

Homecoming Marks End of Blueprint Campaign

By RYAN FUENTES (V)

On October 8, Homecoming Day, Pingry hosted a major celebration to mark the official close of the six-year Blueprint for the Future Campaign. At noon, an hour of speakers and festivities commemorated the special occasion and thanked the vast number of donors who supported the campaign. There also were tours of the newly constructed Miller A. Bugliari '52 Athletics Center, followed by a barbeque lunch open to all members of the Pingry community.

According to Melanie Hoffmann, the Director of Institutional Advancement, the campaign, which began in 2010, has raised an astounding 76.7 million in six years, surpassing its intended goal of 65 million. Donations came from every corner of the community, including alumni, parents, and trustees. Ninety-eight percent of the faculty and staff made contributions.

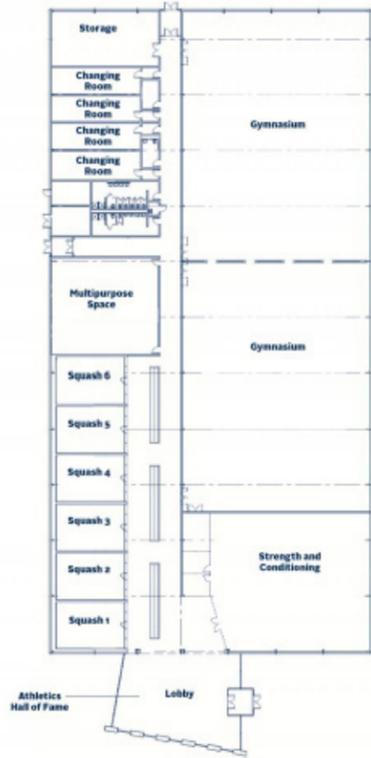
In total, over 5,100 people gave to the campaign. Ms. Hoffmann said this "showed a lot about the community here at Pingry." According to Ms. Hoffmann, "In most schools, just ten to twenty percent give most of the money, but here at Pingry, the majority gave something to the campaign."

The money raised will be allocated to meet various needs throughout both campuses and the community. Throughout the campaign, Ms. Hoffmann and her staff worked closely with the administration and Trustees to

determine what was needed most.

During this process, Ms. Hoffmann said, "We had to narrow it down to what we could do, how big the building could be, and what donors would be willing to fund." In other words, sometimes her team would have to adjust its goals to meet its financial reality.

They determined that 20 million would go towards sup-



Pingry Communications

porting financial aid, 5 million to retaining and developing the faculty, 6.35 million and 3 million, respectively, to modernize the Upper and Lower Schools, 16.25 million towards the Pingry Fund, and 14.4 million to improve athletic facilities.

This will include not only a new 44,000 square-foot athletics center complete with eight squash courts, two large contiguous gymnasiums, and a fitness center nearly triple the size of the current one, but also tennis courts and an artificial turf field lined for football and lacrosse to replace the running track and the football field.

Despite the campaign's apparent success, it also had its fair share of challenges. Perhaps the largest was the 2008 financial crisis, which forced the postponement of the campaign for two years before finally launching in 2010. As Ms. Hoffmann said, "It was hard to get ready to start and then have to suddenly pull back."

Another challenge Hoffmann's team faced was attracting more donors. However, with a lot of hard work, they succeeded in doing so.

"What was so great about this campaign was more people participated than ever before and showed a tremendous amount of dedication to this campaign's success," Ms. Hoffmann said.

This year's Homecoming celebration honored the great achievements and successes of the campaign and those who made it possible. Thousands have contributed and taken an active role in the immediate advancement of the community that will last for many generations to come.

Ms. Chatterji Steps In

By NAMITA DAVEY (V)

After Dr. Denise Brown-Allen left Pingry at the end of June, Ms. Ananya Chatterji stepped up to take her place as interim Head of the Upper School. A search for a permanent Upper School Director will take place this year.

"Head of the Upper School" is one of many titles that Ms. Chatterji holds. She is also an Academic Dean, college counselor, advisor, and mother. Ms. Chatterji admits that this is a lot to manage, but she is taking it week-by-week and is focusing on one thing at a time.

She explains that she was willing to take on this extra work and important position because she "loves and believes in the students at Pingry and the foundation of the Honor Code." She feels that "every freshman walks in as one person and every graduate walks out as a completely different person." She wants to help them during that "molding" process.

Ms. Chatterji was born in Ohio and grew up in upstate New York. She moved to Berkeley Heights when she was in middle school. The oldest of three sisters, she attended college at Buck-

nell University while her two younger sisters went to Pingry.

At Bucknell, she majored in math and religion and came to Pingry in 1996 as a math teacher. She claims that she was attracted to the school's atmosphere, which was "vibrant and full of life." When asked if she missed teaching math, Ms. Chatterji admits that she is very eager to get back to the classroom, hopefully by next year.

Ms. Chatterji's main goal going forward as Head of the Upper School is to encourage kindness and empathy in the school. Her passion for helping people understand and be kind to one another is exemplified in the powerful story she told during the first Upper School



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morning meeting about a blind man giving comfort and hope to another old man in the hospital bed next to his. Ms. Chatterji firmly believes that "small kindnesses go a long way, even if it is just smiling at someone or holding a door open for them."

The Campus Expands and Modernizes

By ELLE BRAVERMAN (V)

With the start of a new school year, summer construction and renovation projects were still underway around the school.

Only one season remains until the Miller A. Bugliari '52 Athletics Center is completed. The brand new innovative athletic building is scheduled to be finished by and in use for this year's spring athletic season.

As described on the school website, the new state-of-the-art athletic center will include a multi-purpose indoor practice area that will be larger than two full-sized gyms, a new weight room that will be three times the size of Pingry's current one, six full-sized squash courts, and new luxurious locker rooms. The athletic center will also allow student athletes to train in a comfortable environment regardless of the weather outside.

The building will accommodate the school's diverse group of athletes and celebrate the many athletes who have come before them. To keep the school's history a central feature in the new building, the achievements of previous Pingry athletes and teams will be commemorated in the new Athletics Hall of Fame.

According to the website, in addition to the Miller A. Bugliari '52 Athletics center, other upcoming athletic construction projects include upgrading the tennis courts, renovating the

turf field and track, and constructing a new stadium.

Construction inside Pingry's main academic building has only just begun. Two summers ago, the biology rooms and laboratories were all completely redone. Each was filled with

modernization effort.

Chemistry teacher Mr. Timothy Grant explained that the new chemistry rooms "have helped teachers and students be more creative because the desks can move to different areas and formations for classes

building will allow greater accessibility to common spaces for teamwork and thus will build a greater sense of community within the school. Soon, areas will be added to display students' work, flexible furniture will be made



Courtesy of Mr. Vehslage

the highest quality equipment.

The biology labs were only the first to undergo Pingry's modernization of the Upper School. This past summer, the chemistry rooms, chemistry laboratories, and the sophomore area were added to the

and labs." He added, "It's a wonderful situation."

Every summer, more of Pingry will be modernized to create spaces that can better support Pingry's collaborative learning and teaching.

The renovations in the main

accessible to students, and connections between hallways and classrooms will be constructed.

Pingry strives to help students excel in every aspect of their lives, and the new construction efforts will allow them to do so.

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Let Pingry Be the Microcosm for the World

By KATIE HO (VI)

With November 8 rapidly approaching and my voter registration form filled out (one of the many perks of being 18), I am already certain of which candidate I will be voting for.

However, while I speak freely to my family and friends about my own political opinions, and while I have a massive support sticker stuck on my computer, I have noticed that I have recently become a proud, silent supporter in order to maintain harmony in our community. I am not always comfortable verbalizing my political opinions, and I know that I am not alone in that feeling.

In fact, the recent political divisiveness of our country is not just a high school or college issue.

A recent article in The Associated Press "Election Campaign Sparks More Chatter, Anger in Workplaces" noted that workplaces are also being affected by "the contentiousness of this political campaign."

As Election Day nears, owners are seeing more anger. Some say the level of acrimony is affecting employees' ability to work together. Many want to ban political talk altogether."

Hostility is forming in various collaborative environments because people have differing opinions (which is healthy, normal, and necessary), but when people start attacking each other instead of expressing their opinions in a civil manner, as Rachel Chen (V) pointed out in her op-ed, "We often lose sight of the ultimate goal of the discussion: not to win or to destroy your opponents, but to have a productive, educational conversation about a difficult topic."

At Pingry, we should be able to process information,

cultivate our ideas, and express them with confidence. After all, without our diversity of opinions, our school would be full of mindless robots carrying out duties rather than learning, creating, and growing.

Nobody should feel "shut down" by anyone in the community as long as they respectfully state their personal beliefs. Political talk should certainly not be banned in our community. Our Honor Code states, "The members of the Pingry community should honor the rights of others, conducting themselves at all times in a moral and decent manner while at Pingry and throughout their lives as citizens of and contributors to the larger community of the world." Respect applies to both parties: the speaker should state their opinions from the "I" perspective, and the receiver should listen attentively and wholeheartedly instead of criticizing or immediately tuning the other person out.

As the election nears, perhaps we can start thinking of our school as a microcosm for society in the future. If we start holding ourselves to a higher standard, speaking confidently and respectfully not just about politics, but about all issues that come up, Pingry students will be setting the example for the communities they are a part of in ten, twenty, thirty years from now. Current students will continue to be leaders in the future, exercising their problem solving skills, and having substantial conversations to achieve their goals.

Having differing views is more than healthy, and debate should be encouraged. However, let's listen and then speak, and make our school a place where all people are willing to share their viewpoints.

- Katie Ho

Debate Without Carnage

By RACHEL CHEN (V)

You know that intoxicating feeling of being right? When everyone's applauding you and you're trying to be humble, but it's just so hard when the unlucky person who disagreed with you is hanging his head in defeat? Maybe it's after the Webster Truman Trial in eighth grade History, and you've just obliterated the other lawyer's case. Maybe it's this morning, and you finally took down the loud, annoying kid in English (the one who never stops talking during Harkness) in front of the entire class.

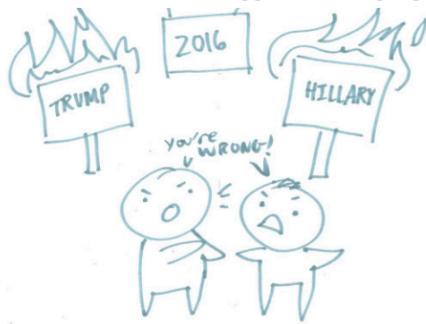
I both witness and experience that high every time I step into a Pingry Politics meeting. In a room filled with such dynamic, well-spoken, opinionated people, verbal sparring matches are inevitable. In fact, they're the reason these club meetings are so fun.

With tensions running high and palpable energy bouncing between opposing camps, it's hard not to get invested in which side of an argument will emerge from the fight victorious. And anyone who has been to a meeting -- or who has simply gotten into an argument -- will agree that there is something shamefully satisfying in seeing someone

with whom you disagree get absolutely wrecked, especially in public.

However, as a club leader, I have also realized that this kind of hypercompetitive behavior can breed resentment and discourage people from participating. In the process of trouncing an opponent to the ground, we often lose sight of the ultimate goal of the discussion: not to win or to destroy your opponents, but to have a productive, educational conversation about a difficult topic.

There are several reasons why competitive behavior often prevents us from achieving this goal. First, an overly competitive attitude and the aggressive language



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that accompanies it can have a polarizing effect on your opponent. If the person you're disagreeing with feels like you're attacking them, he or she is less likely to listen to your case, to try to understand your perspective, or to concede their points. Instead, he or she will probably become stubborn and defensive, which

isn't conducive to holding a productive conversation with mutual learning and concessions.

Second, being excessively emotional, aggressive, or obstinate undermines your credibility to other discussion members. To witnesses, your dramatic behavior makes you seem unreasonable and unyielding. In the future, instead of focusing on the content of your ideas, they are more likely to pay attention to the tone you use to deliver it. They might even disregard your entire point simply because you are the person who said it.

To avoid the dangers of over-competitiveness, here are a few key tips that keep me focused and the conversation civil:

□ Speak from the I perspective. Contrary to your own belief, you are not always right and not everyone will hold the same values as you. Speaking from the I perspective subtly reminds you and your opponent that you are both discussing the same facts, only with different personal interpretations.

□ Support your claims with facts. Statistics, data, quotes, evidence -- anything that can put your argument and theirs on the same framework will allow the conversation to have real substance, instead of only broad statements and baseless opinions.

□ Avoid extreme phrasing or language with harsh connotations unless it is key to your argument. Most of

the time, inflammatory wording only triggers unproductive arguments about word choice, which sidetracks the entire discussion.

□ Handle disagreements gracefully. Be flexible, reasonable, and open to new ideas. Be willing to make concessions and acknowledge when your opponent makes a good point. Offering this respect to your opponent will encourage them to do the same for you.

And most importantly:

□ Listen, listen, listen! It's cliché, but you and your opponent are not adversaries so much as team members, united in the goal of trying to educate yourselves and push each other. Respect where they're coming from even if you don't agree, and don't take it as a personal offense if you can't convince them.

Even though this piece was inspired by a conversation about politics, this advice applies to any situation with disagreeing parties. No matter in what context, a discussion between opposing views requires a certain amount of diplomacy, mutual respect, and neutral word choice. Although modifying the words you speak without modifying their contents may seem "too politically correct" or "like a real pain in the butt," it's important to remember simple common sense: if you want to have a civil, productive discussion, don't purposefully upset the other person. Then nobody wins.

Don't Be a Distracted Eater

By MARIAM TRICHAS (V)

Have you ever used your phone or watched TV while eating? For many of us, viewing some type of screen during a meal is routine. Besides the negative health implications of distracted eating (such as poor digestion, weight gain, and overall unhealthiness), it is also harmful in a different way.

When distracted by a device, like a phone, or a TV program instead of the actual food we are eating, we are not tasting or savoring the food, but rather mindlessly consuming it. Our minds are too occupied with thoughts to permit full immersion in what is right in front of us.

The same idea is present in many different areas of our lives. As Moshe Bar, neuroscientist and professor at Harvard Medical School, explains in his article "Think Less, Think Better," "too often we eat meals without

tasting them, look at something beautiful without seeing it. An entire exchange with my daughter (please forgive me) can take place without my being there at all."

In a study published in the Psychological Science Journal, Dr. Bar and graduate student Shira Baror demonstrate that "the capacity for original and creative thinking is markedly stymied by stray thoughts, obsessive ruminations and other forms of 'mental load.'"

Their findings suggest that "innovative thinking" is the mind's default mode when it is clear, which is unlike the assumption of many psychologists that the mind is inclined to follow a routine ideation when left to its own devices.

Dr. Bar and Shira Baror conducted a series of experiments in which they gave participants a "free-association task while simultaneously taxing their mental capacity to different degrees." Two groups of participants were asked to respond to questions while remembering a string of seven and two numbers, respectively. They found that the participants with seven digits to recall had the most statistically common responses, while participants with two digits to recall gave less typical and more creative ones.

In another experiment, Ms. Baror and Dr. Bar found that longer response times were associated with less diverse responses, ruling out the "possibility that participants with low mental loads simply took more time to generate an interesting response." It appears that with a higher mental load, one needs more time to generate even an ordinary thought.

These experiments suggest

that the occupied mind seeks the most familiar and inevitably less interesting solution, though its natural tendency is to explore and favor novelty.

Dr. Bar says that there is tension between experimentation and exploitation in our brains. When we are exploratory, we are inquisitive and curious, having an open mind and desiring to learn. As Dr. Bar says, "Other times, we rely on, or 'exploit,' what we already know, leaning on our expectations, trusting the comfort of a predictable environment." Most of our lives are spent somewhere between these extremes. We tend to be more exploratory when we are in a different country, while we are more inclined to exploitation when we have just gotten home after a rough day at school.

