened her appreciation for yoga by shadowing various teachers at a local yoga practice. In addition to journaling her experiences, she also led yoga classes specifically for Pingry students. Ever since Foy began doing yoga, it has become a large part of

the school, she worked with the Kindergarten and Lower School teachers, organized lesson plans, and supervised students during after-school activities.

**Medicine**

**Ryan Lane** shadowed orthopedic surgeon Dr. Stephen A. Hunt at Tri-County Orthopedics in Bedminster, New Jersey to observe surgeries and diagnoses. He also assisted Middle School Athletic Director Mr. Gerald Vanasse in the sixth grade PE program.

**Kathryn Abbott** observed anesthesiologist Dr. Akanksha Sharma at Overlook Hospital in Summit, New Jersey. Interested in medicine since her freshman year of high school, Abbott was able to learn more about a career in anesthesiology and medicine in general.

also helped with the Middle School gym program, volunteered as a Pingry Mega-V Camp organizer, and assistant coached the Middle School Track and Field team.

Combining his interests for the outdoors and medicine, **Reid Quigley** completed the Wilderness First Responder Course at the University of Colorado in Boulder, Colorado, and went on a series of hikes in the Adirondack mountain range. Quigley was able to utilize his newly developed skills from the Wilderness First Responder Course while pursuing his love for hiking.

**Hannah Curtis** continued her service for the Overlook Medical Center in Summit, New Jersey. As a member of the Overlook Foundation Junior Board, Curtis wanted to continue to gain knowledge of



E. Jin (VI) with one of her artwork pieces.

E. Jin (VI)

her assigned department, learn more about bedside manner, and explore the inner-workings of a major health facility.

In order to expand his knowledge of medicine, **Jacob Robinson** shadowed anesthesiologist Dr. Akanksha Sharma at the Overlook Medical Center in Summit, New Jersey. Robinson primarily spent the month of May following Dr. Sharma on her rounds and observing surgeries.

This May, **Carlo Taglietti** spent significant time completing an EMT class and volunteering in the Emergency Room of Trinity Hospital in Elizabeth, New Jersey. Taglietti was eager to apply his passion for the medical field to real-life scenarios.

**Matthew Zeikel** shadowed

Brod Public Relations to learn how the company handles business across the areas of beauty, fashion, and lifestyle. She documented her everyday experience to produce a final report of her internship.

**Kiran Chokshi's** passion for politics led him to the office of Senator Cory Booker in Newark. During his internship, he took part in various constituent-focused projects while recording the challenges he faced and the lessons he learned in a journal.

After taking inspiration from her AP Government course, **Hollie Hopf** investigated the inner-workings of law at the McManus and Associates Law Firm in New Providence. Her duties included sitting in on meetings, working on foundations, and creating videos for

**Brad Hong** developed his notebooks of ideas and storyboards into a collection of fully formed works of art and writing. In order to maintain a fresh perspective and sustain his creativity, he made biweekly trips to museums and art galleries.

**Abigail Ren** juggled her passion for creative writing and her interest in Spanish language and culture through two separate projects. For the former, she developed and drafted a full fantasy novel. For the latter, she worked with **Neha Seetamraju** to study Spanish literature, watch movies and documentaries, and verbally discuss themes throughout the Spanish works.

**Mariel Sander** produced a portfolio of poems and short stories that captured the spirit



K. Coyne (VI) drew animal figures.

K. Coyne (VI)

orthodontist Dr. Suriano in Bernardsville, New Jersey before spending time in Philadelphia to learn about both dermatology and the business aspect of the Phillies from his aunt and uncle, respectively. Zeikel also worked at Pingry during the week of championship games to produce photographs of his peers competing in sports.

#### Law/Politics

**Julia Axtell** pursued her interest in the public relations industry by interning at Alison

the firm.

A recently developed curiosity for law brought **Jackson Artis** to McManus and Associates Law Firm, where he experienced the human side of trust and estates law. His research and findings culminated in a presentation that his mentor, Mr. McManus, will use for his clients.

#### Writing

and character of New York City. She spent her time in the city reading at the New York Public Library and Poets House, revising her work, and exploring iconic locations such as the Guggenheim Museum and Chinatown.

#### Fine Arts

**Keara Sullivan, Claudia Hu, Sonali Mehta, and Aidan Zola** spent every other day hiking trails across New Jersey together. On non-hiking

days, they produced artworks inspired by their hikes. Sullivan chose to create watercolor paintings, Mehta kept a regular "vlog," and Zola and Hu captured videos and photos of the landscape.

**Chris Witte** combined his knowledge of mechanical physics with his love for art in creating kinetic sculptures. By harnessing weight, form, and wind power, he sculpted works that could move themselves naturally.

**Avni Memani** learned sustainable woodworking under Ice Hockey Coach Nicolas Esposito in his studio. While handcrafting a piece of furniture, she kept a daily log of her energy use and compared it to the amount of energy necessary to produce the same piece in a factory. By using hand tools and natural products, she learned the value of energy conservation and local economic growth.

Inspired by her grandfather's role in saving priceless Chinese artifacts during the Chinese Cultural Revolution, **Sabrina Tran** created a collection of thirty small porcelain plates. Each plate had a different shape and included floral elements. The transferred images collectively served as a visual narrative of her family and their escape to Taiwan.

**Tommy Westerhold** and **Amara Wahby** worked together to build and paint sculptures of an oversized spider, a

and Mr. Christian to lead a project that allowed kids the freedom to be creative while teaching them how to effectively manipulate clay.

**Jazmin Palmer** fulfilled her childhood dream of making a statement jacket and several other fashion pieces redesigned from clothing bought at thrift stores and the Salvation Army. This process included teaching herself how to use a new sewing machine, add zippers and elastic, and design add-on studs and gems.

**Tatiana Edell** spent a semester away at the Oxbow School in Napa, California, where she engaged with art in a creative environment and learned about her role as an artist in society. She returned to Pingry with a wide variety of journals, papers, artworks, pictures, videos, and a presentation of her own creation.

Cultivating his passion for music, **Michael James** spent his ISP on the piano bench. James learned Beethoven's Pathétique Sonata in C minor, Op. 13, and gave a final performance of the piece for the Pingry community on ISP night.

#### History/Research

**Taraja Arnold** and **Grace Mullery** worked with English teacher Mrs. Singer to create a website of mini history lessons found in old yearbooks. They gathered information from old bluebooks and posted about forgotten facts, old pictures of

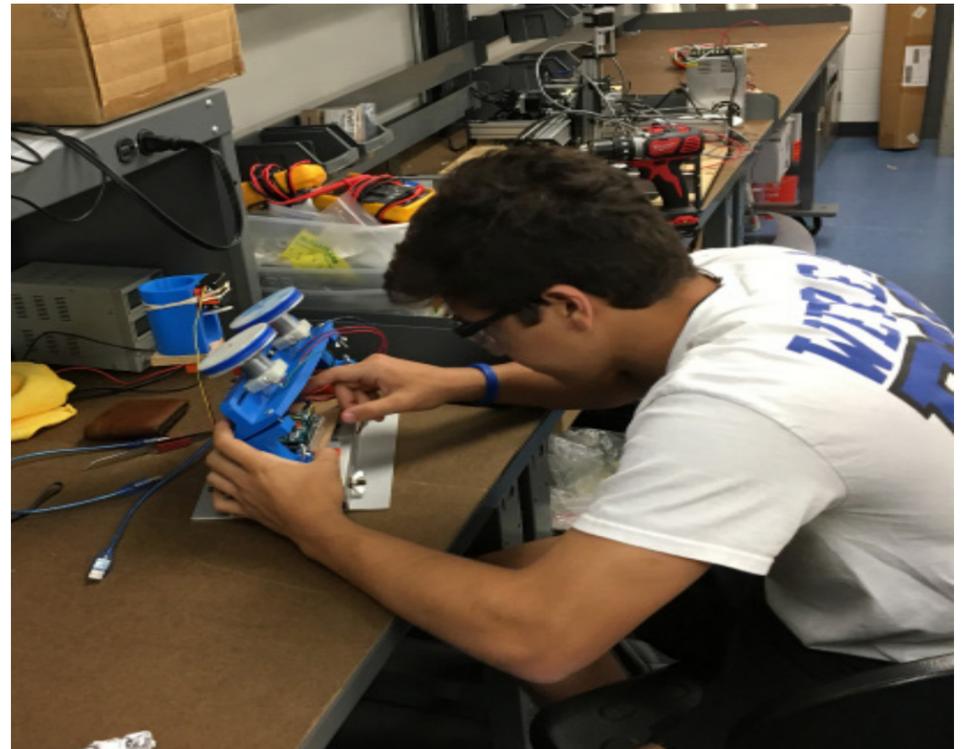
in which students were posed with moral challenges. Casey also worked with the youth ministry at Church of Christ the King in New Vernon, New Jersey. Meanwhile, Cummings also worked at Gulfstream CM, LLC, an asset managing group in Summit, New Jersey.