There are benefits to both outlooks: exploitation prevents us from taking too many risks that may end up harming us, while being exploratory allows us to discover new things that may benefit us. Ms. Baror and Dr. Bar's study suggests that our internal exploration is too often lessened by an over-occupied mind, which is also the case for our experience with our external environment.

In our everyday lives, we may find ourselves overloading our minds in different ways: memorizing vocabulary terms for a test so that we don't forget them, practicing what we're going to say during a class presentation, or rehearsing the name of someone we just met so that we don't forget it.

There are also the "ever-present wanderings of the normal mind." Additionally, there are more chronic sources of mental load, such as anxiety, stress, and depression, which

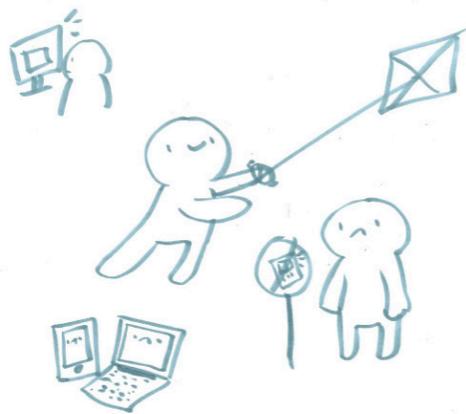
are characterized by ruminative thought patterns. These thoughts can consume mental capacity, leading to dull thought patterns and a lessened ability to experience pleasure.

Dr. Bar says that he gives himself a yearly "birthday gift" of a week of silence at a meditation retreat. By being silent for a week, he aims to empty his mind of thought and become more aware of his presence and surroundings, such as the taste of the food he is eating, and the visual pleasure a flower's beauty can bring. He would feel gratified after looking at a flower for as long as 45 minutes and "wondered how a simple tomato could taste so good." When he returned to the act of thinking about something, he noticed that his thoughts were noticeably more unique, fresher, and surprising.

Although we may not have the desire or the time to go on a week long meditation retreat, we can take some time once in a while to focus on our present actions and feelings in an effort to "expel the mind-wandering and ruminations which become a tax on the quality of our lives," as Dr. Bar says.

We overlook many aspects of the world and fail to experience life to the fullest when our minds are cluttered or overwhelmed.

Having the ability to remove our mental load, even for a few moments, can improve the quality of our contributions to our classes and conversations. Even something small, such as trying to eat our meals without watching an electronic device or seeing the beauty in a simple object, can help us keep our minds in the present so that we can produce more original, creative thoughts.



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Do We Know Enough About Current Events?

By ALLY PYNE (V)

Googling the words “current events” yields search results including “breaking news” and “what is currently happening around the world.” Admittedly, while quick searches on the Internet do not constitute deep research, they provide a form of shared understanding. News that is important enough to be relevant around the world seems like a critical educational component.

Now juxtapose current events with a more universally understood term: curriculum. The term curriculum refers to the collective courses at an educational institution.

Both words, current and curriculum, share the same Latin root, *currere*, which means “to run,” according to the Merriam Webster dictionary. So why is it that current events are not part of the Pingry curriculum?

There could be several logical explanations, but let’s test a few of them for validity.

Explanation #1: Current events are best suited for co-curricular clubs and activities.

The Pingry curriculum largely relegates current events to co-curricular status, which leaves those who do not actively participate in such clubs at a loss. Some students think of clubs as a distraction, chore, or simply something to put on their college applications, and, subsequently, do not make an active effort to stay involved.

This means that, more often than not, current events, which provide us context for content we learn in our classes and life, fall outside

the Pingry academic experience. Current events are treated as the side dish to an entrée that some Pingry students never fully learn to appreciate.

Explanation #2: Current events only apply to History courses.

There is no reason for this to be the case. Annually distinguished awards such as the Nobel, Hult, Pulitzer, and Steele are granted to world-renowned scholars in various categories such as mathematics, literature, social justice, and scientific research. These accomplishments represent new ideas, solutions to grand challenges, and groundbreaking works of art that could allow Pingry’s teachers to bolster their curricular content and help to draw connections across time.

Incorporating these fresh perspectives with time-tested classics would advance our



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understanding of the content that is helpful for standardized tests, like the ACT and SAT, but more importantly, would compel us to join the world dialogue that supports life-long learning.

Explanation #3: Current events are shaped by the media bias.

A fair number of credible sources document media bias. A quick look at the current presidential election shows news outlets pointing fingers at each other for being overly supportive or dismissive of candidates left and

right. Regardless, the media exists and continues to serve as the public’s main source of information.

However, students are taught to evaluate media bias and credibility of sources as a part of fact-finding in library skills classes and when writing research papers, which means that media bias should not prevent current events from being in the Pingry curriculum.

Furthermore, the curricular philosophy at the Upper School as outlined in Curriculum Guide seems to cry out for current events. The aforementioned document reads, “Through their course work in the Upper School, Pingry students have the opportunity to develop an informed, nuanced picture of the world as viewed through the various disciplines.”

But, I ask you, how can we, Pingry students, accurately develop an “informed, nuanced picture of the world” without applying the happenings in our world to the standing curriculum?

While I acknowledge that certain Pingry teachers embrace and allude to current

events, there are just as many who do not. The good news is that a potential solution to this situation is quite clear.

We need to speak out more with our teachers and administrators about what we’d like to see taught in our curriculum.

It’s time for students to use their curiosity and interest to call for the changes they would like.

I therefore encourage students to speak out and advocate for other topics, besides current events, they wish to learn more about.

Remain Civil in a Time of Divisiveness

By DAVID FROMM (IV)

No matter where you lie on the political spectrum, one thing is apparent: we have trouble getting along.

Unfortunately, our country’s new level of political divisiveness has seeped into the Pingry community. Divisive rhetoric has been thrust into the mainstream through emerging political candidates, and it has now become difficult to have substantive political conversations without being insulted for your opinions.

I consider myself someone who jumps at the opportunity to discuss politics, but I’ve found doing so is no longer conducive to maintaining an amicable relationship with a person I disagree with.

During the first few weeks of school, I’ve felt as if avoiding these conversations (the best I can) is the only way to avoid confrontation and get

along. And while this approach may reduce friction, it is a sad fact that in a school like Pingry, with incredibly intelligent and well-informed people roaming the halls, we’ve been reduced to avoiding discussions about what may be the most important political event for years to come.

During this election season, we have had problems with the way we speak and the way we think about one another’s political views. When there is conversation, often people talk not with the other person, but at them. I’ve found that even in a special environment like Pingry, we often treat each other like political opponents who must be proven wrong, not individuals with a unique perspective who are worthy of sharing a dialogue.

We have forgotten one of the most fundamental principles of civil discourse: considering another person’s point of view

and how one arrived there. Whether white, black, Asian, or Hispanic; a Trump supporter, a Hillary supporter, or otherwise; it is imperative to imagine yourself as someone else.

The best way to convince anyone of your point is to put yourself in that person’s shoes. So why aren’t we?

I would argue that, in our lives both in and outside of school, many of us are stuck in political echo chambers where we are only surrounded by people and media that reaffirm our existing beliefs and do not challenge the ones we already have. We fail to expose ourselves to new beliefs and ideology.

This lack of exposure leads us to be more and more emotionally tied into our political beliefs and less willing to hear the other side. Within the Pingry community, there are organizations that solely cater to one specific ideology or group,

How Netflix Ruined and Saved my Life

By MACKINLEY TAYLOR (VI)

I have watched every episode of every season of Grey’s Anatomy, Gossip Girl, Scandal, The Office, One Tree Hill, and How I Met Your Mother. And those are just the first few that I can think of.

I like to challenge my friends to find a show that I have not already watched. Friday Night Lights? Seen it. Psych? Yep. I am a Varsity Netflix-watcher. If it’s out there, I’ve seen it.

Netflix is a great app. You can watch almost any movie or TV show that you want, whenever or wherever you want. It doesn’t get much better than that.

The only problem is, I get so involved with Piper Chapman’s life in prison or Rory Gilmore’s latest drama in Stars Hollow that I put off things in my own life to keep watching.

There was a time in my life that I like to call B.N., or “Before-Netflix.” It was a very different time, a time during which I came home, did my homework, and went to bed at a decent hour.

But then I was exposed to the world of non-stop entertainment. Now, the phase of my life titled P.N., or “Post-Netflix,” involves me coming home from practice after school, showering and eating dinner, and then Netflix-ing.

To any student out there who has not yet fallen victim to Netflix’s grasp, stay away. DO NOT ENTER! Once you make the decision to watch a show and do homework later, it is already too late.

There are consequences of your Netflix enjoyment. Only those who have experienced the P.N. lifestyle truly understand the futility of trying to avoid falling into the bottomless pit that is starting a new series on Netflix.

At first, you just watch the pilot. Everything seems great – just some new characters in a new setting and a plot that you are seeing for the first time. But then you watch another episode. And then another.

Soon, you are waiting all day for time to watch another episode and find out who “A” is in *Pretty Little Liars* because you just have to know. But then it is the season finale and the episode finishes with a

cliffhanger that you just can’t accept; so yes, of course you start the first episode of the next season. And the cycle

you have to make when deciding how to spend your time.

That’s not to say that there is a right or wrong way to



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continues.

Every night as I drive home I always say to myself: Tonight, I’m going to be productive. I won’t watch Netflix. I get home and eat dinner while still fully intending to start working after I get out of the shower. But then a sly little thought creeps into my mind: One episode won’t hurt – I can start my homework right after it finishes!

I start the episode, and we all know how this story ends. I sit there watching my show while having an internal argument with myself about why I always end up making the same mistake. A few hours pass and it’s quite late. Finally I get the willpower to make myself leave Netflix behind and start my homework.

At this point, I have four subjects of homework to do before the morning and I wonder why I always do this to myself again.

Despite all of this, I have learned a valuable lesson from my Netflix addiction that all students must learn.

There will always be distractions and options in life. Whether it is watching a show on Netflix or going out with friends, there are choices that

get things done, but learning to adjust to accommodate change is the most vital and realistic form of time-management that exists.

I watch a lot of Netflix. It might not be the best decision, but I have learned to work with it. On nights that I have to study for tests or write an essay, I make sure to turn my phone off to force myself to concentrate. When I do get caught up in the whirlwind of a TV show, I have learned to exercise self-control to have enough time to complete my work.

Knowing that work has to get done and feeling pressured with a time constraint often makes me more efficient. Netflix has helped me learn that I write my best essays at midnight.

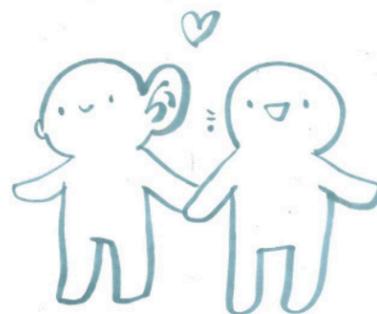
So maybe I am a little addicted to Netflix. I probably would get more sleep if it didn’t exist. But during my P.N. years, I have learned how to balance keeping up with Serena and Blair in *Gossip Girl* and getting my Calculus homework done. I even managed to stop watching *Stranger Things* just long enough to write this.

game where nobody wins. And yet we’re seeing it in abundance this election season.

It’s time for all of us to tap into our emotional and intellectual resources and talk to each other patiently and amicably, even if our country may not be able to.

On Convocation Day, a day that many students find stale (including myself), I found that my interest was piqued by our Headmaster Nat Conard’s and Student Body President Zach Keller’s respective speeches. Both speeches held a striking similarity, each focusing on the need for constructive dialogue about the issues that face the country, and the prudence of being intolerant of intolerance.

As a community, let’s take a page from our school’s leaders, and talk...with respect.



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whether through political clubs, Facebook groups, or otherwise.

While I am not arguing against the existence of these groups (they can be great ways for similarly-minded people to congregate), I do believe they can contribute to an “us against

them” mentality that demonizes groups of people or individuals who vocally disagree with them.

This hostility to other opinions only increases division, heightens tension, and lowers productivity. It’s a zero sum

Finding My American Identity in China

By MEGAN PAN (IV)

My summer can be quickly summarized as an internship and a homestay in China. In reality, what I gained — and what I learned — made it so much more than that.

This past summer, I spent six weeks living in a family friend's apartment in Beijing, China, for an internship at China Central Television (CCTV). My parents, hoping that I could develop my language abilities while I was there, opted for me to go alone.

This trip would be a test of my independence, and I wanted to prove that I was more than capable of handling it.

However, the experience proved to be much more difficult than I had initially imagined.

The internship itself was a step outside my comfort zone. Every day, I would walk to the subway station and take the subway alone to CCTV headquarters.

Because I wasn't a Chinese citizen, I had to phone someone to escort me through the security gates and up to the tenth floor, where the staff of China 24 would be hard at work preparing for each night's live broadcast at 8:15 PM.

China 24 is an English-speaking news program that covers news related to the Chinese mainland. That's how, despite my lack of fluency in Chinese, I was

able to write scripts for the broadcast and record English voiceovers.

I never would have expected my international television debut to be the English voiceover of Zorana Mihajlovic, Serbian Deputy Prime Minister, but hey — life takes you to unexpected places.

CCTV was a great learning experience; I loved witnessing tidbits of insider info that aren't obvious to the outside eye.

Did you know that teleprompt scripts are written with ellipses instead of periods to space apart the sentences and make it easier for the announcer to read? The little headlines that pop up near the bottom have to be written into the script too, and there are people responsible for timing their appearance and disappearance during the live broadcast.

Once, I was allowed to be inside the studio during filming. It was strange to see the anchor switch from "announcer mode" to a video segment when she had the freedom to relax and joke with the cameramen on scene.

A few times, I was responsible for escorting guest speakers from the reception

area to the broadcast room. I remember, very distinctly, a conversation I had with one particular guest.

After I had greeted him in (admittedly) less-than-stellar Chinese, he looked at me and said, "You don't speak very well, do you?"

"I grew up in America," I explained.

"Oh, so you're one of those American-born Chinese," he responded, a hint of scorn in his voice.



M. Pan (V)

Although this guest likely didn't mean any harm, what he said, coupled with his tone, really bothered me.

Admittedly, it wasn't the first or last time someone had commented on my poor Chinese or my American identity. People would laugh as I tripped over the right

words to say, and some would call me a "banana" — yellow on the outside but white on the inside.

Upon finding out that I was American, some people would ask me very seriously if I had ever eaten with chopsticks before, while others would simply look at me as if it were such a shame that an otherwise fine Chinese girl was "Westernized."

None of these little experiences were particularly traumatizing, but they did lead me to question my identity as an American citizen of Chinese descent. Have I really been "corrupted" by the American half of my identity? And to whom do I owe the right to be who I am?

In China, I embraced my "American-ness" much more enthusiastically than I ever had in America. At the time, it was one of the few things that would keep me going as I struggled to get by in a country whose people resembled me in appearance but perhaps not in culture.

Looking back, it seems a bit counterintuitive: I went to China to study the language, but simultaneously I discovered what it meant to be an American.

Rethinking Community at the Island School

By CAROLINE PETROW-COHEN (V)

Sixty-one days ago, I landed in the Bahamas with a plane full of strangers and stepped into the thick, humid air. We flew from Nassau to Eleuthera and loaded into vans to make the trip to South Eleuthera and the Island School campus. South Eleuthera would become my home for the next month, and the strangers around me would become family.

The Island School is on Eleuthera, a small, undeveloped island in the Bahamas. To my 51 fellow students and me, it seemed like a private oasis of white sand beaches and beautiful marine life, and we couldn't wait to explore the classroom.