To learn more about the main religions in the world, **Owen Storms** researched and gained further knowledge about four of the world's top religions. Storms created blog posts about the information he unearthed from each religion in order to better understand religion in the modern world.

#### Business/Finance

**Jonathan Algoo** completed a finance internship under his uncle Renny Chavanikamanni at the investment banking firm IFS Securities. Under the Managing Director/Syndicate Manager, Algoo worked on a variety of ad hoc projects relating to investment banking and syndicate transactions, including market research, company specific analysis, IPO research, and the preparation of deal marketing material. In addition, Algoo sought to learn more about photography and made a website to display some of his best works.

**Charlie Zhu** worked with a Data Analysis team at Column Park Asset Management, a distressed funds hedge fund located in New York City. He observed and interacted with a quantitative that studies the



Y. Angelides worked on a robot with M. Shtrakhman (VI)

Y. Angelides (VI)

dismembered tentacle, and a shark's head. While Westerhold sculpted the first sculpture, Wahby studied and finished a regular painting of each subject. When Wahby finished painting the last sculpture, Westerhold worked on a solo sculpture of a jackalope head.

**Lucy Miao** investigated her cultural roots through an artistic lens by traveling to Tangshan, China to study traditional Chinese brush painting. After studying master-apprentice style every day, she returned home with two traditional brush paintings, an oil painting, and a deeper understanding of Chinese culture and artistic technique.

**Alexa Buckley** went to the Lower School to teach younger students how to express themselves through clay and sculpture. She worked with Lower School teachers Mrs. Baydin

faculty members, and Pingry's evolution over the years.

Exploring two of their passions, **Ben Shepard, Chris Dugan, Pat Korth, and Thomas Zusi** researched and learned about military tactics and strategies. They studied past battles as well as accounts from soldiers throughout history. Shepard and Dugan also took Pingry's Introduction to Woodworking class and completed the designing and building of a table.

With the help of Mr. Keating, **Jack Casey, Max Cummings, and Josh Gully** analyzed films that portrayed serious ethical dilemmas. After watching each film, they discussed moral situations that were shown and wrote down their thoughts on each subject matter. Their inspiration for the ISP came from Mr. Keating's Ethical Dilemma class,

liquidity of high-yield bonds under his mentor Edward Yu, the President and Co-Founder of Column Park.

Working alongside **Alex Ramos** and **Phil Zachary**, **Jack Delaney** learned more about the sports management industry by interning at Relevant Sports in New York City. Ramos, Zachary, and Delaney worked with Pingry parent and alum Charlie Stillitano who, like the boys, had played soccer while at Pingry.

To expand on her interest in languages, **Kylie Kirschner** worked at Rockant, a company that works on the translation, localization, and globalization of digital content. Kirschner worked alongside her family friend, Andrew Lawless, who is the owner of Rockant. She learned about different aspects of the business.

# Handful Of Teachers Taking Time Off to Pursue Graduate Degrees

By BROOKE MURPHY (IV)

In the upcoming 2016-2017 school year various teachers from the upper school will be taking time off to pursue master's degrees. Two of these teachers include Ms. Bartlett and Mr. Horesta. Currently Mr. Horesta is an upper school history teacher and also is a boys' cross country coach and a spring track coach. Ms. Bartlett also is currently an upper school psychology

Master's degree in Social Studies Education. This will take place over two summer terms and one spring term. He hopes that this program will teach him new information that he can bring back to Pingry. He commends Pingry for its generosity in allowing him to both teach and coach in the fall, before he attends Columbia in January. He says, "I will miss the camaraderie of the spring track team, both the athletes and coaches

lett will be attending will be an all year program. It will start in September of 2016 and will conclude May 2017. She will be going to the Klingenstein Center at Columbia University to obtain a Master's Degree in Independent School Leadership, the same Teacher's College as Mr. Horesta.

She will live on campus and be at Columbia full time. She will be studying leadership in schools, learning how schools can more efficiently develop students as leaders, whether as leaders in the classroom, on the sports fields, or in different clubs.

Ms. Bartlett says that graduate school will be rewarding, yet she is not looking forward to spending a year working only with adults, as she finds that kids are the best part of her job. She remarks, "I'll miss Mrs. Sinclair's smile, Mrs. Hartz's chocolates, and Trem's hugs."

In addition, she says that she'll miss coaching lacrosse, teaching psychology, and catching up with students in the halls.

Mr. Touhey, currently an Upper School chemistry teacher, who coaches soccer, basketball, and golf, will also be attending graduate school. However, he will not miss school days, but will attend graduate school classes on the weekend.

Beginning this August, he is heading to the University of Pennsylvania to get his masters in school leadership.

"I'm extremely excited about the opportunity to pursue this degree in an incredible program," Mr. Touhey said.



Courtesy of Google Images

## Columbia's Teacher College on the Upper East Side in New York City.

teacher. In addition, she is the form VI dean, coaches upper school lacrosse, and coaches middle school basketball. Ms. Bartlett also graduated in 2008 from Pingry.

Mr. Horesta will be attending Teacher's College at Columbia starting in January 2016, after the conclusion of the first semester next year. He will be pursuing a

and watching the distance boys run new best times," as track is something he's very involved in. He also notes that the members of the team have a lot of momentum from the fall and have made a lot of progress this past fall, which makes it hard stepping away from seeing them progress as runners and kids.

The program that Ms. Bart-

# Annual Holocaust Assembly Features Ms. Barbara Wind

By DARLENE FUNG (III)

What do a necklace and the Holocaust have in common? Ms. Barbara Wind, director of the Holocaust Council of MetroWest and guest speaker at the Holocaust Assembly on May 2nd, opened the assembly by introducing what she calls her "tsunami necklace." Made of coral that had washed ashore after the Indian Ocean Tsunami in 2004, it represents the natural disaster that caused the sufferings of over one million people. A natural disaster often arrives unplanned and cannot be stopped, while genocide and war are methodically planned. The Holocaust, she said, is an example of preventable disaster.

Ms. Wind stressed the importance of gathering relatives' accounts of the Holocaust so new generations can learn about the effects of genocide, as this generation will be the last to meet victims of the Holocaust. Having established the theme of the assembly, Ms. Wind then introduced guest speaker Theodore Halpern, a survivor of the Holocaust.

In 1930, Mr. Halpern was born in Vienna with a congenital malformation of his hands and feet. When his family fled to the United States to escape Nazi persecution, Mr. Halpern was prohibited from entering the U.S. due to his disability and was left to live with his grandmother in Vienna. He was later separated from her in the terror and confusion after a German aircraft began dropping bombs while Mr. Halpern and his grandmother were taking a walk one day. Dazed and confused, Mr. Halpern was confronted by a paramedic, but he didn't understand the language the paramedic was speaking. Between Mr. Halpern's physical disabilities and his incomprehension, the paramedic thought Mr. Halpern was a mental patient, and he



Ms. Barbara Wind addressed the student body.

Courtesy of J. Artis (V)

was taken to an insane asylum, where he was protected from the Nazis.

When a German-speaking asylum worker learned that Mr. Halpern had been separated from his parents and grandmother, he was sent to an orphanage. From there, he joined the Free French Forces, which was an organization that was fighting against the Germans. Mr. Halpern promised to do anything they wanted in order to join, and he became their secret messenger. Due to Mr. Halpern's handicap, his left leg is slightly shorter than his right leg and he had to wear a shoe with a platform on it. The hollow platform proved to be an inconspicuous compartment for smuggling messages. Mr. Halpern traveled between two French camps, carrying coded messages in his shoe compartment. The handicapped were not seen as people during this time, so Mr. Halpern was able

to travel without anybody questioning him; however, each mission was extremely dangerous because if the Nazis discovered he was an enemy, he would have been shot on the spot. He delivered messages for the Free French Forces for two years, and with the help of the Hebrew Immigrant Aid Society, he was eventually reunited with his family in the United States.

From his story, Mr. Halpern hoped students would take away the powerful effects of ignorance and hatred on the lives of other people. His powerful statement stressed that what started out as bigotry against Jews escalated into the mass genocide of thousands of innocent people. The assembly ended with a concluding statement from Ms. Wind, the reading of the Kaddish and a candle lighting ceremony in honor of those who died during the Holocaust.

# Green Group Continues Growing

By FELICIA HO (III)

In the past few weeks of Spring, Green Group has held several activities to encourage environmental conservation and awareness. These activities included a bird walk through the Pingry woods led by Isabel DeVito (III), a Taiko Drumming party at the Pingry campsite led by Mr. Christofer Leone and a trip to Grow-A-Row in Pittstown, NJ organized by Mrs. Shelley Hartz and led by Mr. Peter Delman.

During the bird walk on April 26, a group of students and faculty were fortunate enough to observe a pair of great horned owl chicks up close in the Pingry woods. These birds, sitting on a branch 12 feet off the ground, were only about six weeks old. DeVito had also spotted a red-bellied woodpecker nest near the Reese Williams Baseball Field.

Organized to introduce the students to the Pingry campsite, Mr. Leone led the Taiko Drum party at the campsite on April 25 in partnership with Green Group. Mr. Leone, who began learning to play the taiko drums after taking a global music course for his minor in music, is one of the founders of TCNJ Taiko. Throughout this school year, Mr. Leone has organized several workshops to teach students and faculty the basics of taiko drumming.

By taking this workshop outside to the campsite, "there was something relaxing about being in the middle of the forest," according to Mr. Leone. "You could just focus on hitting the drums and having fun doing so." One of Mr. Leone's highlights from the Taiko Drum party was teaching Ms. Sullivan



H. Park (VI)

S. Cortazzo (VI), Mr. Delman, Ms. Sullivan and L. Lee (VI) at a Green Group lunch where local food from the garden was served.

and Mr. Delman about taiko drumming. "Their enthusiasm provided a ton of energy to our drum circle!" Mr. Leone said.

On May 2, Green Group advisor Mr. Delman led a trip to Grow-A-Row in Pittstown, NJ for Pingry students to work with students from the Barack Obama Green Charter School. Volunteers from both schools planted 1,000 cabbage plants and learned about how the non-profit farm managed by Grow-A-Row provides services to people around the region of Pittstown, NJ. Mr. Delman said, "The most important takeaway from the trip was the one-to-one interaction between students from the two schools and to build on this partnership in the next year."

Overall, all of these events were hugely successful. Other Green Group events held earlier this year were also very popular, including the visit of the Clinton Foundation intern from Zambia,

Musanda Chikwanda, the trip to the Pine Barrens to observe endangered pine snakes and other wildlife and the gardening trip on Mother's Day in partnership with historic wick gardens. Over the summer, Green Group also plans to hold several workshops in the Pingry garden training students to be garden interns.

The purpose of all of these activities is to make environmental sustainability a core principle in daily school life. According to Mr. Delman, the 2015-2016 school year Green Group leaders Libby Lee (VI) and Sophia Cortazzo (VI) "were amazing Green Group Leaders who have raised the bar for enthusiasm, dedication and performance." Next year, Mr. Delman plans to hold more events increasing environmental awareness during the winter months by partnering with Coffee Haus and with Mr. Leone's taiko drumming group, cases, princesses, criminals

and everything in between—it's not why we are there that threads us together; it's that we're comfortable enough to be there. Whether you are active in every club and extracurricular there is or have gone to painstaking lengths to avoid ever having to make a morning announcement (that'd be me), I think that Pingry offers a safety net, if not a second home.

In a weird way, I learned to love this school in the hours when 90% of its inhabitants weren't there. It's not because I dislike 90% of the school's population. It's because they were, as a collective mass, an overwhelming wave of academic and adolescent energy. The emptiness that the other 10% and I experienced stripped away a lot of the excess noise and allowed me to realize that, at its core, this school is a place I have thoroughly enjoyed. Ok, even if I haven't enjoyed every second, I have enjoyed the security of being able

to leave my laptop unattended in the senior area while I go to grab a snack. I've enjoyed knowing the names and faces of teachers I never had and the fact that they say hello to me in the halls despite never having me in class. I've enjoyed being able to sit at school well past the conventional time, surrounded by kids with whom I share no classes, activities or even traits, except our mutual affinity for staying that late and actually kind of liking it. I've enjoyed knowing the names and faces of teachers I never had and the fact that they say hello to me in the halls despite never having me in class. I've enjoyed being able to sit at school well past the conventional time, surrounded by kids with whom I share no classes, activities or even traits, except our mutual affinity for staying that late and actually kind of liking it.

# Congratulations, Next Year's Honor Board

Form VI

- Sean Wang, Chairperson
- Sandeep Biswas
- Jack Laurent
- Lindsey Lubowitz

Form V

- Ally Pyne, Secretary
- Alice Berndt
- Alexis Elliot
- Obi Nnaeto

Form IV

- Drew Beckman
- Nate Hefner
- Ketaki Tavan



## Seniors and Students Come Together at Intergenerational Prom

By ALLIE VERDESCA (IV)

When students think about prom, elaborate promposals, stylish tuxedos, beautiful dresses and limos typically come to mind. On April 26, students gathered after school to host a different type of prom for a night of fun, food and service.

The Intergenerational Prom is an annual event during which students host senior guests from around the community, providing them with an evening of entertainment. Pingry has been participating in the Intergenerational Prom for over 25 years, according to Director of Community Service and Prom Coordinator Mrs. Shelly Hartz. On average, around 20-25 students participate each year.

Students take an active role in every step of the prom, from

decorating the cafeteria to serving coffee and iced tea to hitting the dance floor with their guests. The senior attendees come from a myriad of places, such as Putnam House, Ehrhart Gardens, Schaffer Gardens, Centerbridge I and II and the local VA hospital. This year was a “sell-out crowd,” according to Mrs. Hartz, with over 200 guests attending.

The evening began with the students serving hors-d’oeuvres. Guests were then invited to listen to a stellar performance by the Buttondowns and Balladeers. The Balladeers performed songs such as “I Want You Back” by the Jackson Five, “Bohemian Rhapsody” by Queen and “Heaven is a Place on Earth” by Belinda Carlisle. The Buttondowns sang “She’s Got a Way” by Billy Joel, “Nev-

er Gonna Give You Up” by Rick Astley and “Brown Eyed Girl” by Van Morrison.

When the singing ended, students helped serve their guests delicious food cooked by our very own Sage Dining staff. The hearty menu of pasta, meatballs, eggplant parmesan and salad satisfied both students and guests alike. After dinner, the jazz band started to play, and everyone took to the dance floor in the highlight of the evening.

The prom is a favorite event for many students who are involved. According to Megan Pan (IV), a second-year volunteer, her favorite part of the prom is “seeing the guests smiling and dancing and having a good time in general.” Pan further reflects, “My own grandparents played an important part in my childhood and growing up, so for me the prom is a way of giving back to the older generation.”

Will DiGrande (V) says that his favorite part of the prom was dancing with the guests. “Some of them were really good dancers!” He laughs. DiGrande is another second-year volunteer at the prom, and he keeps returning due to “the friendly environment” and because “the seniors are always so happy and it feels so good to give back.”

Mrs. Hartz has been coordinating the prom for 11 years at Pingry. Her favorite part of the prom is “watching the cafeteria transform from our ‘regular’ dining hall into a setting that is festive and filled with students and guests who are having a great time.” Guests come “year after year with big smiles on their faces in anticipation of a wonderful evening.”

Needless to say, this year’s Intergenerational Prom was a huge success.



Local senior citizens enjoyed the prom.

Courtesy of Pingry Communications

## Achievement in the Arts Award Recipient Speaks to Art Classes

By ABBY BAUER (VI)

On May 20, the Achievement in the Arts Award was presented to documentary film director, producer, and writer Mr. Jack Youngelson '85. First installed in 2012, the award honors the professional artistic accomplishments of a Pingry alumnus and is presented annually at a Reunion Weekend ceremony.