My time at the Island School was split into three unique classes, all based on the life and culture of Eleuthera.

In my first class, Sustainable Systems, I worked hands on with the sustainable systems on campus, including solar panels, wind turbines, aquaponics, and biodiesel. We learned what it takes to make these systems work for a community and developed ideas on what it means to live sustainably.

In my next class, Marine Ecology, I dove forty feet under the waves to study

ism industry and what it means to be a tourist.

On our four-day DIT, we pitched tents on beautiful beaches, started fires to cook dinner, and washed our dishes in the ocean. This class was especially important to me because of what I saw and learned about the island, the people around me, and myself.

The sense of community cultivated through an experience like this one is hard to put into words. Over the course of the month, and especially during my DIT, I shared experiences with incredible people that truly taught me more about myself and what it means to live well in a place and in a community.

My time at the Island School could never be summed up in a brief description of my three classes, which is part of why this experience was so special.

At the Island School, I tried new things, from learning a cultural dance with natives to catching and tagging a six-foot long nurse shark and jumping off twenty-foot cliffs on an almost daily basis. I trained for a six mile running and swimming duathlon and spent a full day and night alone on a beach with just a tarp and water for my 24 hour solo.

I'm so grateful to the Island School and the people

Beyond the Wall and Beyond the Classroom

By DARLENE FUNG (IV)

This summer, I participated in a 12-day trip to Berlin, Prague, and Budapest, led by history teachers Ms. Julia Dunbar and Dr. Megan Jones, as part of the Pingry Global Program. On this journey, six other Pingry students and I discovered the history, cultures, and unique perspectives of each country as results of communism.

Before August, I had never set foot outside of the country. I had no idea what life would be like thousands of miles away: what did I need to pack? What if I got lost? What if I didn't like the food?

And the scariest part was that I would be doing all these firsts without my parents, who had always been there to help me out in the past. Yet there I was in the airport, standing with my suitcase in a circle of seven peers (none of whom I was familiar with), about to embark on the adventure of a lifetime.

After a ten-hour flight and less than three hours of sleep, we arrived, severely jet-lagged, but finally in Europe. We went through customs, where my passport got its first stamp from a smiling elderly man in a stuffy glass booth.

As we walked to meet our tour guide for the trip, we were immediately greeted by music being played by circles of people sitting throughout the narrow hallway, all cheerful and alert at eight o'clock

in the morning. We were officially immersed in the easy-going, artistic aura of Europe.

After collecting our luggage, we hopped on the tram, a method of transportation we would use every day throughout the entire trip to get to our hotel. This fifteen-minute ride was an adventure in itself, as we held suitcases between our legs, grabbed onto any handles or hand rails we could get ahold of, and were vigilant to avoid pickpockets in the crowded car, all as the tram



D. Fung (IV)

whipped mercilessly around sharp turns and stopped intermittently.

Once we arrived at our stop, we were eager to get off and, though slightly dizzy from the jarring ride, we were ready to begin the trip.

Berlin was where we were first introduced to the effects of communism in Europe. Sections of the Berlin Wall still stood in the city, from which we experienced the security of the looming cement partition first hand. There

was also a trail of bricks that encompassed West Berlin, marking where the wall had been. The prominence of the Berlin Wall made us realize how open the Germans are to their history, publicly acknowledging their experience with communism in their country.

On the contrary, we found that Prague and Budapest, our second and third stops on the trip, expressed their histories very differently. In Prague, the Lennon Wall and the le-

gal graffiti walls scattered throughout the city marked the ways the people had openly expressed their thoughts on the government at the time. These walls were covered in quotes, images, and previously banned song lyrics about peace and freedom, ideas that had been prohibited back then.

In Budapest, our favorite city because of its beautiful castles and amazing gelato, was rather misleading in conveying its history to the public. For example, the German Oc-

cupation Monument symbolized an "innocent" Hungary being attacked by communist Germans, when in fact Hungary played a major role in establishing communism in Hungary.

The House of Terror, another tourist attraction, was a museum assembled in the same building where Hungarians were secretly tortured during the rule of the Soviet Union. In both the monument and the museum, there was always a sense of complete Hungarian innocence during the communist period, even though the Hungarian government was often involved in the deaths of many innocent people.

Not only was Beyond the Wall an amazing learning experience, but it was also an incredible bonding experience. We went from acquaintances to family, teachers and tour guide included!

Despite all the amazing sights, my best memories of the trip were all the times we just hung out as a big group, like finding a place to stop for dessert and chatting about all the monuments we had visited. These were the times when age, grade, profession, and any other dividing factors would melt away. We were all just the "Beyond the Wallers", as we dubbed ourselves, learning and experiencing amazing things about Communism beyond not only the Berlin Wall, but also beyond classroom walls as well.



C. Petrow-Cohen (V)

coral reefs and the vast marine ecosystem. Earning my scuba certification was one of my most challenging and rewarding experiences at the Island School.

Performing tasks on the bottom of the ocean was nerve-wracking to say the least, but sinking down under the surface, I found a new world bursting with life where I quickly forgot my fears.

My third class was Tourism and Development, during which we travelled on a Down Island Trip (DIT) and lived out of a van for four days. We studied the settlements on Eleuthera and gained new perspectives on tourism.

There with me for giving me a truly life changing and once in a lifetime experience.

After my month on Eleuthera, I couldn't wait to take what I learned back to Pingry. Living sustainably was an integral part of my life at the Island School, and I hope to spread awareness about sustainable living and unique ways of doing so.

I also learned to appreciate community in a new way at the Island School, which I know I will carry with me at Pingry. My Island School community was strengthened by our shared experiences and unique backgrounds, and returning to Pingry after this experience has made me value the community we have created here even more.

What I Learned as a Counselor at Pingry Summer Camp

By KETAKI TEVAN (IV)

This summer, I got my first job, the description of which read, “Babysit 20 kids all day and return them safely to their parents at 4 pm, all in one piece.” That’s right. I was a camp counselor – specifically, a camp counselor at Pingry’s day camp.

Most of my days, or so it felt, were comprised of convincing children entering the 4th and 5th grades to put on their sunscreen, allowing my hair to fall victim to endless hair braiding sessions, and taking kids to the fanciest (also, the farthest) bathrooms because the others weren’t “good enough.”

I had one particularly troublesome kid in my group whose behaviors often puzzled me. I found him pointing his pinky finger at other campers all the time, so one day, I asked him what it meant. “It’s the Chinese Pinky,” he replied. “It means the middle finger.” Then he actually did give me the finger.

Needing to deal with minor but ridiculous situations like

these made me question why I applied to be a counselor in the first place.

However, as the summer came to a close and I had collected numerous funny stories to add to my repertoire, I realized that I had gained more from this summer than just the endless friendship bracelets that my kids made for me.

Although this may seem like a given, counseling provided me with the experience of taking part in a professional workplace, the significance of which cannot be overlooked.

First, however, I should probably address the question that may have crossed some of your minds: how could watching a group of kids running around high on popsicles and on life, who themselves are entirely sheltered from what adulthood entails, be considered “professional”?

There are certain universal skills that you simply can’t do without as you transition from your high school and college careers to contributing to society as a member of the workforce.

Pingry students are given

the opportunity to develop some of these skills through their classes, writing being a perfect example of that. In everything we engage in during our time here, we are constantly pushed in the areas of writing and general communication.

These skills are indisputably vital regardless of the career path a student chooses to pursue. Camp counseling, surprisingly enough, was an opportunity for me to check off several other universal skills from my “Skills to Have Before You Leave High School or Else You’re Finished” list.

Accepting feedback (both positive and negative) can be challenging for some people, myself included. If not presented correctly, it can cause recipients to react defensively, or on the other hand, it can lead to recipients thinking that they have nothing to improve on, resulting in them never making progress.

This summer, I was pushed to both receive and give feed-



K. Tevan (IV)

back effectively. When I received my first less-than-perfect performance review for my work, my first instinct was to defend myself; however, after some reflection, I was able to identify how to comprehend and apply the feedback I received effectively.

Feedback is an important aspect involved with working with others, a situation that is simply impossible to escape in any job.

The experience also taught me the value that not treating others as “less than” based on a certain quality they possess. I’m sure many of us have had our ideas turned down or underestimated just because they were coming from a child, but this summer tested my ability to hear everyone out, no matter the age of the person it was coming from.

This principle stems from the idea of mutual respect,

which will not only apply to each and every one of us in the workplace, but in every facet of our lives.

Universal skills aside, the most rewarding aspect of this past summer was the impact that my work had on the kids I counseled. I didn’t realize it when I walked into my first day of camp, but I truly was put in the position of a role model to innocent, funny, insightful, still-developing minds.

Spending the Summer with Family

By MIRO BERGAM (IV)

This year, I embarked on one of the most life changing trips of my life...in the back of my family’s crowded, kidnapper-esque white van for 17 hours.

I can’t pinpoint the exact one, but upon one of my six siblings’ births, we decided it was no longer feasible to squeeze into a plane for family vacations. Plus, we ran out of seats in the minivan when my youngest sibling was born two years ago. As a result, we got a big, 12-seat white van.

Obviously, travelling via car limited our vacation options quite heavily. But now, after almost five years of practice, we are used to driving to Florida and South Carolina every summer.

Being in such a big family shapes how we function a lot. Because I am the second oldest, a position I was given at a young age, I have learned the values of leadership and sharing. It’s become a part of my identity and has given me some of the best friends that I’ll have for the rest of my life.

Thus, what made this specific summer trip so life changing was the fact that my sister would depart for college in the fall. The true impact of this didn’t hit me for a while. My older sister, Scarlett, had been so busy with applying, studying, writing, packing, and squash-playing that, for a whole year prior to leaving for college, it felt like she was gone already.

Then, this trip happened. You see, when you’re trapped in a moving metal box for tens of hours, stopping in the Deep South for weeks, you don’t have many options other than to talk to your fellow passengers. So we talked, Scarlett and the rest

of us. We caught up, swam, biked, went to the beach, took pictures, and traversed our little South Carolina island that we knew by heart from previous summers.

Soon enough, it felt like the sister I knew before the rush of junior year and college applications never left our little herd. Our septet was whole once again.

However, as time passed, I was begrudgingly reminded of the fast approaching first day of school, a.k.a. my sister’s departure to Brown University, four whole states away.

The realization hit me: not only would my sister be checking out of our pack once again, but also this would be the final time. Our gaggle wouldn’t ever be whole in the same way it once was.

It sounds dramatic. Obviously, my sister is still going to be my sibling. She will be back on holidays and summer vacations; she will always be a part of our lives.

But there probably won’t ever be a time when we all live in the same house again. There won’t ever be a time when we can play in the yard as a bunch of little kids again, unconscious of the stresses of adulthood. We wouldn’t go to the little chapel at our father’s hospital every Sunday, a tradition that has steadfastly remained for over a decade now (aside from the

addition of a new child every two or so years).

She graduated from our little coalition of children, and I couldn’t fully grasp it. These static memories of our childhood flipped through my head, feeling as if they happened eternities ago. I tried to reach out and cling to them all as they flew past me, until



M. Bergam (IV)

I realized it was time to let go (partly because our mom was hogging all the tears in the room, I needed to suck it up for everyone’s sake).

With the blistering wish that I had spent more time with her, I accepted the situation with a lesson learned: spend more time with your siblings and parents. As a Pingry student and professional overcommitter, this vital task often lands at the very bottom of my to-do list.

But I implore all high-schoolers (myself included) to make family a priority, because when the time comes to be shipped off to college, you and your family are both going to wish you spent every spare hour together.

A Summer Interning at the Met

By PATRICK GILFILLAN (VI)

This past summer, I had the amazing opportunity to participate in the Metropolitan Museum of Art’s High School Internship Program.

I interned within the Education and Islamic Art Departments at the museum and experienced a new world filled with creative minds that work together to bring forth thousands of artistic visions. This experience showed me the importance and influence of art throughout the world.

I first had to send in a written application and then attend a follow-up interview in May, where I competed against students from the tri-state area who all seemed much more artistically aware than me.

After my interview, I had convinced myself that the other students applying for the same position were much more qualified than I was, causing me to expect a regretful email in my inbox in the proceeding weeks.

Luckily, though, I was sent an email which offered me a position at the museum, and I immediately smiled. I had absolutely no idea what I was going to be doing at The Met.

The thought of working in Manhattan, however, created a sense of joy in my mind that overshadowed any uncertainties. Excitement filled me as I realized that I would finally be able to spend time in a city that always consumed my curiosity.

On July 11, I rushed from my house to catch the train with my brother. My heart began to beat as I entered the crux of contemporary culture and concrete skyscrapers, also known as Manhattan.

I found my way off the train and to the subway, which took me up the east side to the museum where I would spend the rest of my summer. I could not have been more excited and anxious as I walked through the doors of 1000 Fifth Avenue.

After a quick introduc-



P. Gilfillan (VI)

tion and orientation, I was led through a back hallway and four floors up an elevator to the Education Department, where I spent the majority of my five weeks at The Met.

Within the Education Department, I helped plan an event on October 28 called Teens Take the Met! and, along with a few other interns, ran the Met-Teens Instagram.

While working on the Met-Teens Instagram, I had the pleasure of meeting The Met Social Media Manager, Kimberly Drew. With over one hundred thousand followers on Instagram and a Tumblr called Black Contemporary Art that is so popular it has been the subject of articles in the New Yorker and Glamour Magazine, Kim Drew inspired me to break from social conformity in order to gain a creative perspective.

The Education Department highlighted the importance of arts education and the vast connections art fuses together. I learned to dig through my brain to think of innovative ideas in terms of event planning and creating content for Met-Teens’ social media platforms. The Education Department expressed the importance of creative collaboration, which inspired me to strive to become a much more positive person.

During my internship, I also had a wonderful opportunity to assist on a research project in the Curatorial Department of Islamic Art.

Once I stepped into the offices, I was astonished by the sheer number of art pieces they held. I was able to analyze

Islamic jewelry, chess pieces, royal commissions, and many other ancient objects.

I felt extremely lucky that I was experiencing thousands of years of art history directly in front of my eyes and even in the grip of my fingers. Within the department, I learned how to analyze and depict ancient works of art. I immersed myself in a foreign culture whose beautiful artwork fully engaged me.

At the same time, I realized the importance of art history and how art expresses the emotions, feelings, and beliefs of the society and time period from which they originate.

My five weeks at The Met went by much too quickly. Each morning I woke up ready and excited for the day ahead. When I reflect on the experience, I realized how much professional experience I gained from this program.

I also learned how to converse with adults and how to speak in meetings. I was taught how to work with others without diminishing creativity and positive energy.

Ultimately, working in Manhattan helped me transform into an independent young adult who is not afraid to travel alone and ask questions. The Metropolitan Museum of Art taught me the importance of arts education and allowed me to interact with a diverse group of students that I could never experience at Pingry.

Each person that I met at the museum opened me to new ways of thinking and exploring ideas. I was able to put my artistic skills, though quite limited, to work as I collaborated with the staff of the Education and Islamic Departments.

Each day of my internship, I grew to love The Met and New York City more and more. I experienced a diverse group of people who opened my eyes to new ways of thinking, which allowed me to unearth different cultures through history and understand that art matters.

Looks in the Halls: Athletic and Comfortable

By ANNA WOOD (V)
and KRISTINE FU (IV)

Fall is arguably the most important season for the fashion industry, as we swap flip-flops for boots, t-shirts for sweaters, and look out for New York fashion week.

This fall women's fashion remains stylishly comfortable and athletic. Adidas Superstar sneakers still dominate the footwear scene, complete with all sorts of fun colors and patterns. Converse sneakers have also made a comeback, particularly in white. Steve Madden flats of every color are a popular choice as well.