In his career, Mr. Youngelson's films have been broadcasted by major networks, including HBO and PBS, and have debuted at the Sundance Film Festival. In 2015, Mr. Youngelson directed the premiere episode of the three-part series *Cancer: The Emperor of All Maladies*, a documentary that detailed humankind's centuries-long war on cancer. Mr. Youngelson worked with distinguished filmmaker Mr. Ken Burns on this project, which aired on PBS and accrued prestigious awards and recognition.

Mr. Youngelson's other major works include *Mission Blue*, a film about legendary oceanographer and marine biologist Sylvia Earle and her environmental campaign, and *Ghosts of Abu Ghraib*, a documentary that examines the events of the 2004 Abu Ghraib torture and prisoner abuse scandal. Mr. Youngelson won Emmys for each of these films.

In the month of May, members of the Pingry community had the opportunity to view four of Mr. Youngelson's films, which were shown in the Hostetter Arts Center Gallery.

Fine Arts Department Chair Mr. Miles Boyd, who organized the show, was particularly fascinated by the breadth of Mr. Youngelson's works. “What impressed me most is how broad his topics were,” Mr. Boyd said. “He has done everything from cancer to extreme skiing to the coastal



Mr. Youngelson with his award. Courtesy of Pingry Communications

environment. It's like there is no topic he is not able to show in his work, and yet each one has a very distinct quality.”

While on campus, Mr. Youngelson also visited three classes (Art Fundamentals, Middle School Digital Filmmaking, and American Society & Culture) and hosted two lunch discussions with students. In addition to showing clips of his films, Mr. Youngelson imparted guidance and words of advice to students interested in the film industry. Mr. Boyd noted that Mr. Youngelson successfully reached students who “really love the medium of film, but don't know whether or not it will fit into their professional lives.”

In his discussions, Mr. Youngelson emphasized that there are many different career paths that involve film, encouraging students to keep an open mind. Mr. Boyd described the message Mr. Youngelson conveyed to students as “liberating.”

Adam Present (V), an aspiring

filmmaker, said, “I thought it was a really great experience to be able to see Jack's films and to discuss his work with him. He's a very accomplished filmmaker and has made films on a variety of intriguing and moving subjects. As a filmmaker myself, I'm always trying to learn from whoever I can, and I took a lot away from Jack's visit and his show in the gallery.”

It is clear that Mr. Youngelson embodies the Achievement in the Arts Award, as his impressive works and love of film as an artistic medium is recognized by current students, faculty, and alumni alike. Mr. Youngelson joins previously honored artists, musicians, and performers who have made a global impact in their respective professions.

“He's arguably one of the best documentary filmmakers working now in this country,” said Mr. Boyd. “So I think he is very much the kind of individual that we want students to realize has come from Pingry.”

## Second Annual Taste of Pingry Event Brings Together Over 500 People to Showcase School's Diversity

By NAIYAH ATULOMAH (IV)

The second annual Taste of Pingry event was held on May 22, 2016. Approximately 500 students and family members from the Lower, Middle, and Upper Schools came out for an afternoon of delicious food and thrilling performances.

Taste of Pingry, organized by Coordinator of Diversity & Multicultural Affairs Dr. Diana Artis and a large group of parents, was first introduced last year, drawing a crowd of over 400 people and earning its mark as an annual event.

As they approached the large white tent, people were greeted with a Taste of Pingry t-shirt and a large map displaying the different countries represented by the diverse Pingry community. By the end of the day, the map was filled with photos connected by strings, mapping out the homelands of the many attendees.

The event featured ethnic foods from a range of countries, including China, Nigeria, and Italy, prepared by members of the community. Several crowd favorites included the catered American

food and the naan, a leavened flatbread found in the cuisines of West, Central, and South Asia, baked in a tandoori oven on-site by a professional chef. The vast array of dishes and desserts made everyone's mouths water, as people formed a massive line leading out of the tent.

When people were not

eating food, they could get Henna body art tattoos or practice their Chinese calligraphy. There were also plenty of games that everyone could enjoy, such as foosball, Ping-Pong, among others. Some of the kids turned the games into a competition: for each game they played, they received a sticker and, once they earned

all the stickers, they won a prize.

The performances of the day started out with a Taiko Drum performance featuring Math teachers Mr. Christopher Leone and Ms. Julianne Coxe, accompanied by several students.

They were followed by a Mariachi Band that played

traditional Mexican songs. Two groups of Chinese dance troupes from the Huaxia Chinese School of Bridgewater performed as well, dressing in formal yet modernized traditional garb and immediately catching the crowd's attention with their talent.

Next, Allie Matthias (III) performed a poem in Chinese,

executing perfect tones and sounding like a true native speaker. She was followed by two Native Americans dancers dressed in tribal clothing, who performed traditional dance from various tribes, and even taught some of the audience their moves. Then, a group of traditional Portuguese dancers, singers, and musicians came up to perform.

The last two acts were performed by Upper School students. First up was the string quartet, composed of Felicia Ho (III), Jessica Li (IV), Ethan Chung (IV), and Rebecca Lin (IV). The closing act of the festivities was a performance by K-pop, a group that consists of Giancarlo Castillo (V), Megan Pan (IV), Lin, and Rashida Mohammed (III). They sang and danced to modern Korean pop music, impressing every member of the crowd.

By the end of the event, almost all of the food had been eaten.

Every attendee left Taste of Pingry filled with globally-influenced food, good memories, and anticipation for next year's event.



Some young children performed at Taste of Pingry.

Courtesy of Pingry Communications

## JTB Walk Celebrates John's Life and its 10th Year

By MIRO BERGAM (III)

The annual John Taylor Babbitt (JTB) Walk was held on May 22. Taking place on the Pingry campus, the walk was roughly two miles long and featured a reception with refreshments and a raffle.

This year, the walk amassed over 300 attendees, drawn from

JTB club leaders Julia Rotatori (VI) and Jack Zanelli (VI) organized and hosted this year's walk as their Independent Senior Project (ISP). Rotatori, who has been involved with JTB throughout her entire high school career, said, "It was such an honor being able to organize the walk for my ISP. This year was the event's tenth anniversary, and we had a really

John Taylor Babbitt. John was a junior at Pingry when he tragically died of an undiagnosed case of sudden cardiac arrest.

The JTB Foundation hopes to help people like John and their families, as it is dedicated to preventing Sudden Cardiac Death and avoiding cases from going undiagnosed.

Donations to the JTB Foundation are allocated to funding research for Hypertrophic Cardiomyopathy, a disease that causes Sudden Cardiac Death. This disease affects one in 500 individuals, making it the most common inherited cardiac disease.

The Foundation also seeks to raise awareness, and one way they have accomplished this is through a recent legislative initiative.

By working with the American Heart Association and soliciting the support of New Jersey's legislators, the JTB Foundation helped pass a bill which mandates that New Jersey high schools must teach students how to perform cardiopulmonary resuscitation (CPR) and use automated external defibrillators (AEDs). Both of these practices teach high school students life-saving techniques, promoting heart health and awareness throughout the entire state.

JTB's value of community shines through, as 10 years since the organization's inception Pingry still remembers John each year through the JTB Club and their annual walk.



The JTB leaders spoke at the annual Walk-with-Heart.

J. Rotatori (VI)

both the Pingry community and the JTB foundation. With a \$30 entrance fee, the event spread awareness for Sudden Cardiac Death and raised over \$9,000 dollars for the JTB Foundation, not including separate donations.

great turnout. People have been saying that this was the best walk to date." While proud of this year's event, she invites more students to attend next year.

The JTB Foundation was founded in commemoration of

## Quiz Bowl Enjoys Continued Success and Bright Future

By ALISA CHOKSHI (III)

Led by junior captains Will DiGrande and Akash Kumar, the Pingry Quiz Bowl team has finished off yet another successful

season. Quiz Bowl is an academic competition where students play each other in various tests of knowledge on topics such as Literature, History, and Science.

While the team's primary

tournaments typically occur on Saturdays, they also participated in QuizNet competitions in the fall and winter, which are held at school. The team usually brings two teams to most tournaments,



The 2015-2016 Quiz Bowl team competed in multiple tournaments.