As for clothing, comfy joggers, overalls, and jumpers are trendy this season, complemented by layered t-shirts. As fall weather can be tricky, many opt to layer with a cardigan or pullover, oversized sweaters. As for new jewelry styles, homemade beaded products seem to be the number one accessory this season. Beaded chokers, chain necklaces, and bracelets have taken over the jewelry scene.

For men's fashion, look out for athletic footwear and preppy apparel. Athletic training shoes fill every classroom, especially the Nike running shoes. Breathable sneakers are a sensible choice, as the weather is not yet cold enough to sport popular boot choices such as Timberlands. Like women's fashion trends, fall layering is a great way to remain comfortable throughout the day. Vineyard Vines pullovers, team spirit clothing, and lightweight jackets

are worn over standard colored shirts. As the fall season continues, warmer sweaters are predicted to be a staple.

Fall doesn't just begin a new fashion school year at Pingry—it also signals the start of the fashion industry with the Fall/Spring 2017 collections. From New York City to London to Milan, and finally, Paris, designers are showcasing their work to buyers, the press, and the public. Famous designers return to the runway to surprise us with their creativity while new designers are given the chance to show their style and originality. Beginning with Kanye West's Yeezy Season 4 and ending with Marc Jacobs, this year's runway was full of excitement. Models of all ages, sizes, ethnicities, and gender identities walked the runway, making this year one of the most inclusive model castings.

This fall, the runway was dominated by bright, playful, and bold hues. Big and striking statement earrings were seen at Altuzarra and Delpozo. These exaggerated earrings, paired with structured wraps, created a dramatic and lively look. The Blonds, praised for its inclusivity in casting a diverse line of models, showcased its usual "over the top aesthetic" with platinum blond wigs, glittering

dresses, and even decorating the models' nails with metal detailing. Marchesa, a popular red carpet choice, impressed its audience with gorgeous sheer designs, delicate flowers, and playful ruffles—many of which will appear at next year's Academy Awards and Grammy Awards shows.

Other brands such as Hood By Air unveiled futuristic and daring designs of double-sided boots and randomly buttoned jackets. The designer Shayne Oliver is deliberately breaking all the rules of fashion. "I'm always trying to figure out how to translate something into a distorted version of itself, and blur the lines of what it actually is [...] We know what's next, and I think it's time to take it upon ourselves." Other brands such as Misha and R13 are experimenting with 90's grunge fashion, making pierced clothing and chokers trendy once more.

Overall, the fall of 2016 will encourage a mix of various fashion trends and designs before heading into the



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Seeking out Tunes: Rikki's Picks

By RIKKI BORKOWSKI (VI)

Music finds us everywhere. Even in an elevator we can be surrounded by a dusty version of Madonna's "Holiday" that sounds like it's being amplified in a tin can. Whether we choose to listen to music or simply find ourselves in an elevator, there is always music close to us. We listen to music to destress, to get motivated, to wake up, to celebrate, and for many more reasons.

But what we tend not to think about is how we are listening to our favorite tunes. Since the CD boom of 1998 and 1999, we don't really listen to hard copies of music anymore. Vinyl record sales are actually taking over the CD market, making up about 11% of all physical album purchases, according to the Nielsen Music Report of 2016.

In the past six months, the likes of Spotify and Apple Music have begun to show signs of rescue for the previously unsteady music business. I am a happy user of Apple Music and believe it to be a streamlined and curated way for me to construct playlists, listen to Beats 1 Radio, or discover new music. But I am not the only one taking advantage of a monthly subscription; U.S. streaming revenue grew 57 percent to \$1.6 billion in the first half of 2016 and accounted for almost half of industry sales, as reported by Bloomberg Technology. This sounds great; the floundering music industry is finally getting back on its feet by way of the Internet.

However, many are still skeptical that paid subscriptions to Spotify and ad placement on YouTube is the easy answer to all the industry's problems. Artists and labels continue to struggle to make large sums of money off their music and continue to

depend on tours and merchandise sales as primary sources of revenue. Cary Sherman, chairman of the Recording Industry Association of America, states in a blog post, "Many services rake in billions of dollars for themselves on the backs of music's popularity but pay only relative pennies for artists and labels."

Some apps, like Huza, are trying to solve this problem by shortening the gap between where the listener's money goes and what money the artist receives, by allowing fans to tip their favorite musicians during a live performance. I think these apps have yet to be perfected, but are worth exploring. Sherman



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brought up another point in her post that was about torrent sites where you can find free copies of music for download. "Pirate sites operate with seeming impunity," she writes.

Although there is turmoil and challenge within the industry, we continue to benefit from music as an expression of our own emotions. It is a huge part of my life, and I would like to share a few of my latest favorites.

My first pick is "The Dreamer" by Anderson Paak. Released at the beginning of this year, "The Dreamer" is the final track on a masterful album, Malibu, that outlines Paak's personal growth.

It is a punctuation to the end of an album that houses soulful tracks like "Come Down" and "The Season/Carry Me".

My second pick is "The Heat" by Jungle. This song opens Jungle's debut album from 2014, which features other favorites like "Time", "Busy Earnin'" and "Platoon". This band reshapes 60's soul with spine-tingling electric bass and dub overloads. This recent stint in modern funk and R&B led me to The Meters. A funk band from the 60s and 70s that continued to play into the 2000s, The Meters created songs like "Cissy Strut" and "Look-ka Py Py" that are considered funk classics. "Cissy Strut" and "Hand Clapping Song" are my two favorites right now.

But I could not finish this column for a school in New Jersey without noting the newest Bruce Springsteen release, Chapter and Verse. This is an album meant to accompany his memoir, Born to Run, as a story of his growth as a man and a musician. The album features five newly released songs from before his tenure with Columbia Records. These tracks show Springsteen looking for his sound before the revelation that was "Born to Run". My favorite from this 18-song release is "The Ballad of Jesse James."

A Pitchfork review of the album states, "'Jesse James' showcases Springsteen's already-arena-sized ambition at a time when he didn't necessarily have anything important to say." This song captures an emotion that I believe most teenagers struggle with. Springsteen asks in each chorus, "Well don't you wanna be an outlaw / Don't you wanna ride the range / Don't you wanna be an outlaw, children / just like Jesse, like Jesse James, just like Jesse boy."

The Pingry Palate (Food for the Hungry Student)

By ALYSSA CHEN (V)

Colorful atmosphere and tasty food: a delicious dining experience awaits the everyday student at Casa Maya, a Mexican restaurant located in nearby Gillette, New Jersey. I had the chance to visit this local gem recently, along with a few friends who needed a break from the flavorful but somewhat monotonous Sage Dining experience. Casa Maya proved to be the right choice: though the wait was long — nearly thirty minutes, due to its popularity and limited seating — our entrance was greeted by a friendly hostess who guided us through the small space and sat us in a cozy booth surrounded by light and décor.

In fact, the atmosphere is what makes the restaurant stand out: strings of colorful lights hanging from every nook, toy trains and traditional dolls lining the walls, and interestingly-shaped guitars displayed

on the columns. The music was cheerful and not too loud, interacting with the conversations of restaurant-goers to create a level of cozy intimacy. The restaurant seemed to transport its guests to a different place and a different time, succeeding in a task at which many international cuisine restaurants fail.

As this was the first time I had eaten at a Mexican restaurant, it took time for me to decide between all the exciting menu choices. Based on the waiter's recommendation, I chose the Tostada Maya, a crispy flour tortilla filled with chicken. First, however, we sampled the restaur-

ant's salsa with the large bowl of tortilla chips served before the meal. I found the salsa to be fresh and flavorful, though some may prefer a more spicy or fiery flavor. Some conversation passed before the main plates, large and hot from the stove, came out.

Eating the dish was a messy affair, but, overall, the flour tortilla was deliciously crispy and the fresh ingredients helped to bring out the flavors of the chicken. My only complaint was that the chicken was drier than what I would have preferred and the different elements of the dish were somewhat disproportional.

In the end, though, we had a fantastic time that certainly made up for any delayed service we experienced. The lively atmosphere allowed for great conversation, the décor was fun, and the food was tasty and true to its origins.

If you are looking for a refreshingly colorful restaurant close to home, look no further than Casa Maya.



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Narcos: A Netflix Original

By ALEXIS ELLIOT (V)

The opening of Netflix's original show, Narcos, displays the words "Magical Realism" and represents its definition. Magical realism is described as a literary or artistic genre in which realistic narrative techniques are combined with surreal elements of dream or fantasy.

When viewers see the destruction Pablo Escobar and his drug cartel inflict upon Colombia, his terror may all seem like an impossible nightmare. But, these events actually happened in real life. After the formation of his drug cartel (The Medellín Cartel) in 1972, Escobar becomes a drug kingpin and monopolizes the cocaine industry. Escobar turns Medellín, Colombia into a city of violence, terrorism, and devastation.

Drug Enforcement Agency (DEA) Agents, Steve Murphy and Javier Peña join in a war against Escobar. Steve Murphy, an agent originally from Florida, serves as the series' narrator, guiding the viewer on how the USA planned to take down the kingpin. Murphy and Peña join forces with Search Bloc, a Colombian military force led by Horatio Carrillo. Together they make a lethal team in taking down members of the Medellín Cartel and imprisoning Pablo Escobar.

Season 2 of Narcos opens with Pablo Escobar narrowly escaping death after the Colombian military attempt to execute him. The Colombian government originally planned to incarcerate Escobar, but eventually discovered that his assassination was the only way to end his empire. What Escobar feared the most was being incarcerated in the United States, but in Colombia, incarceration meant being confined to his lavish compound.

Colombians believed that jailing Escobar would bring the end to his power, but as the beginning of Season 2 reveals, they are wrong. Escobar escapes

Colombia's military forces through his classic tactic, bribery. He then decides to go into hiding throughout Colombia to escape the Colombian government.

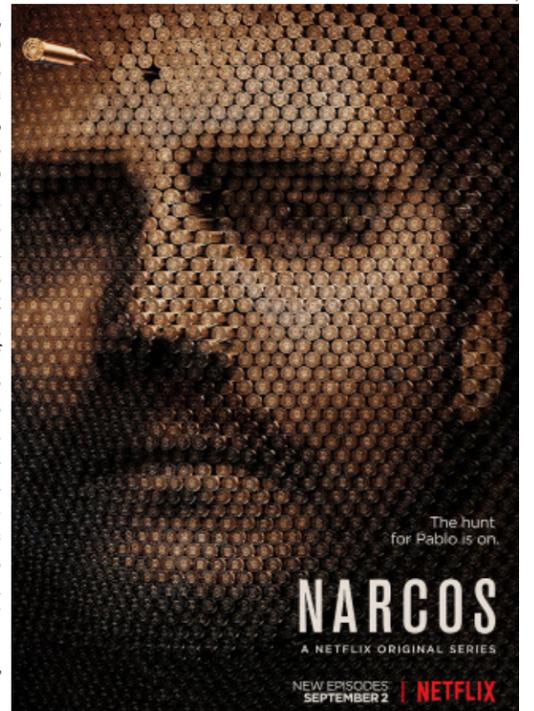
What makes Season 2 of Narcos so intriguing is the depiction of Pablo Escobar's demise. Season 1 showed Escobar's many successes with his several mansions, ability to trade tons of cocaine at a time, and his ability to keep loyal followers. Season 2 offers different images. Many of Escobar's mansions have been attacked by Search Bloc, his cocaine factories have been slowed by his imprisonment, and Colombians are tired of Escobar's tyranny.

Narcos presents the viewer with a conflict. Viewers hope that Murphy and Peña catch and imprison Escobar, but at the same time, viewers root for him because he is depicted as a family man and a good father. Season 2 heightens this conflict with the addition of a new death squad, Los Pepes, and Pablo's series of bombings.

Although Escobar had many cohorts in the beginning of Narcos, his greediness and treatment of his colleagues causes him to make enemies. Pablo is able to kill most of his enemies, but a few of them collude to form Los Pepes, a group of drug cartels who share the goal of destroying Pablo Escobar and his empire. Unlike Search Bloc or

the DEA, Los Pepes' tactics are to decimate anybody who has any relation to Escobar. Their brutal killings are put on display to persuade entire towns to join their movement.

When Los Pepes plans to attack Pablo's family — targeting his aging mother, wife, and two children — viewers sympathize with the Escobars. However,



The hunt for Pablo is on.

NARCOS
A NETFLIX ORIGINAL SERIES
NEW EPISODES SEPTEMBER 2 | NETFLIX

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Pablo's response to the threat is even more contemptible. He bombs a series of town centers in order to elicit a response from the government. His goal is for the government to exonerate him and erase the threat of Los Pepes. However, viewers have to tune in and see how the schemes of Escobar's enemies unfold.

Narcos Season 2 promises to have many twists and turns, and the defeat of Pablo Escobar's drug cartel is something to look out for. In addition to action scenes and cliffhangers, "red herrings" are scattered throughout the plot. Narcos keeps the viewer thoroughly interested in how Escobar is finally taken down and Colombia ends a reign of terror.

Junior Year: Learning to Survive

By ANNA WOOD (V)

Although the Class of 2018 has hardly been juniors for a month, they have already begun to sense the huge transition.

There is no doubt that Junior year is a crucial one, with AP's, SAT's, ACT's, driving tests, and the beginning of the college process all on the way.

Angst is in the air as we are learning to handle the most important workloads of our Pingry careers. Rachel Chen (V) attested, "On one hand, I feel like we've been preparing for this year, but on the other, I'm terrified! Someone once told me that junior year is like the final stretch of a marathon, so finish strong." Chen joked, "I'm not exactly a great distance runner, so the analogy is just making me nervous."

Not surprisingly, the workload has increased by leaps and bounds, with exams and essays due not long after the start of school. It is especially hard to find the healthy balance between academics, extracurriculars, and social lives that have seemed to occur so naturally throughout the underclassmen years.

With all of the newfound intensity, the atmosphere has changed. We are approaching our work with incredible pre-

cision and care. During flex periods, many juniors opt to study instead of socialize. The cafeteria is often filled with clumps of juniors bent over papers and laptops.

Although the workload is tough, we can enroll in classes that interest us more. Our course requirements are less structured, and we can choose from a collection of history, science, English, art, and language classes, as well as an extra elective. Enjoying our classes makes the stress more worthwhile.

By tailoring our own schedules to our personal wants and needs, we are making room for what is most important to us. Our focus is shifting and zeroing in on our top priorities. We are done exploring high school and have identified our focal points, both in and out of Pingry, whatever they might be.

As upperclassmen, we have picked up leadership positions and started clubs. Being a cross-country captain has allowed me to exercise my ideas and hopes for the team. I am also thrilled to have a free block that allows me to pick up another class.

Junior year is grueling, for sure, but it is arguably the most rewarding year. Class president Michael Weber wants the juniors "not to freak out, because everything will be not good, but great." While there is a ton of pressure, junior year will be worth it.

High school is like a mile around a track. The first lap is for finding your pace. The second feels the easiest. The third is the hardest, but sometimes it is the one that makes the race. And the fourth is the one where you give all you have left.



N. Davey (V)

Enjoy Being a Sophomore!

By VICKY CHEN (IV)
and KRISTINE FU (IV)

As Form IV Advisor Mr. Douglas Scott said at a recent form meeting, "The word 'sophomore' means 'acquired skill or clever device.'" The word "sophomore" may also be a compound of "sophos," meaning wise, and "mos," meaning foolish and dull. As sophomores, we have more knowledge and experience than we did last year. However, sophomore year is still less exciting than the busy activities and college-planning of junior and senior year.

Arriving at Pingry on the first day of school, anxious freshmen scrambled through the halls, looking down at their schedules and desperately trying to find their advisory locations. As sophomores, we entered the building greeted by familiarity and old friends. No longer terrified and unsure of what

high school would ensue, we could comfortably transition to the new school year.

The adjustment from freshman year to sophomore year has been fairly easy. Being already familiar with other students, teachers, and the school layout, sophomores no

longer feel that lingering sense of apprehension. Ally Hosler (IV) noted, "[sophomore year] is fun and better because I came into the year knowing people."

However, other aspects of student life have become more difficult—especially the workload. Unlike freshman year, which began with icebreakers and introductions, teachers dove into the material right away.

Another change from freshman year includes the apparent lack of couches available in the "sophomore area" located by the Biology and Chemistry wings. Kyle Aanstoots (IV) said, "I would like some couches." Although there are no comfortable couches, there is a new collaboration area with desks and white boards. Darlene Fung (IV) said, "The new collaboration area is really nice."

Many sophomores are excited for this year's fun activities and events. "I'm



L. Larson (V)

Grade 9: It All Lies Ahead

By ALEX CHIANG (III)

High school: the last four years of required learning. You have loads of free time and freedom, as well as a great variety of clubs and sports for you to use as a means of bonding with people whom with you share similar interests. Sound about right?

In our high school curriculum, you only take four classes each day, and, generally speaking, two out of a student's seven periods are non-academic courses.

Freshmen year brings many new changes. For instance, there are around fifty new people to befriend, and, unlike the middle school, students can have their phones on them the whole day. This perfect image has been presented to rising middle schoolers by upperclassmen and teachers alike.

But, of course, when you are first introduced to something, your initial excitement causes you to ignore any faults.

The reality of high school, like many things, is that it isn't all sunshine and rainbows. Because there are only four classes each

day, each one feels like an eternity. Grades go onto your transcript for all your dream colleges to judge. Many friend groups seem to be formed without you, and the abundant amount of free time everyone has been telling you about is nowhere to be found, with time spent mostly cramming homework.

In addition to all that, science classes occupy about half of your flex periods. Nevertheless, high school does have less structured time than middle school, and the high school community is a lot more unified and supportive.

Some things that we have found useful ourselves include planning ahead, trying new things, and making sure we don't overwork ourselves.

Planning ahead, whether it be your homework load or what to do during flex, never hurts. If you plan to visit a teacher or complete one specific assignment, you

accomplish more than if you simply sit down and open your laptop, only to be distracted by new fantasy football updates or the latest gossip.

Another tip: trying new clubs or sports allows you to meet new friends who will often share several common interests with you. You're sure to make a couple new friends, at least.

Lastly, be sure not to overwhelm yourself. Trying everything is always great, but



L. Larson (V)

make sure you can manage it. Remember, balance is essential to leading a healthy life.

High school is a wonderful place where many different opportunities present themselves to you. Don't be afraid to explore.

12: The Final Stretch

By YELENA SALVADOR (VI)

Senior year is what some may call "the beginning of the end." As I head into my last year at Pingry, I notice how much everyone has changed and reflect on all the things I have learned. Here are some pieces of advice and thoughts I want to share with you.

Number 1: Be open to change. I have different friends, different interests, and different opinions than I did in my freshman year. This is true for everybody. When you leave Pingry, you will not be the same person you were when you first entered high school, and that's okay.

Number 2: Try something new. There are so many different opportunities at Pingry that are yours for the taking. When I was a freshman, I thought I wanted to be a doctor and study medicine. Three years later, I now want to be a journalist after writing for the newspaper and joining different publications. Step out of your comfort zone and get involved.

Number 3: The work gets harder. Every year, you will face

looking forward to Friday Night Lights," said Luke Ittycheria (IV). "The football games are really fun. I get to mingle with my peers," said Nia Phillips (IV). Sophomores taking Driver's Education are also eager to learn how to drive. As a rite of passage into adulthood, the symbolic value of a driver's license is the independence and

different obstacles whether it is in academics, sports, or the arts. It is important to manage your time, be organized, and ask for help when you need it. You have teachers who care about you and want you to do well, so go see them whenever you can.

Number 4: Do not let college dictate your decisions. This is



N. Davey (V)

hard to remember when such talented and competitive students surround you. High school is a time to explore your interests, so don't base everything you do off what you think colleges will like.

Number 5: Have fun. Grades are important, but when you look back at your high school years, they will not be things you will remember. Go to sports

freedom associated with it.

Sophomore year also feels incredibly random. We are no longer caught up in the "newness" of everything, and college and graduation still feels far away.

As Mr. Scott said "Freshmen year, everyone's holding your hand. Junior and senior year, your focus is on tests and

games with your friends, attend the dances, and show off your school pride every chance you get because these are the most memorable experiences.

Although these are things I have learned, I still struggle with them during my senior year. I find it hard to create a balance between having fun and focusing my efforts on the college process.

However, I know that the stressful time of applying to college and deciding my future is not something I have to do alone. The experience of facing rejection, pulling all-nighters, and ultimately surviving high school is shared amongst every student in your class.

As a senior, I have watched my grade become closer and more inclusive, and as I embark on the end of my Pingry journey, I know that I have an amazing class that will support me.

To my fellow seniors, although college is a stressful topic to think about, just know you will be happy whatever you decide. This year will go by so fast and I'm happy to share it with you all.

college. But sophomore year, no one's really watching, just like how real life is." Although it easy to become complacent, we should challenge ourselves. He also noted the diligence and maturity of the Class of 2019 that has impressed him.

Class of 2019, let's stress less and have a great sophomore year!

Word in the Halls: What are your Goals for this Year?



Avery Didden and Vicky Chen (IV)
"To stress less and prioritize what's important."



Claire O'Mara (VI)
"To make sure I enjoy this year in ways I haven't had the chance to junior, sophomore, and freshman year because I had to be more focused on academics."



Josie Cummings (V)
"To always maintain a positive attitude"



Nick Grimaldi (IV)
"To not fail and do well in my classes."



Jamie Wang (III)
"Get good grades."

Photos and Interviews by Brooke Murphy (V) & Lindsey Larson (V)

Ms. Allain Takes Over AP Psych

By **OUARIDA BENATIA (V)**

Ms. Julia Allain, who is teaching four sections of AP Psychology, is also an assistant coach of the girls' varsity soccer team. She may coach other sports as well.

Ms. Allain completed her undergraduate degree at Providence College, and received her graduate degree in Sports Psychology at McGill University in Montreal, Canada.

This is her first year as a teacher, and she finds it fun teaching her students because they are receptive and willing to learn.

She strives to improve as a teacher everyday and wants to make her class both fun and informative. When asked what influenced her to become a teacher, she said, "The longer I was in school and the older I got, the more I actually enjoyed learning." She added, "If I can help other people enjoy learning as much as I do, I feel like I'd be doing something right."

During her free time, Ms. Allain likes to visit her family in Connecticut. Her parents are

very big inspirations for her, and she looks up to them for very different reasons.

Her father has been a hockey coach for as long as she can remember, and she believes that he is the best coach. She sees many parallels between coaching and teaching and has learned a lot from him through-



O. Benatia (V)

out her life on how to do both. She believes that if she could ever influence people someday as much as her father influences his athletes, that would

be amazing.

Ms. Allain also admires her mother for being a great person in general, and also for being so accepting of change. The Allain family moved around quite often due to Mr. Allain's father's job, and yet her mother was always able to handle any change, obstacle, or challenge that came her way. Ms. Allain aspires to be like her mother in the face of new experiences, such as her own coming to Pingry.

Ms. Allain has an older sister and a younger brother, and when preparing to teach at Pingry, she enjoyed consulting her seventeen-year-old brother and bonding with him over his high school experience.

She is very excited to get on with the more fun and informative topics in AP Psychology, and is even more excited for a wonderful school year. She adds that "everyone has been so welcoming and kind." She remarked that Pingry is the ideal place to be a new faculty member, and, for that, she "would like to thank everyone in the Pingry community."

Ms. Logerfo Officially Joins Bio Department

By **JONATHAN CHEN (IV)**

Ms. Alexandra Logerfo, who graduated from Pingry in 2011, begins her first full year of teaching as a member of the Upper School Science Department. She is teaching Honors Biology II, Biology I, and Introduction to Scientific Research, as well as advising the journal club and serving as a coach of the winter track team.

After graduating from Pingry, Ms. Logerfo attended Georgetown University where she studied Psychology and Italian and earned with a B.S. in Biology.

When asked why she became a teacher, Ms. Logerfo replied, "Teachers I loved from Pingry reached out to me to fill in for Dr. D'Ausilio while she was on maternity leave and I happily accepted the opportunity to return to a place that had previously provided me with excellent opportunities and memories."

Fresh out of college, Ms. Logerfo easily adapted from being a student to a teacher, mainly because she was al-

ways the "teacher" of her friend group in college. As an alumnus, Ms. Logerfo said, "One of the hardest adjustments was calling my own high school teachers by their first names instead of their

to help others in every way possible, devoting lots of her time to charities. In addition, Ms. Logerfo often helps out at a local animal shelter. When she is not volunteering, Ms. Logerfo enjoys cooking and



J. Chen (IV)

last!"

Although she is not new to the community, Ms. Logerfo notes, "There is certainly a different perspective as a teacher, but it is definitely an amazing place to teach." She loves the enthusiasm of her students, which inspires her own enthusiasm. She enjoys teaching about something she is interested in, hoping to inspire others to be interested too.

In her free time, Ms. Logerfo teaches English as a second language through a volunteer program. She likes

playing the piano.

Her goals for this year are straightforward. She hopes to encourage students to become more involved in Biology, through Journal Club and iRT. Because Ms. Logerfo helped create both of these science programs as a Pingry senior, she brings first-hand knowledge to the participants. "To come back into the programs that I helped develop when I was a student is truly a special experience," she said.

Ms. Decatur Encourages New Historical Perspectives

By **ALLIE VERDESCA (V)**

Bringing with her a fresh look on the history of the world, new History teacher Ms. Hannah Decatur strives to encourage students to not "be afraid to think differently from their peers." Ms. Decatur encourages large-scale group discussions and the development of individual thought as a new member of the Upper School History Department.

She will be teaching two courses: World History 10 and Honors U.S. Environmental History Honors, in conjunction with Mr. Matthew Horesta. A graduate of Johns Hopkins University in Baltimore, Ms. Decatur received her Bachelor's degree there and is now working on her Master's degree at Wesleyan University in Liberal Studies.

Before arriving at Pingry this summer, Ms. Decatur taught at the Darlington School in Georgia for three years.

Her main inspiration to teach took root in her family life. Because her father and her grandmother were both teachers, she felt a strong desire to work with kids in the classroom setting.

So far, Ms. Decatur has found

the community to be warm and welcoming. "I already feel like I'm a part of the community," she said, describing her first couple of weeks as a member of the staff. She already feels "like Pingry students are really eager to learn and eager to discuss important issues."

While she started off as an English major in college, she easily picked up a love of learning about the past and teaching it to others.

Initially drawn to the subject of history in college because of the spirited discussion it created, she reflected that this discussion-based attitude is what she likes about Pingry, as "it is showing kids that's what history can be at a younger age."

Ms. Decatur loves history because it is "not completely static. Even though things are in the past, they have new interpretations, and historians are constantly reinterpreting old information."

She enjoys teaching about the post World War II time period, a topic covered by World History 10, which should be a highlight of the course's curriculum.

In addition to teaching his-



A. Verdesca (V)

tory, Ms. Decatur is an Assistant Coach for the field hockey team, and she said pre-season was another way the Pingry community made her feel welcome.

In addition to helping with field hockey, Ms. Decatur is working with Ms. Kent on the Yearbook and is coaching lacrosse in the spring.

In her free time, she likes to read, travel, and play with her puppy, who is aptly named King Henry.

Mr. Brown Brings Passion to Math

By **BRIAN LI (III)**

This fall, Mr. Andrew Brown joins the Upper School mathematics faculty. He is teaching Geometry, Geometry and Advanced Algebra, as well as Calculus classes. In addition to teaching, he is coaching the Middle School math team and assisting with the Mr. Maxwell's Form V advisory.

A native of Tennessee, Mr. Brown attended Carson Newman University in his home state, and graduated with a B.A. in Religion and Philosophy in 2005. Three years later, he received a M.Div. from the Princeton Theological Seminary, the largest Presbyterian seminary in the United States.

In college, Mr. Brown wanted to study philosophy, a subject that allowed him to make logical arguments and use his critical thinking

skills. He furthered this dream by studying divinity with the ultimate goal of becoming a pastor.

Despite having multiple degrees in Philosophy and Divinity, during his time working as a math tutor, Mr. Brown found that pursuing a career in math education could also allow him to use his problem-solving skills while serving his goal of becoming an educator.

"I realized that teaching made me happy, and I enjoy seeing students and solving problems with them that they weren't able to

solve before," Mr. Brown said.

Prior to joining Pingry, Mr. Brown taught for five years as a Middle School Algebra and Geometry teacher at the Princeton Academy of the Sacred Heart.

Mr. Brown most recently relocated from his previous job in Jordan after two years as a teacher of Algebra, Geometry, and Philosophy at the King's Academy. Reflecting on his time overseas, Mr. Brown said, "The need for math education is universal, and it crosses borders."

On why he chose Pingry, Mr. Brown found Pingry's long history, great fellow faculty members, and the student body to

extremely attractive.

It provides an atmosphere where he hopes to further his experience as an educator, working together with students to form connections and succeed.

While off campus, Mr. Brown has many varied hobbies. An



B. Li (III)

avid player of board games, Mr. Brown opts mainly to play rarer board games, citing Factory Fun and Race for the Galaxy as his personal favorites. In addition, he also is a fan of Liverpool F.C., and enjoys playing ultimate Frisbee and soccer, which he has coached in the past.

Overall, he admits, "It's great to be back in the States." Meanwhile in the short run, he is gradually adjusting to Pingry as a new faculty member, and appreciates the emphasis on individual and investigative learning. As to the year ahead, Mr. Brown has a positive outlook. "I'll take it as it comes," he said.

Students Mentor Peers at Writing Center

By **YELENA SALVADOR (VI)**

This school year, the Writing Center, a student run club that helps others improve their essays and writing skills, is introducing new services to the Pingry community. Senior leaders, Katie Ho, Sophie Ricciardi, Jake Mayer, and Yelena Salvador, along with faculty advisor Graig Peterson, have worked together to bring better resources to the student body.

What is Writing Center? Writing Center is a group of talented English students who were hand-

picked by teachers and accepted through an application process. Each member of the club wants to help others become better writers and is eager to share their passion for writing.

Every Monday, Wednesday, and Thursday, Writing Center will meet in Room 326. Any and all students are welcome to come brainstorm, talk, or show a draft to one of the peer-editors. The goal is to meet and receive advice on papers from students who have experienced the same struggles when writing a paper

and also want to help you get better.

What's new this year? This year Writing Center will be holding a variety of workshops, ranging from tackling the SAT/ACT Writing section to going over the basics of writing a five-paragraph essay. Other workshops will include grammar and citation reviews. These workshops are tailored to address the smallest of obstacles when writing a paper.

Moreover, the Writing Center is hoping to launch an online editing system this year to improve

the efficiency of peer editing. Papers can be emailed and will be returned within two to three days, and meetings can be set up to go over suggestions. Hopefully, this system will attract more students to truly utilize the benefits of peer editing.

The Writing Center was happy to announce its grand reopening on September 28. Whenever you feel like you are struggling and can't get passed that writer's block, don't hesitate and come by the Writing Center every Monday, Wednesday, and Thursday!