Courtesy of Pingry Communications

the "A" team, consisting of the older players, and the "B" team, consisting of younger ones.

The team's advisor Mrs. Malla Godfrey also contributed to the team's accomplishments, as she coached at every tournament and hosted the QuizNet competitions in her classroom. DiGrande said, "We couldn't ask for a better mentor and coach."

He added, "Over the season, everyone proved their abilities, and we worked to get as many people a chance to play on the 'A' team as possible."

This year the team competed in seven tournaments. Despite graduating their three top players last year, the young Quiz Bowl team of four juniors, three sophomores, and four freshmen, proved to be quite strong.

"I was delighted to see several freshmen interested in Quiz Bowl,

and play very well in their first year," DiGrande said.

Aditya Gollapudi (III) reflected, "It's a great club, and even though we're a small team, there's so much team spirit."

This was the first year that the team came in first place in two tournaments, winning the North Jersey Academic Championships in December and the Colonia Arch Academic Challenge in April.

When asked about the team's most memorable moment, DiGrande said, "This whole season was memorable because, after losing much of our talent last year, I did not expect to have much success this year. We ended up winning two tournaments and placing second in two more. My personal favorite memory, though, would probably be winning the Colonia Arch Academic Challenge with

Ellen Li (V) and Akshina Gupta (V). We only had three players when most other teams had four, and in the semifinal and final we fell behind early but somehow managed to come back and win."

The team also qualified to attend and compete in the National Academic Championship in New Orleans over Memorial Day weekend.

At the championships, the "A" team narrowly missed out on playoffs with a 3-3 record, and the "B" team went 0-6, but still played hard. According to DiGrande, "We were disappointed to not make the playoffs after our success last year, but this will only motivate us to work harder so we can do better next year."

With no graduating seniors and being such a young and talented group, the Quiz Bowl team is expected to have even more success next year.

## SDLC Leads Activities at the Stevens Cooperative School

By KATIE HO (V)

On Thursday, April 7, Pingry's Student Diversity Leadership Committee (SDLC) hopped on a bus to visit Stevens Cooperative School, a private education focused on progressive education for pre-kindergarten to eighth grade students. SDLC, led by Coordinator of Diversity & Multicultural Affairs Dr. Diana Artis, consists of fourteen student members.

SDLC members were invited to speak about diversity and facilitate activities at Stevens Cooperative School's two campuses in Hoboken and Jersey City. Although SDLC held various diversity activities throughout the school year with the Middle and Upper School, this was the first time that the club visited and spoke at a different school.

Once the bus arrived at the Hoboken campus, SDLC walked into a large classroom where they were greeted by teachers and fifth through eighth grade students. SDLC members then briefly introduced themselves, stating their name, ethnicity, race, and preferred gender pronoun.

Afterward, each student was encouraged to find a partner and begin the "Who Am I?" activity, in which one student would be the questioner and the other would be the answerer, and the questioner would continue to ask "Who are you?" until time was up. The purpose of this activity was to create an opportunity for students to thoughtfully dig deeper into thinking about what made them diverse in comparison to their peers.

Throughout the activities, students were broken up into discussion groups, in which SDLC leaders asked questions like, "How did that activity make you feel?" and,



The SDLC at the Stevens Cooperative School. Courtesy of Dr. Artis

stand up if they identified with the statement read. For example, the first prompt was "Stand up if you identify as a girl." As the activity progressed, many of the questions required more thought and were more personal, such as "Stand up if you have a good support system at home." Though it was certainly hard for students to stand up when the majority of their peers were sitting down or vice versa, many brave students stepped outside of their comfort zones and learned to appreciate their own differences, as well as their peers' differences.

SDLC member Isabella Zanolini (VI) said, "I loved getting to hear from the kids and seeing how they responded to our questions. They were so open and engaged."

After saying farewell to the students at the Hoboken campus, SDLC members boarded the bus and soon arrived at the Jersey City campus, where they entered a gymnasium filled with students and teachers.

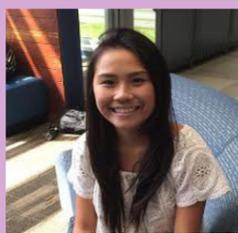
SDLC quickly introduced the eight cultural identifiers, which consist of race, ethnicity, age, socioeconomic status, gender, sexual orientation, and ability. They then plunged into the "Stand Up, Sit Down" activity, in which students were encouraged to

## Word in the Hall: What Will You Miss the Most About the Seniors?



MR. JENKINS

"How hard they worked without any complaint."



S. WONG (V)

"Their spirit and their differing personalities."



MRS. HARTZ

"Many of them have a great sense of humor."



O. MARTIN (V)

"Playing sports with them."



P. JEAN-LOUIS (IV)

"The basketball seniors."

## Palmer to Take Her Talents to the Big City

By CAROLINE PETROW-COHEN (IV)

After developing a love for the performing arts at Pingry, Jazmin Palmer (VI) will continue to pursue musical theater next year at NYU Tisch School of the Arts.

Palmer first became interested in the performing arts in fifth grade, prior to coming to Pingry. Yet, her experience with drama in both the Middle and Upper School inspired her to continue cultivating her passions for music and theater in college.

"I have loved the performing arts for as long as I can remember," Palmer said. "My first actual musical production was in the sixth grade at Pingry. I ended up getting one of the leads and that really drove me to continue theater."

Palmer's love for drama and musical theater was further solidified when she was cast as Fagin, a dirty old thief, in eighth grade for the Middle School's production of *Oliver!*. In looking back on that performance, she said, "I had the freedom to take charge of my own character work. My experience in *Oliver!* was definitely a driving factor for me taking on musical theater in college." She now considers Fagin to be her favorite role, noting that acquiring the



Courtesy of Pingry Communications

ability to develop a unique character has shaped her high school drama experience.

Palmer is both grateful and excited for the opportunity to continue her theater career at Tisch, one of the most prestigious performing arts institutions. Tisch has a total of eight drama studios; seven of the studios are designated for acting, and one studio is designated for musical theater.

While looking for colleges before her senior year, Tisch stood out to Palmer above all other schools for its unique program structure and the artsy, eccentric atmosphere of New York City. She said, "As

soon as I visited last year and they told me about their class setup and what life is like in the city, I knew that Tisch was my dream school."

Palmer credits the Pingry Drama Department for developing her love for theater, explaining that she will take her musical theater experiences and the skills she has learned with her to Tisch.

"The idea that I will be able to work with professionals of the field and be immersed in, not only my craft, but also the energy of the city next year is unbelievably exciting," said Palmer. "I am so grateful for everyone who has helped me reach this point."

## Erin Dugan Looks Forward to Attending NYU Tisch

By MEGAN PAN (IV)

This fall, Erin Dugan (VI) will begin her freshman year of college at the NYU Tisch School of the Arts.

Throughout her time at Pingry, Dugan has been in almost every school-produced play and musical since fourth grade, which amounts to about fifteen productions. Most recently, she starred in the senior Spring Play, playing multiple roles, as well as the Winter Musical, *Cabaret*, playing the female lead, Sally Bowles. Her performance in the latter earned her consideration for the Paper Mill Playhouse Rising Star Competition in the category of Outstanding Performance of an Actress in a Lead Role.

Last year, Dugan performed the leading female role of Rosemary in Seton Hall Preparatory

School's Spring Musical, *How to Succeed in Business Without Really Trying*. Dugan is also the Form VI Class President, a Baladeer since her freshman year, and a member of SAC club.

Dugan was accepted into the Meisner Studio drama program at Tisch, which is based on the teachings of twentieth-century actor Sanford Meisner and his philosophy regarding "the reality of acting." In this intensive curriculum, Dugan will be "strengthening and challenging all the basic areas of actor training," including imagination, voice and speech, and physical training. Outside of that, she will also be doing improvisational work such as stand-up in the city due to her love of comedy.

"I'd honestly love to be Tina Fey, Amy Poelher, or Stephen Colbert," Dugan said. "Myulti-

mate dream is to be on Saturday Night Live."

Ever since she was young, Dugan exhibited a sort of "outrageous creativity" that did not go unnoticed by her teachers. "When you harness some of that original energy, you just want to continue to watch her onstage because she's always engaging, always interesting," Drama teacher and Fall Play director Mr. Albert Romano said. "She has this quirky way of seeing the world that is so Erin, and that's unteachable."

Drama teacher and Winter Musical director Mrs. Stephanie Romankov added, "The goal for the director is to harness and channel all that energy and creativity. By the end of her senior year with *Cabaret*, Erin was doing that on her own, and she became such a strong, committed, focused performer that still has that kind of edgy creativity to her."

Regarding her growth as a performer, Dugan feels that she now has the ability to be "grounded" while performing, having found her "weight."

"I've gained some self-confidence which I may not have had before," Dugan said. "I still can't touch my toes, but I'm closer than I was before."

Dugan's love of drama stems from a love of "making people happy, and making people understand things they may not have understood before." She added, "I feel like theater is just a constant reminder that you have to be conscious of what's going on around you."

As a parting message to the student body, Dugan said, "Be nice to each other. There's no point in being mean to people. Just be nice."



Courtesy of Pingry Communications

## Claudia Hu's Passion for Piano Leads Her to Manhattan

By LINDSEY LUBOWITZ (V)

In the fall, Claudia Hu (VI) will continue her classical piano career at the Manhattan School of Music.

Hu has been taking piano lessons since she was six years old, but it was not until two or three years ago that she considered dedicating her college experience to piano.

"Growing up, I always wanted to be a doctor. But as I learned more about the piano and my skills improved, I realized that music was something I couldn't give up," she said, sharing her excitement to pursue music in New York City.

Throughout her life, Hu has been extremely involved in music. Before dedicating all of her time to piano, Hu took violin lessons. Now, she practices piano for several hours daily, in addition to taking private lessons.

Hu has also showcased her talent at various musical festivals, most of which take place during the summer. She cites the Festival Musica in Laguna, a festival for pianists in Venice, Italy, as one of her favorite performance locations. Hu has performed at this festival for the past seven years, both alone and with the Orchestra Sinfonica del Festival di Chioggia, under Maestro Perini.

Last summer, Hu participated in the International Keyboard Institute and Festival in New York for the first time. This program provided her with the opportunity to take classes with famous pianists and attend several concerts.

While Hu has enjoyed many rich musical experiences outside



C. Hu (VI)

of Pingry, she has played piano in various musical events during her time in high school. In addition to playing the violin in the orchestra for one year, Hu played the keyboard for the Winter Musicals during her freshman and sophomore years.

Outside of school, Hu has performed in the Plainfield Symphony Orchestra, under Charles Prince, and the Festival String Quartet. Recently, she won a scholarship from the New Jersey Music Teachers' Association in the Performance Division.

For Hu, applying to the Manhattan School of Music involved several steps. First, she had to submit an essay, similar to those required in many college applications. Along with the essay, however, she had to send in a 15-20 minute video that demonstrated her versatility as a pianist. Once

she "passed" the first round, Hu was invited to come to the school for an audition.

After the grueling, yet rewarding application process, Hu received her acceptance to the Manhattan School of Music.

"By surrounding myself with people who are as passionate about music as I am, I know that I will learn so much," said Hu, as she looks forward to her college experience.

Hu hopes that her time at the Manhattan School of Music will provide her with enough skill and ability to pursue a music career, perhaps as a worldly concert pianist or a music teacher.

Setting her doctor dreams aside, Hu is certain that her music festival performances and countless hours spent practicing piano have created an inseparable bond between her and music.

## Jenn Korn Becomes First Junior in Recent Memory to Graduate Early

By ABBY BAUER (VI)

Jenn Korn (V) will be heading off to college a year early, having been accepted to the prestigious and highly-selective Resident Honors Program at the University of Southern California in Los Angeles. Korn was one of 18 high school students selected from a nationwide invitation-only applicant pool to participate in this early entrance Honors program.

"I got the invitation to apply when I was away for a semester in Rome," Korn recalled. "I thought that the program was perfect for me. After spending a semester abroad, I realized that there is so much I want to do in the world, and I am so anxious to get started."

Korn attributed her decision to apply to the USC Honors Program to both her time spent at St. Stephen's International School in Rome, where she cultivated her passion for Art History and Latin and enjoyed the opportunity to "see the world through an international lens," and her academic experience at Pingry.

She noted that Pingry has instilled in her a love of learning and provided her with a strong foundation in a wide array of subjects. Having appreciated her comprehensive high school curriculum, Korn looks forward to attending a large university where every department is internationally recognized.

Korn was an involved member of the Pingry community, dedicating much of her time to sports and clubs. In addition to playing on the soccer and ice hockey teams, Korn served on the Journal Club Executive Board and as a delegate



J. Korn (V)

for Model United Nations.

At USC, Korn plans to double major in International Relations and Journalism, explaining that her dream is to be a wartime correspondent or investigative journalist for *60 Minutes* or *CNN*. Yet, she seeks to maintain an "open and diverse educational path" while in college, citing Arabic language, broadcasting, and art history as several courses she hopes to enroll in.

For Korn, attending college a year ahead of schedule is not a daunting task. "I am very excited about going to college a year early," Korn said. "I feel absolutely prepared and, as someone who is proudly independent, I am confident that I can handle the challenge." She described receiving her acceptance letter as "surreal" and one of her proudest moments in life thus far.

When asked about what she is most looking forward to during her freshman year at USC, Korn said, "I can't wait to start taking classes in topics I have not previously explored, as well as immersing myself in the USC culture." She plans to be active in Greek life, club sports, and community service, as well as to further develop her interests in Model United Nations and scientific research.

Korn's advice to both high school students interested in this Honors program and juniors now approaching the college process is general, yet valuable. "Be dedicated to your schoolwork and avoid the trap of being a one-dimensional student," she said. "It is so important to be diverse interest-wise, and I think a lot of people forget that." She adds, "Find several things that you enjoy and become truly passionate about them."

## Girls' Squash Captain Lindsay Stanley to Continue Career at Penn

By WILL DIGRANDE (V)

After four years of playing Varsity squash, Lindsay Stanley (VI) will join the nationally ranked squash program at the University of Pennsylvania. Ever since joining the Pingry team in her freshman year, Stanley has been a force to be reckoned with on the court, winning numerous awards and maintaining a national ranking in her age group.

Stanley began playing squash at the age of eight, but was exposed to the sport when she was even younger, as her father had played squash competitively.

She made an immediate impact upon joining the Pingry squash team, securing the #1 position in all four years of her high school career. An active leader both on and off the court, Stanley was recognized as an All-American by US Squash three years in a row, an unprecedented feat. Even after being named an All-American the past two years, Stanley was still "pretty excited to receive such an amazing award" during her senior year.

Some of her greatest achievements in her high school career include competing in the British Junior Open Squash Championships (BJO) in 2015 and winning the girls' state title this year. Stanley was one of only a handful of Americans picked to participate in the BJO last year. She cites travel-



ing to different parts of the world as one of the best parts of playing squash, mentioning Canada and Hungary as a few of her favorite locations.

"Because of squash, I know people from around the world," Stanley said, highlighting "the friends and adventures you have while playing the game" as memories she will always cherish from her time competing both at the high school and international levels.

As a final recognition of her high school squash career, Stanley was given the Junior Achievement Award by the Northern New Jersey Squash Racquets Association at the end of this season. The award is given annually to an athlete who demonstrates skill and accomplishment, fair play and sportsmanship, and contribution to the

Courtesy of Pingry Communications sport overall. As a leading player in the region, Stanley has fulfilled all of these criteria and has gained the respect of many both on and off the court.

As Stanley's time at Pingry draws to a close, she said, "I will definitely miss the team and all our experiences together." However, she looks forward to being part of the program at Penn and is excited for the opportunity to face higher levels of competition and bring her game to new heights.

Explaining that she was "overjoyed" when Penn reached out to her, Stanley hopes "to improve not only as a player, but as a person" during her time there. She concluded, "College is a chance to explore and improve. While I am really nervous, I am mostly excited to be part of the Penn community."