Ms. Huang-Hobbs Joins Chemistry Crew

By ALISON LEE (IV)

This fall, Ms. Huang-Hobbs joins the science faculty, teaching three sections of Chemistry I this semester and Chemistry II starting in January. She will also be assisting the Middle School Science Olympiad. Because she loves watching *Good Eats* with Alton Brown, a TV show about the science of foods Ms. Huang-Hobbs is especially excited for the Food Science competitions. A citizen of both Canada and

the United States, Ms. Huang-Hobbs received her bachelor's degree in chemistry at McGill University, located in Montreal. She has two graduate degrees: a masters in Chemistry from the University of British Columbia in Vancouver, and a masters in Science in Education from the University of Pennsylvania.

Before coming to Pingry, Ms. Huang-Hobbs worked at a charter high school in Philadelphia, where she did science support work. In ad-

dition, she worked at the Free Library of Philadelphia, where she worked with students in a Maker Education program, teaching college prep and SAT prep.

Ms. Huang-Hobbs became interested in becoming a teacher because she had wonderful and supportive teachers herself. Caring about giving back to the community and being supportive to others, her favorite aspect of teaching is the relationship between student and teacher. As a teacher, Ms. Huang-Hobbs always tries to brighten her students' day.

Ms. Huang-Hobbs loves science because she says it connects to everything and pulls back the curtain on all the beauty in the world. But, she acknowledges that science can also create disaster. An improperly sealed glass pipette caused a stream of ethanol fire to burn Ms. Huang-Hobbs. As a result, she strongly emphasizes the importance of safety.

Her goals in life are to always reach for improvement, to never believe there cannot be something different to try, and to practice being okay with mistakes. She subscribes to the philosophy of Neil deGrasse Tyson, who has said, "I am driven by two main philosophies: know more today about the world than I knew yesterday and lessen the suffering of others. You'd be surprised how far that gets you."

Her colleagues in the science department think she is a wonderful addition, with a great sense of humor. Mr. Grant said, "She brings great energy and enthusiasm to our department," and, according to Mr. Bourne, she brings "a fresh, new approach." Mr. Burns added, "She's excited to get involved with all of the scientific research."

As a new member of the Pingry family, Ms. Huang-Hobbs said, "I'm just really happy to be here. It just feels right."

Outside of school, her hobbies include running, snowboarding, arts and crafts, and cooking. Her favorite thing to cook is Barefoot Contessa's mustard soy salmon. Ms. Huang-Hobbs also has an adorable adopted shepherd mix with a missing eye named Xena.



A. Lee (IV)

Mr. Lagarde Tackles Calculus

By DARLENE FUNG (IV)

Mr. William Lagarde joins the Upper School Math Department to teach Geometry and AP Calculus. He graduated from Harvard this past May with a Bachelor's degree in Applied Mathematics with Psychology.

This is Mr. Lagarde's first year teaching, but he comes from a long line of teachers. "My dad, grandparents, aunts and uncles were teachers. My uncle is a history teacher. My grandmother taught English and worked in school libraries. But both my dad and grandfather were math teachers," he said.

Mr. Lagarde's favorite math course to teach is Calculus. "Throughout college I was using calculus, so I'm very familiar with how calculus works," he said. "I also think it's the first class where you can sit down as a group and talk about math for the whole period."

"It's not just putting in number and solving equations. There can be opinions about calculus. There can be questions about calculus that are not quite answered. And, there can be multiple answers to the same type of question," he added.

When asked what brought him to Pingry, Mr. Lagarde explained that he was looking for teaching opportunities at independent schools in the New York and New Jersey area, because his fiancé had gotten a job at Google. "I went to hiring fairs in New York and Boston, and from there, Mr. Leef contacted me," he said.

This winter, Mr. Lagarde will also be coaching the JV wrestling team. "I wrestled in high school, and it was a big part of my life," he said. An

avid sports fan, particularly interested in football, hockey, and baseball, he looks forward to going to school sporting events and meeting new people along the way.

Aside from sports, Mr. Lagarde is also passionate about music. "I have been playing the piano since I was six years old, and I also sing," he said.

Based on his own experience, Mr. Lagarde advises students to "never stop exploring." He said, "I had a very specific plan in college of what my profession was



D. Fung (IV)

Mr. Peterson Settles Into English 9 & 10

By ETHAN CHUNG (V)

New to the Upper School, Mr. Graig Peterson joins the English Department to teach English 9 and 10. He will also be the faculty advisor the Writing Center, a program to help students improve their writing abilities. In addition to teaching and assisting students in achieving their full academic potential, he will also serve as the assistant coach to this year's swim team. Mr. Peterson is also serving as a junior co-advisor alongside Ms. Jill Kehoe.

Mr. Peterson graduated from Dartmouth College and has been pursuing his Masters at the Bread Loaf School of English at Middlebury College.

He started out as a management consultant, but his love of pets, particularly cats and dogs, "inspired [him] to open up a pet supply store in Milwaukee called Hounds Around Town, which is still open today," he said.

In spite of his passion for pets, he wanted to pursue a teaching job because, in his own words, "teaching is a fulfilling and inspiring use of time. I prefer discussing literature over

selling pet supplies."

However, when Mr. Peterson started teaching at Pingry last year, he taught grade 6 and 8 math in place of Ms. Nicole Cabral, who was on maternity

leave at the time.

This year, Mr. Peterson is "excited to be teaching English to upper schoolers." More specifically, he hopes for his "students to be able to approach



E. Chung (V)

difficult texts without feeling overwhelmed."

"I do my best to incorporate abstract, free flowing discussions in class to allow for as much creativity as possible,"

ways encourages open thought and discussion." Lee added, "He's really fun and often invites students to take risks and step out of their comfort zone. I have learned a lot already, and look forward to English class everyday."

Mr. Peterson is happy to be working at a school like Pingry. He describes it as "a wonderful and supportive environment where everyone is incredibly kind and welcoming." He finds teaching high schoolers English to be "incredibly satisfying." He added, "I am overwhelmed by how brilliant my students are."

When he's not teaching English, Mr. Peterson enjoys both playing and watching basketball. "I like the NBA. I know that few people consider the Milwaukee Bucks their favorite basketball team, but it's my favorite team," he admitted. Mr. Peterson also enjoys reading in his spare time.

Mr. Peterson hopes to "fill [his] classroom with creativity."

"I look forward to a great year teaching English in the Upper School for my students and me," he said.

Ms. Ring Inspires Young Artists

By ETHAN MALZBERG (IV)

Ms. Nancy Ring joins the Art Department as a Leave Replacement for Mrs. Jennifer Mack Watkins who is currently on maternity leave. She will teach three sections of Upper School Art Fundamentals and one section of Middle School Art and Nature.

This school year marks Ms. Ring's 13th year of teaching, as she was a first grade Associate Art Integration Specialist at the Far Brook School for a decade before teaching art in the Maplewood school district.

As to what inspired her to become a teacher, she said, "Artists naturally share what we do because we're so incredibly passionate about art." She added, "I like to help others, so if I can inspire a younger generation to

care about art and to be excited about art, that kinda rocks my world!"

Ms. Ring will also serve as the new Gallery Education Coordinator for the The Hostetter Gallery located in Pingry's Arts Wing.

The September exhibition in the Gallery features South Asian and Arabic cultures. When asked about the current show, Ms. Ring said, "I would like to encourage everyone at Pingry to come see it, even if just to walk through. It's bright, sparkly and more than that, beautifully conceived and thought-provoking."

In addition to being the Gallery Education Coordinator, Ms. Ring has also been asked to help out with the Green Group. She brings a passion for diversity to Pingry from her previous job, and is involved with the Multi-

cultural Team. She looks forward to the Diversity Group's "Courageous Conversations," in which issues facing diversity and its role in education are discussed.

Ms. Ring graduated Cum Laude with a Bachelor of Fine Arts (BFA) in Studio Art from the Syracuse University School of Visual and Performing Arts. She earned her Masters of Fine Arts (MFA) from the University of the Arts in Philadelphia in 2010.

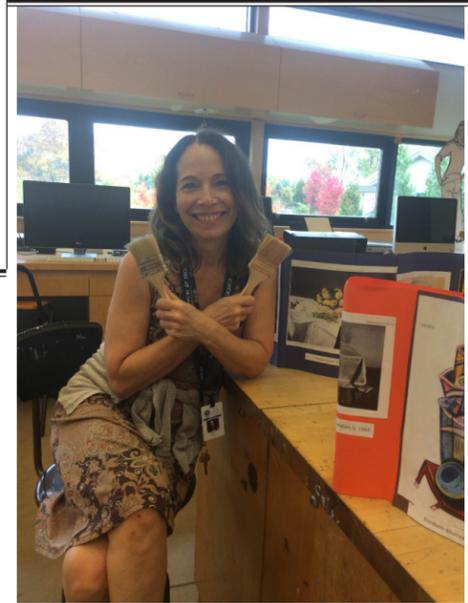
One of her main goals for the year is to make fun and interactive "Do Nows" as an activity to start each class. She said, "My hope is for the kids to really want to come into the classroom everyday because they'll be excited about what they're going to do right away."

So far, some of her most well received "Do Nows" have involved drawing maps of each

person's brain, building using cardboard mats, and asking what she calls "Beautiful Questions," theoretical questions students can ask the class that have no right or wrong answer.

After school each day, Ms. Ring makes her way to her studio in Newark which is in the Solos Project House, where she paints for two to three hours with other artists. She has also displayed her work nationally in exhibitions in New Jersey, New York, Pennsylvania, and Maryland. One of her woodblock prints was just shown in Northampton, Massachusetts at the NOHO Book and Print Fair.

Her exhibit at Kenise Barnes recently opened on September 17 and runs through October 29; it can currently be viewed on the gallery's website (<http://www.kbfa.com/nan-ring/>).



E. Malzberg (IV)

The exhibition has a domestic theme that is connected by a common thread of motherhood. Primarily a painter with an emphasis on representation and realism, Ms. Ring also sculpts and likes creating abstract art.

"Most artists do their work in series," she said. "I like to break that idea; my art is connected by color and metaphor, but not by similar color or size. When you go to a gallery, you will usually see all these paint-

ings that look the same but are just variations of each other. My work is all different feelings and styles that hang together because of the metaphor."

Ms. Ring said, "This is why I can teach all different styles and periods, because I use all of them in my own work, and practice them all the time. I'm not just an abstract painter who is going to teach

abstraction or someone who's a realist and will teach realism. I can teach across the disciplines," she said. "Most artists can, but I'm actually working on all of the disciplines at the same time which is unusual!" she added. Outside of teaching at Pingry and the studio, when Ms. Ring has any extra free time, she strength trains and runs. She also loves poetry, baking, reading, and traveling.

Ms. Smith Shares Her Love of Latin

By CAROLINE PETROW-COHEN (V)

Ms. Kathryn Smith joins the Upper School Language Department to teach Latin 1, Latin 3, and AP Latin. She will also be the assistant JV girls' basketball coach and a co-leader of the LGBTQ affinity group.

Ms. Smith attended Skidmore College where she earned her B.A. in Classics, focusing on Latin and Ancient Greek. She then attended graduate school at the University of Kansas and earned her Masters degree in Classics while teaching undergraduate students.

While studying at the University of Kansas, Ms. Smith spent six weeks in Greece at the Classical School in Athens. Before coming to Pingry, Ms. Smith traveled abroad again, spending six weeks in Rome for a research-based program where she studied at the American Academy in Rome.

Ms. Smith is enjoying Pingry so far and taking advantage of new opportunities. After teaching at the University of Kansas, Ms. Smith appreciates the personal teaching style she can develop at Pingry. "Teaching at the University of Kansas, I usually had classes from thirty to seventy-five students," she said. She added that "having a smaller class is much more enjoyable" because she can learn all her students' names, and learn more about them.



C. Petrow-Cohen (V)

Ms. Smith was inspired to become a teacher from her experiences tutoring Latin students while she was at Skidmore College. "Tutoring was just very fulfilling. Teaching people what I love is what led me to become a full time teacher," Ms. Smith said. Originally, Ms. Smith was a Biochemistry major at the University of Southern California, but she soon discovered that studying language was her true passion.

One of Ms. Smith's biggest goals for the year is to create a fun and engaging classroom environment where her Latin students can learn and be comfortable. "I want my students to enjoy Latin class and to feel like Latin class is a safe place to explore ideas."

Outside of Pingry, Ms. Smith enjoys horseback riding, a sport she participated in at Skidmore College. She hopes to continue to pursue riding in New Jersey while teaching.

To Ms. Smith, Pingry stands out among other schools because it is genuine and authentic. "A lot of schools claim to value diversity, individual learning, and student focused classes. It's often difficult to implement these ideas, but what I see at Pingry shows me that here these ideas are a reality," she said.

Excited about Pingry's progressive and open-minded atmosphere, Ms. Smith is looking forward to her year of teaching and being an active member of the community.

Mr. Toler Teaches History

By STEVEN WU (III)

Dr. Herbert Toler joins the Upper School History Department where he will be teaching World History 9 and World History 10. He is also a co-advisor to Form V students and is working on a pilot research program in the humanities. He may also become the advisor to the Politics Club.

Dr. Toler received a B.A. in History from Hampton University, an M.A. in History from Howard University, an M.A. in Church History from Union Theological Seminary, and a Ph.D. in American History from Columbia University.

After graduating from college, Dr. Toler taught on the college level at the City College of the City University of New York, Fairfield University, and the NYU Tandon School of Engineering.

Explaining what inspired him to pursue teaching, Dr. Toler said, "Being a teacher is a harmless form of helping others."

He also commented that many of his own teachers prepared him for his career by inspiring him to follow in their footsteps.

As a hockey dad, he visited Pingry by chance during his son's hockey match down the street in January and had the opportunity to look around the school. He later decided to apply to work here after seeing an ad from an employment service.

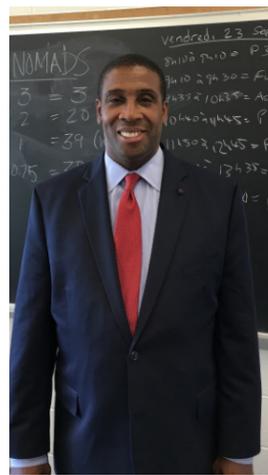
With a passion for history, Dr. Toler

had always been interested in reading about the past and understanding how things were previously done. "The past is the blueprint for the future," he said.

When asked how he has liked his first month, Dr. Toler said it has been "a wonderful experience," adding, "I am thankful to have an administration that has welcomed me to the campus. They have been very open and friendly, and have provided me a good place to land."

Dr. Toler also spoke highly of his students. "I think the students are more than capable, smart, and hardworking," he said. "They are very helpful, as far as conducting class and getting the lesson that is going to be taught that day, and they are also very attentive."

During his free time, Dr. Toler loves reading, researching, and writing about history because "that's what historians do." He also spends time supporting his children at their sporting events.



S. Wu (III)

Mrs. Weinberger Instructs Students in Advanced Math

By KRISTINE FU (IV)

This fall, Mrs. Jessica Weinberger joins the Upper School Math Department to teach Advanced Algebra and Trigonometry, Pre-calculus, and AP Statistics. She is also helping out Student Government as a co-advisor.

Mrs. Weinberger received her degree in Science, Technology, and Society from Vassar college and minored in Mathematics. She then studied at the Teachers College at Columbia University. Growing up, she always aspired to become a teacher.

"I was that kid in elementary school who had her friends over and had a chalkboard, and played teacher, and they were students in class," Mrs. Weinberger said. When asked why she chose to become a math teacher, she said "Math was something that I was always good at and enjoyed do-

ing. I strive to make mathematics accessible to anyone at any level and hope students find the enjoyment in it as well!"

Prior to coming to Pingry, she worked for 15 years at Morristown Beard School located in Morristown, New Jersey, where she held a variety of positions.

As Mrs. Weinberger transitions to a new environment, she notes, "The pace is definitely quick and I'm getting used to that." She is appreciative of the friendly atmosphere that has helped her in her adjustment. "My encounters with the students and faculty have all been lovely with everyone wanting to help." When asked about her goals for the school year, Mrs. Weinberger said that she hopes to get involved with the school community as much as she can. She is especially eager to get involved with Commu-

nity Service, which has been her passion since high school. "I've done a lot of work with Bridges," she said.

In her free time, Mrs. Weinberger likes to bake. "I'm always playing around in my kitchen and learning about different techniques." She also enjoys sewing, reading, and quilting.



K. Fu (IV)

Middle School: A New Interim Head and 3 New English Teachers

By RACHEL CHEN (V)

With three new faculty members and a new interim Director, the Middle School has undergone some significant changes this fall.

All three new faculty members are teaching English in different grade levels. Ms. Bria Barnes is teaching Form I and II while advising Form I, Mr. Mike Coakley is teaching sixth grade and Form I while advising the sixth grade, and Ms. Lori Esmond is teaching Form I and II while advising Form II.

"The transition for all our new folks was seamless," Middle School Office Coordinator Ms. Egan said. "Everyone feels like they've been here forever, and everyone fits in beautifully. It's a different dynamic but in a very good way."

Part of the new dynamic can be credited to the addition of interim Middle School Director Ms. Brenda Hamm to the faculty. Being married to Headmaster Conard and having two children who graduated from Pingry, Ms. Hamm has been involved in school events for over a decade. Now, even after a month of work, she is as excited as she was when she first took on the role.

"It's great! The kids are amazing, the teachers are amazing, and the administrative team is amazing," she said. "We're off to a really good start to the year. It's upbeat, it's fun — and



Ms. Hamm

it's middle school. We still get to go outside during flex!"

However, it isn't always just fun and games in the Middle School office. Ms. Hamm has already laid out her plans for the school year.

"The number one goal is to offer up this year as an opportunity to evaluate what we do. We all read A More Beautiful Question by Warren Berger, and based on the model that the author presents, we're looking into curriculum, social media use, schedule, and advisory," she described. "We're doing this in ways that aren't disruptive but rather from the perspective of celebrating what we're doing right and changing what needs to be changed."

One of her greatest challenges will be reevaluating the current scheduling system, especially with the new athletics facility almost ready for use.

"With sixth grade and Forms I and II on different schedules, we really want to look at how the new facility should affect PE and whether we need to allot more time to other activities such as the arts as well. These decisions will take a lot of conversation with a lot of different people, but it gives us a great opportunity to see how

we're balancing different opportunities for our students."

Nevertheless, Ms. Hamm is excited to take on these responsibilities, and she is enjoying every day of work in the Middle School.

"Every morning, I have this opportunity to stand out front and greet the students. It starts the day so positively, because the kids are so positive and kind and respectful — they're all the things that you would want your kids to be," she said. "Add them to a place with such invested teachers and wonderful parents, and you get this great community that's really put-



Ms. Esmond



Ms. Barnes

ting its best foot forward. I've worked at many other schools and loved them, but Pingry is truly unique."

You Have to Study for Staude

By DAVID METZGER (VI)

Mr. Ryan Staude has joined the History Department this fall, teaching two sections



D. Metzger (VI)

of World History 9 and one section of AP U.S. History. In addition to these classes, Mr. Staude is also co-coaching the

speech and debate team.

Prior to coming to Pingry, Mr. Staude attended SUNY Albany, where he majored in history receiving his B.A., M.A., and Ph.D.

Mr. Staude explained how he enjoys reading, writing, and talking about history; thus, the "most logical extension of that" would be to become a teacher. An added benefit, Mr. Staude added, was the chance to have his summers off. After he graduated, Mr. Staude

taught in New York at various colleges and then relocated to the Los Angeles area. While in LA, Mr. Staude taught for ten years at the Windward School,

an institution that is "quite similar to Pingry in terms of culture and student body."

When asked about his thoughts on what his goals are for the year, Mr. Staude replied wittily that his goal is to "survive the year, as any first year faculty member might say."

On a more serious note, Mr. Staude described how he wanted to become familiar with the students, faculty members, and culture of our school.

In his free time, Mr. Staude, who prefers not to be called Dr., enjoys practicing martial arts. He also enjoys watching movies; his three favorites are Forrest Gump, Field of Dreams, and A Beautiful Mind.

One other lesser-known fact about Mr. Staude is that many of his family members are part of the New York State Police.



Mr. Coakley

iRT Joins Forces With Computer Science and Technology

By SHRUTI SAGAR (V)

The Independent Research Team (iRT) is a group of about twenty to twenty-five students who work in small teams on different research projects in various fields of science.

Some of last year's notable projects included research on zebrafish and addiction, the building of a 3-D microscope to analyze cells, and studies on memory deficits and Alzheimer's disease in fruit flies.

In past years, iRT projects have mainly centered on the fields of biology and chemistry. This year, a physics project led by Dr. Azadeh Samadani is a recent addition, and iRT will expand to include a project in the field of computer science.

Upper School Computer Science Teacher Mr. Josh Orndorff will lead this project. When asked to describe his idea, Mr. Orndorff said, "The project I'm starting is in the field of distributed computing. It strives to allow computer users around the world to share computing resources so that computations, especially large or complex computations,

can be completed more quickly and computing power can be harnessed more fully." Mr. Orndorff is very excited about the positive response the project has received from students and iRT faculty advisors. He is equally excited about the opportunity he now has to expand iRT to include computer science.

Mr. Orndorff said, "I've been thinking about this project for a while, and I'm excited to have a chance to run it here, especially considering the number of interested students that have approached me about it."

Since he loves to explore new concepts in the fields of math and computer science, Mr. Orndorff felt that joining the iRT would be a great opportunity for himself and

his students.

Members of the Independent Research Team have had a positive response to the addition of the computer science project. Regarding the new project, iRT member Jackie Chang (V) said, "I think it's cool how iRT is bringing in other sciences, like computer science, chemistry, and physics, rather than just biology."

The research community at Pingry is already thriving, with many students interested in joining programs like iRT, Journal Club, Project 80, and SMART Team, among others.

With the addition of new projects like the computer science project, more students and teachers will be interested in joining and collaborating with their fellow peers.



L. Larson (V)

Dean Ross and Miss Bartlett Work With Student Leaders

By ALICE BERNDT (V) and LINDSEY LARSON (V)

On August 26 and September 3, Ms. Shelby Bartlett '08 and Dean Jake Ross '96 held leadership workshops in which club leaders, student government representatives, and Honor Board members gathered to discuss leadership roles at Pingry.

While Pingry students tend to develop leadership skills naturally in the classroom, on the athletic field, and in the arts department, these workshops were intended to "set aside time to focus deliberately on these skills," Ms. Bartlett explained.

During these workshops, students participated in a range of activities geared towards understanding what it means to be a good leader. The activities included team building exercises and several fictional case studies, finally concluding with an open discussion about the necessary steps in running a successful club.

One of the team building exercises was a challenge in which groups of four had to fit together puzzle pieces without communicating through speech or hand motions. This was followed

by a case study that students discussed regarding the possibility of a "new Pingry policy" that would require all student-run clubs and organizations to communicate directly through Google Communities. It also stipulated that a faculty member must be included in each group. Students discussed this proposal and two other case studies in small groups before opening up to a larger group discussion.

Following discussion of the

"to equip students with the tools to get 'stuff' done on campus, organize your classmates to make an effective change at the school, and learn to communicate, collaborate, and leave an impact." Students who attended these workshops felt that they were effective in accomplishing these goals.

Junior Jenny Coyne said, "The leadership workshop was a great way to reaffirm the school's support of its student leaders.



Courtesy of Pingry Website

case studies, students, along with Dean Ross and Ms. Bartlett, discussed the steps necessary to run a successful club at Pingry. These included how to find a meeting location and how to keep track of attendance, cost, and profit. Students also brainstormed and discussed the qualities of good leaders inside and outside school.

Ms. Bartlett and Dean Ross's goals for these workshops were

While it sometimes feels hard to initiate change at Pingry, this workshop gave students the resources, tools, and confidence they need in order to enact and promote positive change in the Pingry community."

Dean Ross expects "to continue with further workshops during the course of the year so that we can define what leadership looks like at Pingry."

Pingry Celebrates Students' Achievements at Fall Awards Assembly

By WILL DIGRANDE (VI)

On Friday September 23, Upper School students and faculty gathered in Hauser Auditorium for the first awards assembly of the year, the Fall Awards. These awards are given to students in recognition of their achievements from the last academic year.

The National Merit Scholarship Program recognized forty students from Form VI for their high scores on last year's PSAT exam. Thirty-three from the group were recognized as Commended Students and seven as National Merit Semi-finalists with the opportunity to

advance as finalists later this year. In addition, the National Hispanic Recognition Program recognized top scoring eligible seniors for high-achieving students of Hispanic background.

Ms. Ananya Chatterji, interim Head of the Upper School, presented two awards to students from each grade voted on by the faculty: the Citizenship Prize and the Faculty Award. The first award was given to the student or students considered model citizens in the school community, while the second was awarded to students who have demonstrated personal and academic growth. Students who earned honorable

mentions for these awards were asked to stand and be recognized, and winners were invited on stage to receive their award.

Additionally, various math and science awards were given to the students who excelled in those disciplines. These awards were followed by the presentation of the college book prizes to seniors who best embodied the qualities of the namesake college. Recipients received a book affiliated with the college of their award, given to them onstage by Mr. Jonathan Leef.

The Justin Society then gave out prizes for their annual writing competition at the as-

sembly, with writers from each grade receiving awards in the categories of poetry, memoir, fiction, and flash fiction. Writers submitted their works at the end of last year that were then judged by English teachers. Dr. Reid Cottingham presented first place winners with their awards on the stage.

To conclude the ceremony, Upper School French teacher Mrs. Lydia Geacintov, President of the Pingry chapter of the Cum Laude Society, inducted twelve seniors into the society, a very prestigious and well-regarded honor. To be eligible for induction, students must keep at least an A- average, be on the Honor Roll, carry a full college preparatory course load, and receive at least half of the votes from electing members of the school's chapter. Following the Cum Laude induction, award winners and their parents were invited to a brief reception afterward.

For the school-wide celebration of student accomplishments, the Pingry community came together to celebrate the honorees.



Courtesy of Pingry Website

*Congratulations
to the newly
inducted members
of Cum Laude!*

Tracy Cooper
Akshina Gupta
Akash Kumar
Jack Laurent
Nancy Lu
Katharine Matthias
Greg Naratil
Sophie Ricciardi
Yelena Salvador
Wesley Streicher
Victoria Watson
Ben Zhou



Election 2016: What is Your Take on Donald Trump and Hillary Clinton?

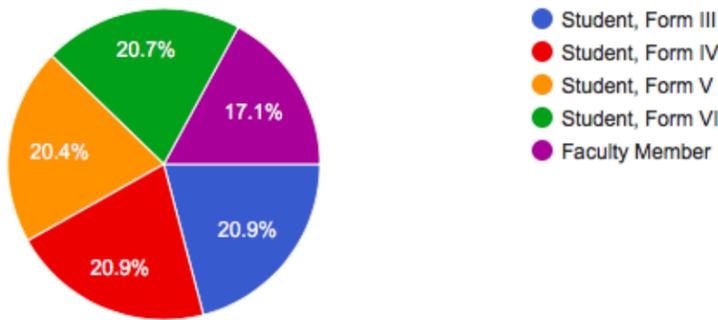
Will you be supporting Donald Trump or Hillary Clinton this Presidential Election? During the last week of September, Pingry Politics polled students and faculty to get a better understanding of where members in our community stand on political issues.

According to the survey, in which 392 people responded, the majority of our school identifies as either a Democrat, Republican, or Independent, with the largest percentage of Democratic supporters.

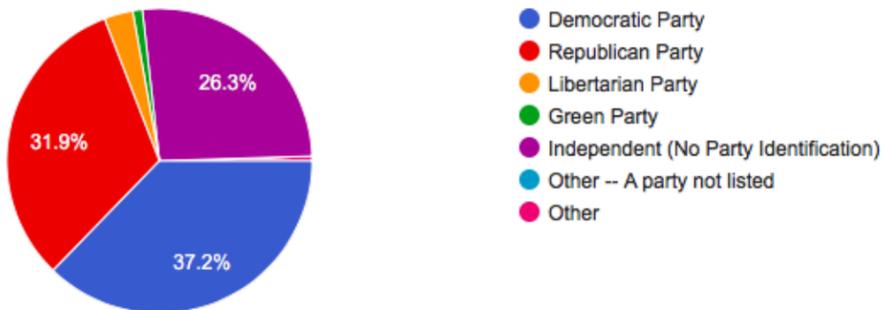
The poll concluded that a larger portion of the students and faculty would vote for Hillary Clinton over Donald Trump.



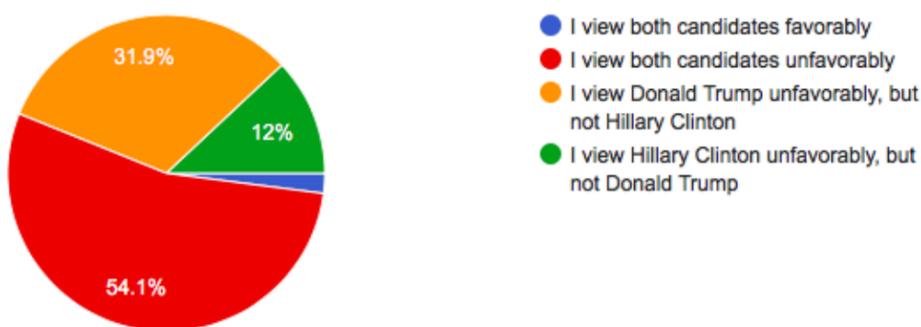
Who are you? (392 responses)



Which political party do you generally identify with? (392 responses)



How favorably do you view the major candidates? (392 responses)



Word in the Halls: Have You Been Comfortable Sharing Your Political Opinion?



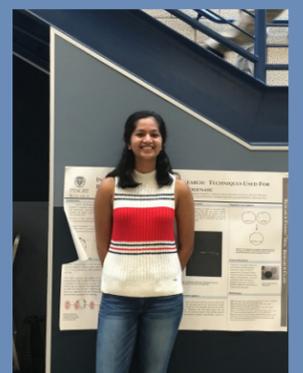
Stuart Clark (III)
"Yes, because there's such a diversity of opinion that I want to be a part of the conversation."



Bert Yu (III)
"Yes, because my opinions tend to not conflict with other people's."



Martha Lewand (III)
"Yes, because Pingry is a place where you can express lots of ideas and communicate with your peers."



Ketaki Tevan (IV)
"Yes, I feel very comfortable. Everyone is very aware and respectful that there are different opinions in the community, whether they agree with them or not."