## Libby Parsons Will Join the Notre Dame Track & Field Team

By ROSE BEATTY (V)

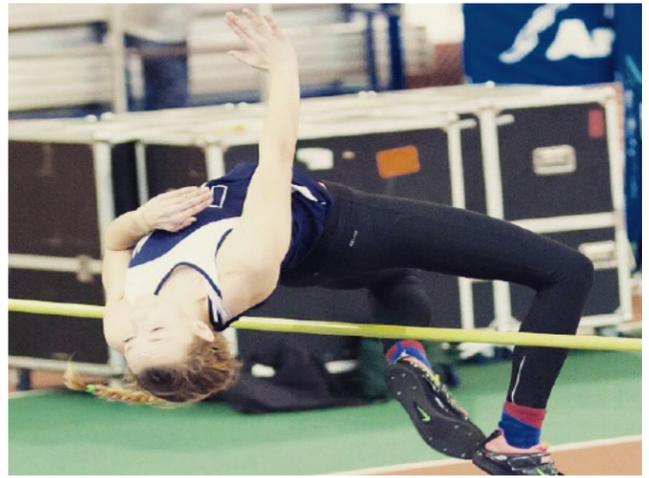
This fall, Libby Parsons (VI) will be heading off to the University of Notre Dame as a new member of their track and field team.

Parsons, a valued high jumper for Pingry's track team, started running track her sophomore year. "Coach Grant convinced me to come out for the team because I wasn't playing a spring sport," Parsons recalled.

Looking back on the past three seasons, Parsons believes her overall track experience has been positive and rewarding. "All of the coaches have been amazing, whether they were coaching me or just there for support," she said, adding, "They all went out of their way to help me improve and do the best that I could. Coach Grant and Coach Romano, specifically, were a big influence on me and my performance while at Pingry. I could look to them for guidance, not only in track and field, but also in other aspects of life."

Parsons noted that the support and encouragement of her teammates further influenced her love of track. "I look at the track team as more of a family than a sport. We take care of each other and are always there for one another."

When asked about her favorite part of running track, Parsons described "the camaraderie that comes along with being on the team." She explained that most



people do not view track as a team sport, as members compete individually, yet she cites this as a "common misconception." She said, "While one teammate is competing, the rest of the team is on the sidelines screaming and cheering them on."

Parsons' most memorable experience on the team was the Non-Public B State Championship last year. "Everyone on our team did fantastic," she said. "As a team, we fed off of each other's energy and successes. I have never had more fun at a meet in my life and I will always remember it."

Recalling her three seasons on the team, Parsons mentioned that she will miss the pre-practice stretches the most, noting that "the circle is probably one of

L. Parsons (VI) the most important parts of our team." She added, "It is during this time that we are able to bond as a team, talking and hanging out with one another. Some of our funniest moments happen during this stretching."

Parsons, who was initially unsure if she would continue her track career in college, found that Notre Dame was the "perfect fit" for her. She chose to attend Notre Dame because of its sense of community, strong pre-med program, and religious values.

Looking forward to her next four years at Notre Dame, Parsons said, "I am so grateful for everyone who helped me get to this point, and I hope that I will continue to improve both academically and athletically while in college."

## Rotatori Takes Soccer Skills to Bucknell

By TRACY COOPER (V)

Julia Rotatori (VI), who has played on the girls' Varsity soccer team during all four of her years in the Upper School, is looking forward to continuing her soccer career this fall as a member of Bucknell University's Division I team.

During her time on the Pingry soccer team, Rotatori, a starter and captain, racked up a number of honors. She won a title on each of the state, conference, and county levels with the team. She was also nominated by the Skyland Conference as one of its best defenders, and was part of the Somerset County Second Team All-Conference.

Outside of Pingry, Rotatori plays with Players Development Academy (PDA), which she has been a part of since she first began playing soccer at only six years old. Last year, Rotatori's PDA U18 team won the Elite Clubs National League championship in Richmond, Virginia. The team will once again compete in the same tournament this year on June 21.

During her time at Pingry, Rotatori has demonstrated a love for her sport. She said, "I love soccer because it has always been a part of my life. There isn't a time I can remember that I did not play soccer. I love my team, and even though the fitness is hard and there are

definitely ups and downs for each season, I wouldn't trade playing soccer for anything."

When Rotatori first joined the Varsity team as a freshman, she played as a right full-back. Yet, as she improved her game, Rotatori ended her Pingry soccer career as a central defender, a key position on the field.

Pingry Head Coach Andrew Egginton praised Rotatori for her major contributions to the team over the past four years, noting that the development of her leadership abilities and athletic skill has allowed her to become a valuable player on the field. He wishes her the best at Bucknell.

Rotatori has enjoyed her time playing soccer at Pingry. She recalled, "When I was a freshman I was able to play with my older sister, who was a senior at the time. We always played at a competitive level, and I loved each team each year I played."

Like many athletes at Pingry, Rotatori's interests extend beyond sports. In addition to playing soccer, Rotatori is an avid drawer and painter and a leader of the JTB club.

While Rotatori reflects on her Pingry soccer career as a "fun and amazing experience," she looks forward to playing at the collegiate level in the fall.



Courtesy of Pingry Communications

## Temares Joins Columbia Lions

By KETAKI TAVAN (III)

This fall, Maddie Temares (VI) will be heading off to Columbia University to continue her soccer career. Temares led the girls' Varsity soccer team this year as a captain, and she is excited to begin playing at the collegiate level.

Temares started playing recreational soccer at a very young age, and joined a club team, ECNL PDA Arsenal, when she was only seven years old. This past summer, her club team won the U17 ENCL National Championship, a victory that Temares is very proud of. "After years of putting in the hard work, it was amazing to have it pay off and win the dream title," she said.

Temares added that she loves the sport because "it is an opportunity for creativity. You don't have to be the fastest or strongest because there is also room for players that are tactically aware and technically proficient."

Under the guidance and mentorship of Head Coach Mr. Andrew Egginton, Temares had a successful Pingry soccer career. Playing on the Varsity team for four years, Temares's favorite memories include winning States during her freshman season and having the

opportunity to be on the team with her older sister, Danielle Temares '13.

"My coach was a great influence on me," said Temares. "He gave me the confidence to believe in myself but he also pushed me to work harder and be better every single practice and

game." Temares also felt that her teammates were a large part of why soccer at Pingry was so special for her, saying that she was always smiling when she was surrounded by them.

In addition to her athletic involvement at Pingry, Temares served as a four-year member and Chairperson of the Honor Board, a member of the Student Technology Committee (STC), one of the club leaders for the Student Movement Against Cancer (SMAC), a member of Blue Key, and a peer leader.

In reflecting on her time on the soccer team, Temares said, "It has been such an integral part of my high school experience," adding that, "There is nothing better than running onto the World Cup Field with your best friends."

When asked what advice she would give to other aspiring college recruits, Temares said, "Control what you can: your attitude and your effort. If you work hard, it will pay off."

As for the future, Temares said that playing soccer at Columbia is her "dream come true." She hopes to win an Ivy League Championship at some point during her four years there, and her goals include working hard and having an influence on the team.



Courtesy of Pingry Communications

## Buckley Dives into Cal's Swim Program

By EDWARD JOHNSON (V)

After 12 successful years of swimming at the Berkeley Aquatic Club, Pingry "lifer" Alexa Buckley (VI) will be continuing her swimming career at University of California - Berkeley this fall.

Buckley discovered her passion for swimming at the age of six, and

outdoor pools, which will be a major adjustment. Yet, Buckley is still excited for the new opportunities that lie ahead. "The girls on the Cal team are incredible," she said. "I can't wait to be surrounded by such a compassionate, hard-working, and successful group."

Nevertheless, she acknowl-



A. Buckley (VI)

has trained rigorously since then. In addition to swimming at the Summer Junior Nationals, Winter Senior Nationals, and Arena Pro Series meets, Buckley is also a two-year 4.0 Scholastic All-American swimmer. Achieving this title requires the impressive combination of both top race times and a minimum GPA of 3.5.

Buckley has been on the Berkeley Aquatic swim team since she began attending Pingry in kindergarten, and high school swimming on the East Coast has become second nature to her.

However, swimming at the collegiate level will bring about many new challenges. At Cal Berkeley, Buckley will train year-round in

edged that her departure from Pingry and Berkeley Aquatic is bittersweet. "One of the biggest things I've learned over my years at Pingry and Berkeley Aquatic is the importance of family," Buckley said. Although she will be spending the next four years on the West Coast, she plans to hold on to the lifelong friendships she formed at Pingry and on her club team.

"I think that the people are what I'm going to miss the most next year," Buckley said. "The people at Pingry and on my swim team are like family to me."

Both in and out of the pool, Buckley is sure to make a lasting impact at Cal Berkeley, just as she has done here in New Jersey.

All athletes profiled here are Division I bound. Congratulations to all of those in Division 3.

## Yash Jaggi Will Trade Colors from Big Blue to Big Red for Squash

By MILES LEANDRE (V)

This upcoming fall, Yash Jaggi (VI), a captain and prominent player on the boys' squash team, will continue his athletic career at Cornell University.

Jaggi played four seasons on the Varsity squash team, and was honored by being named co-captain in his final year. He had a successful senior season, finishing as a nationally ranked player. His consistently stellar performance helped the team fill a large void that was left by losing several important seniors from the previous year. Jaggi's leadership, as well as his talent, was invaluable to the team this season.

Introduced to squash at a young age, Jaggi first started playing in the third grade when his cousin showed him the sport, and he has been in love with it ever since. He attributed much of his success to Pingry Head Coach Ramsay Vehslage, saying, "I've known Coach Vehslage for many years, and he has really shaped me as a player. Apart from improving my technical skills, he has helped me greatly in developing mental toughness in high pressure situations."

When asked about his fondest memory playing for the team, Jaggi shared a team accomplishment, rather than his personal best performance. He said, "My favorite moment was during my



Courtesy of Pingry Communications

sophomore year when we made it to the quarterfinals at Nationals by beating the defending champions. It was very exciting because we placed eighth, which is the best we've ever done." His selflessness exemplifies the legacy Jaggi will leave behind in the squash program as a team player.

As he moves towards the next chapter of his career at Cornell, Jaggi looks forward to meeting new teammates and playing stronger competition. "I am looking forward to college matches because they are a lot more intense than high school matches," Jaggi said. "Also, I am excited to get to know my teammates and coaches

better."

While he is excited to play at the next level, leaving Pingry is bittersweet, as he moves on with the myriad of memories he has made playing for the high school team.

"I am very grateful that I had an opportunity to work with Coach Vehslage at Pingry, and I will miss his guidance," Jaggi said. "I will also miss all of my teammates, and will cherish all of the good times we had together both on and off the court."

Jaggi's presence will be missed dearly next year by the team, though they wish him luck playing at the next level at Cornell.

## Katie Marino Will Take the Field with Notre Dame's Softball Program

By SHRUTI SAGAR (IV)

This fall, three-year girls' Varsity softball captain and pitcher Katie Marino (VI) will be taking her talents to the University of Notre Dame, where she will play for their Division I team.

Marino was initially exposed to softball because

in every single Varsity game since she was a freshman. She was named to the All-Prep, All-County, and All-Conference First Teams for three consecutive years, and was listed among the top 60 Class of 2016 softball players in the country. Marino was also listed on *The Star-Ledger's* Top 50 Players to Watch in

statistics and recognition, but when asked about her favorite Pingry softball memories, she said, "Other than winning the conference freshman year, I think my favorite memories don't have to do with the wins and losses, but all the jokes, laughing, dancing, and other weird, random things the team and coaches have done throughout my four years here."

Though she is sad that her high school career is coming to a close, Marino is "really looking forward to the change in atmosphere" from high school and club softball to collegiate softball. She is eager for the transition and excited to be "surrounded daily by an incredible team and coaching staff that I know will push me to perform as well as I can academically and athletically."

Marino's recruiting process consisted of many college clinics and showcases with her competitive club team. When asked about advice she would give to aspiring athletic recruits, Marino encouraged athletes to push themselves to get their name out there. She also advised athletes to trust their hearts and remember, "You know yourself more than anyone else, and you'll be the one attending the college you choose for four years. Make sure it's one you really love and one that makes you feel at home."

Courtesy of Pingry Communications



both she and her twin brother played tee ball as children. Once they grew out of the sport, they moved onto softball and baseball, respectively.

Marino has had an extremely successful high school softball career, starting

New Jersey, and named a New Jersey Gatorade Player of the Year Nominee.

On May 19, Marino reached 1,000 strikeouts in her high school career, a feat only 17 softball players in New Jersey have achieved. Marino has impressive sta-

## Holly Butrico Picks Up the Oars at Prestigious Penn Program

By MACKINLEY TAYLOR (V)

Next year, Student Body President Holly Butrico (VI) will attend the University of Pennsylvania's Wharton School of Business and join the Quakers' Women's Rowing team. The team just recently finished fifth overall in the Ivies for its 2016 season.

When asked why she chose Penn, Butrico explained, "Penn's competitive rowing program combined with the buzz and excitement of Philadelphia made it the perfect fit for me. The coaching environment, the training program, and an education from Wharton made me want to be a part of this university and team."

Butrico's overall goal in her first year of college is "to balance the life of a student athlete and to be an integral part of the rowing team, while still making every second at college count."

Despite starting rowing only two years ago, in the summer before her junior year, Butrico accumulated significant recognition in her sport, winning both the Hammer Award and the Most Improved on the Ergometer Award.

Prior to rowing, Butrico was very involved in lacrosse. However, after suffering an ACL injury in the fall of her freshman year, she decided to try out rowing. "I picked up rowing for fun," Butrico said. "Now, I could not be happier."

In explaining her favorite part of rowing, she said, "It is completely different from lacrosse, where standouts receive recognition for goals and assists. In a boat, every person is as important as the other. It is a well-oiled machine based on teamwork, and the boat



H. Butrico (VI)

can only move at its fastest speed if every single person is in sync, breathing and moving together."

Butrico currently rows for the Mountain Lakes Rowing Club, for which she rows the stroke seat, or the rower who sets the pace for the boat. The position is known for requiring a confident and capable athlete. "This season, I rowed in the women's varsity pair, which means I rowed in front of one other girl. In the fall, I race five kilometers, and in the spring, I race two kilometers," Butrico said.

Her favorite rowing memory thus far has been qualifying for Youth Nationals this year. "We came in first, and it was the best feeling in the world," she said.

In addition to her role as Student Body President, Butrico has also played for Pingry's field hockey and winter track teams.

On the fact that Pingry itself does not have a rowing team, Butrico said, "The only problem is that you need a body of water to row on and all of the equipment. I think it is an amazing sport that is rooted in tradition, aligned with Pingry's values, and it requires teamwork and dedication." She hopes that Pingry will become more involved with rowing in the future.

As for next year, Butrico said, "I can't wait to row in my first regatta at college and spend my next four years as a Quaker."

## Casey Joins Fighting Irish Soccer

By JAMIE MOORE-GILLON (V)

This fall, Jack Casey (VI) will attend the University of Notre Dame to play soccer for legendary Coach Bobby Clark, a former goalkeeper for the Scottish national team.

Casey began playing soccer at a very young age, mostly in the backyard with his mom. He then participated in the recreational soccer program in his hometown of Montclair, with his father as the coach of his team. Casey was

surrounded by soccer throughout his life, as both his parents and his sister were very involved in the sport. Casey attributes his interest in Pingry's soccer program to watching the boys' and girls' soccer teams as a kid and having the opportunity to "get to know a legend like Coach Bugliari."

Coach Miller Bugliari has served as both a mentor and a coach for Casey, who has been a starting player on the Varsity team for the past four years. Casey's freshman year on the team holds some of his most cherished soc-

cer memories, including beating Bridgewater in penalty kicks and having a strong championship run.

Casey continued his soccer successes as an upperclassman, earning numerous county and conference championships, as well as one state championship.

Over the years, Casey made a name for himself as not only one of the best midfielders, but also one of the best all-around players in New Jersey.

Beyond the team's success on the field, Casey fondly recalls the team trips to Europe as one of his favorite parts of Pingry soccer, explaining that "these trips will stick with me forever."

While he will miss the friendships he formed with his teammates and the memories they created together, Casey is excited to play for Notre Dame.

He particularly looks forward to working with Coach Clark, who has had a distinguished career, coaching both the Stanford Men's soccer team and New Zealand's national soccer team.

Casey is up for the challenge of Division I soccer, and is confident that Notre Dame's team will achieve success during his time there. "I think we can win the ACC tournament, or hopefully a national championship," he said, expressing his excitement to continue his soccer career at the collegiate level.



Courtesy of Pingry Communications