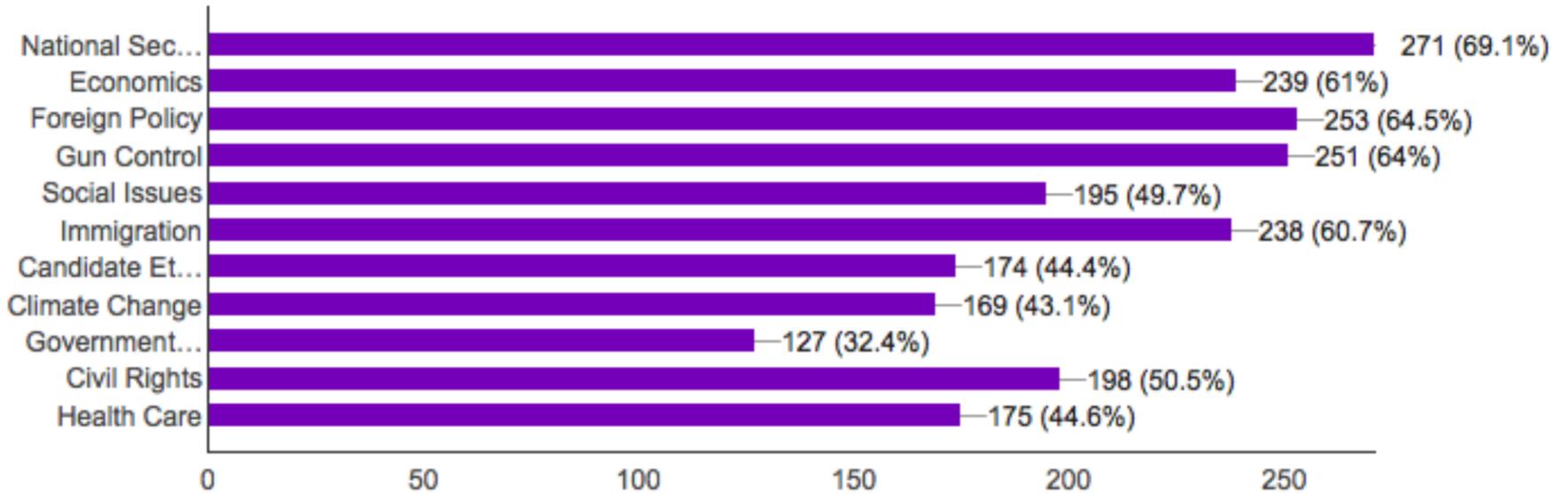
Kyle Aanstoots (IV)
"I don't really care about politics."
Mihir Seth (IV)
"I just don't like Donald Trump. I don't care who hears."



Isabella Drzala and Cathleen Parker (IV)
"No, not really."



Which issues do you believe are important in this election cycle? (392 responses)



Word in the Halls: *Have You Been Comfortable Sharing Your Political Opinion?*



Sehyr Khan (V)

“No, not at all. I’m comfortable with myself but afraid of getting backlash from peers and my own friends.”



Graham Matthews (V)

“Yes, because it feels comfortable and safe and people aren’t really going to judge me.”



Jewell Strickland (V)

“No, because I don’t like starting controversy with people.”



Claire O’Mara (VI)

“No, I don’t want to go around offending people, and I don’t feel comfortable backing up my argument to people who aren’t willing to listen.”



Josh Metzger (VI)

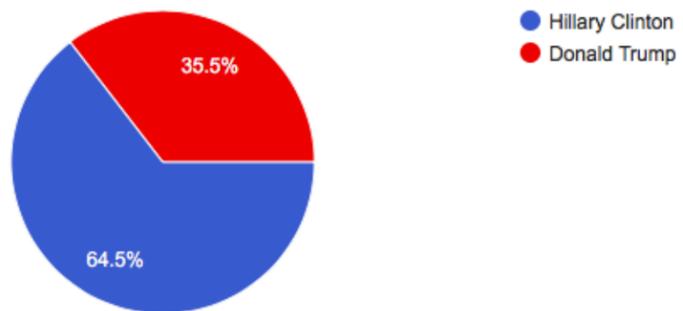
“In class I feel comfortable sharing because it helps to foster discussion and let people know where my values and convictions stem from.”



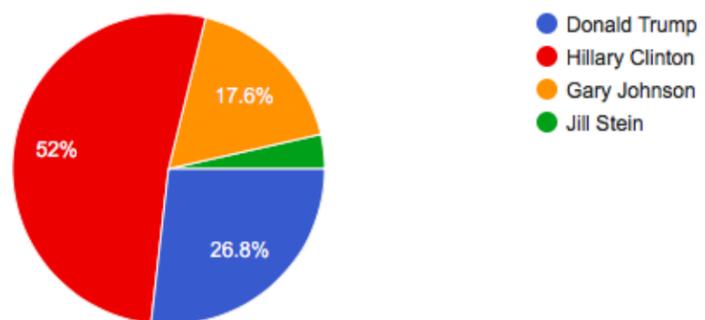
Kiara Smith (VI)

“No, because there are a lot of radicals on both political parties within our school, so it is difficult to voice one’s opinion when you are on the neutral side.”

If an election between Hillary Clinton and Donald Trump were held today, who would you vote for? (392 responses)



If the Presidential election were held today, which candidate would you vote for? (392 responses)



Trump and Clinton at the Third Presidential Debate at the University of Nevada, Wednesday, October 19

Students Commemorate the Honor Code in Convocation

By FELICIA HO (IV)

On September 9, Upper and Middle School students gathered in Hauser Auditorium to observe the timeless tradition of reaffirming the Honor Code at the 30th Convocation ceremony.

To begin the ceremony, senior faculty member Miller Bugliari '52 pointed out the relationship between Pingry's successful completion of the Blueprint for the Future campaign and the leadership of members of the community. By asking the question, "What is your blueprint for the future?" Mr. Bugliari stressed the importance of leading by example through giving back to the community rather than only reaping the benefits of other people's hard work.

Next, Student Body President Zach Keller (VI) spoke about becoming more open-minded. Citing a University of Chicago letter sent to incoming freshmen to support academic freedom and free exchange of ideas, Keller pushed students to "challenge and reexamine" themselves in learning from all the talented and diverse people at Pingry.

Afterwards, Honor Board Chair Sean Wang (VI) emphasized the value of trust in the Honor Code. Influenced by his volunteer work at a hospital over the summer, Wang related trust to an important bond between doctor and patient. Wang said students are "privileged to be a

part of that special trust" in promising to follow the Honor Code and thus becoming a part of the larger community.

After Wang's speech, advisory representatives handed signed Honor Pledges to Keller and Wang, symbolically bringing together the entire school in the pursuit of excellence and honor.

the race, D'Agostino urged Hamblin to get up and continue; later, D'Agostino fell and Hamblin encouraged her to get up. Although in pain, both women successfully completed the race. Mr. Edwards asked the students to emulate the determination of these two Olympians, emphasizing the importance of

doing one's best while making new and sustainable friendships.

Lastly, Headmaster Mr. Nat Conard reflected on the recent debate surrounding freedom of speech, especially involving the exchange of potentially unpopular or offensive ideas. Citing the same University of Chicago letter as Keller, Mr. Conard pointed out the potential tension between the university's intentions of encouraging non-censored free speech and being viewed as possibly supporting hate



Courtesy of Pingry Communications

Board of Trustees Chair Mr. Jeff Edwards '78 then highlighted the important values of excellence, friendship, and respect in light of the recent Summer Olympics in Rio. In the preliminary round of the women's 5,000-meter race, Abbey D'Agostino (United States) tripped over Nikki Hamblin (New Zealand), who had fallen in front of her. Determined to finish

speech.

Mr. Conard challenged students to start taking responsibility in "making sound judgments about the responsible exercise of your right to speech."

To close the ceremony, the trustees, the faculty, and the students joined together in singing a rousing rendition of "Old John Pingry," setting the tone for a new school year.

John Ruddy Presents "Subcontinental" in the Art Gallery

By HANNAH GRUBER (IV)

This month, artist John Ruddy will be presenting his collection "Subcontinental: Paint-

ings Inspired by India and South Asia" from September 14th to October 19th in Pingry's Hostetter Art Gallery.

Ruddy combines the epics of Ramayana and Tibetan folktales to highlight the techniques of pop art modernism and incorporate aspects of classic Indian

miniature painting. This conveys a unique theme of Indian literature that mixes with the present time. The eccentric colors and materials used to create the artwork compel one to take the time to discover the origins of the painting.

Regarding the collection, photography student Aanya Lall (IV) said, "Each painting comes

from a completely different perspective, but the neon colors of the paintings are what made me want to come to the gallery

ferent theme, but all have an aura of mystique that makes one wonder about the background of the characters depicted in

the art.

Also notable in Ruddy's paintings are the frames that surround his pieces. These correspond with the paintings that live inside their boundaries. Some are so simple, they do not distract a viewer from the magic inside of the frame, while

others have intricate details that expand the painting beyond the confines of its rectangular shape.

While visiting Ruddy's exhibit, one experiences a wide range of emotions. The complexity of the paintings make one look past the image provided and think about the true meaning and background Ruddy has sought to portray.



H. Gruber (IV)

in the first place."

Ruddy layers many colors on top of each other to create his vibrant colors, but he also consciously leaves thin layers of paint in some places. In one of his paintings, the tan canvas is visible, whereas in other parts of the painting there are thick layers of red and orange paints.

Each painting carries a dif-

Ortiz From Spain Joins Form V

By MADDIE PARRISH (V)

Many Pingry students travel great distances to get to school every morning. This year, however, there is one student who has made his way 3,608 miles to join the ranks of the Pingry juniors: Luis Mora Ortiz, this year's AFS student from Madrid, Spain.

Through the foreign-exchange organization known as AFS, Ortiz was able to choose the country where he wanted to spend his year, the United States of America. However, the organization could decide the state and the school.

"I could have gone to Alaska or Hawaii, but I'm in New Jersey, and I'm happy about it," Ortiz said.

Although he has been learning English since he was five, this is Ortiz's first time in the United States. So far, according to Ortiz, nothing about the United States has defied his expectations.

When asked what stereotypes of American teenagers he had expected, he said, "I knew it wasn't going to be High School Musical." Even though he observed that the students at Pingry are similar to the students at his school in Madrid, he does point out that one difference in the

two high school cultures is the popularity of sports.

In Madrid, student athletes play sports outside

spends time at the cinema or the mall with his friends.

He said, "One good thing about Madrid is the public



B. Murphy (V)

of school. Ortiz explained that while some schools have sports, "there are a lot of people that go to school but don't play a sport at all besides taking physical education."

The curriculum at his school in Madrid is different as well. Students there are required to take eleven classes: Spanish, English, French, physics, chemistry, history, biology, ethics, religion, physical education, and math.

In Madrid, Ortiz often

transport." He has a bus right in front of his house that only costs around one and a half euros (\$1.69) and can take him to the cinema in five minutes.

When asked to compare New York to Madrid, Ortiz said, "New York is more majestic, but the problem is the traffic." So far, he has only been to New York for a weekend, but he will have many more opportunities to explore the city throughout the year.

Dr. Artis Introduces a New Diversity Department

By SAMANTHA BURAK (III)

This fall, the school is introducing a new Diversity and Inclusion Department. With Dr. Diana Artis as its new chair, the department is set to kick off a year of thought-provoking programs.

The school has had a number of different diversity activities in place during previous years, but they have never been under a single department.

"The department was created as a way to organize in one place all of the diversity initiatives and programs that are currently in place at our school," Dr. Artis said. "It also gives the diversity work another level of credibility, and it combines in one place resources for the rest of the community."

The department will focus on supporting a community that is diverse and inclusive. By looking at what needs to change to ensure that the school is a safe place for all of its students, the department's goals include increasing diversity among the faculty, supporting current faculty, and making sure that class curriculums are relevant and honor the different students in the

community.

For this school year, the department will oversee racial/ethnic affinity groups, religious affinity groups, gender affinity groups, and the spectrum affinity group (previously known as the LGBTQ affinity group).

Regarding the affinity groups, Dr. Artis said, "We created a training program for the faculty and a curriculum for the students, and we are excited that there is something more structured in place to support our students from different backgrounds." Besides affinity groups, the department also sponsors the Student Diversity Leadership Committee (SDLC) and the Gay-Straight Alliance (GSA), which promote diversity activities.

When asked about where she would like to see the department go in the future, Dr. Artis said, "I would love to one day have a K-12 curriculum that outlines the diversity goals that each student achieves after they've moved from one grade to the next."

In addition, she also commented on the Middle School co-curricular Cultural Competency. "We don't have anything like that in the Upper School, and I think it'd be really

helpful to have an Upper School version," she said.

Dr. Artis received training in psychology and education at the Teacher's College of Columbia University, where she earned two masters and a doctorate degree.

In 2005, she joined the staff as an outreach coordinator in the Admissions Office to increase diversity. "It was a perfect fit for me, because I loved the school, and my kids were students here before I started working here," she said.

Her scope of work has increased substantially since then. As the chair of the Diversity and Inclusion Department, this year, Dr. Artis has an assistant, Mrs. Eva Ostrowsky, who, Dr. Artis said, is very passionate about diversity work as well.

As for what Pingry kids can do to respect diversity, Dr. Artis said, "I think one of the most important things is to just be open to conversation and not be afraid to talk about things that are uncomfortable."

To her, the Diversity and Inclusion Department is "about learning ways in which we can change our language and our actions to feel more connected to one another."

Freshmen Bond Over Annual Peer Leadership Retreat

By GABBY OBREGON (VI)

From Wednesday, August 31 to Thursday, September 1, approximately 150 new freshmen traveled to Camp Louemma to celebrate the beginning of their high school journey. Hosted at the camp in Sussex County, this year's annual two-day Peer Leadership Retreat was composed of the freshmen class, five faculty advisors, and thirty-six Peer Leaders.

For some freshmen, the prospect of spending two days away from home with more than one hundred other strangers was incredibly daunting and nerve-racking. However, with the help of a strong group of senior Peer Leaders, the freshmen were able to have fun, bond with each other, and prepare for the start of their four-year journey.

The purpose of the annual retreat is to establish a connection between the senior leaders of the school and the new incoming freshmen before school begins. Freshmen are put into groups of seven to eight students and then paired with two senior Peer

Leaders, providing freshmen with a group of students to support them as they begin high school.

The first meeting as a Peer Group was an event all were nervous to experience. Peer Leader Sydney Woode (VI) shared that she was "nervous about forming a connection with her peer group."



excited about "being the first face that the freshmen associated Pingry with and being able to set a positive tone for high school."

Camp Louemma facilitated a myriad of fun activities that allowed the entire group to exercise team-building skills within their Peer Groups. Through the camp's activities and Peer Leadership groups, many friendships were forged.

Activities such as a scavenger hunt, a talent show, the Peer Group Olympics, and a grade-wide dance with the Peer Leaders at night helped dissolve a lot of the fears that the freshmen had before entering high school.

The retreat helped foster a healthy and positive environment for many freshmen.

After the retreat, Woode remarked that she "had a great time overall" and is "excited to see how her Peer Group will develop throughout the year."

Ann Perry was also "nervous about not knowing anyone in her group or cabin."

Despite the nerves, many of those on the retreat were excited for what was to happen during their two-day adventure. Freshman Caroline Guest was excited to "meet all of her new classmates and reconnect with all of her friends after a long summer." Likewise, Peer Leader Rose Beatty (VI) was

C. Beard (VI)

Juniors Visit Landmarks in the City of Brotherly Love

By JASON RESNICK (V)

The Class of 2018 kicked off the school year with a field trip to Philadelphia, the home of many famous historical sights and the renowned Philly cheesesteak.

Students visited the Eastern State Penitentiary, a prison in Philadelphia that once held the infamous criminal Al Capone. The prison's philosophy valued rehabilitating the criminals it housed over punishing them. Criminals were kept in absolute isolation from one another, often being forced to wear blindfolds when they left their solitary cells. This setup was supposed to bring about self-reflection and personal reformation.

Students were given guided tours through the prison, and had time afterwards to explore the exhibits themselves.

"Walking into a cell, being completely enclosed in the small space, and realizing that some people had to spend years of their life alone in solitude was horrifying," Maddie Parrish (V) said.

After exploring the penitentiary, students stopped for lunch at the Reading Terminal Market. Given dining vouchers, students happily lunched on Philly cheesesteaks, crêpes, sandwiches, mac and cheese, and ice cream.

"It was massive!" Rachel



Google Images

Chen (V) said, describing the Market. "There were so many choices that it took longer to pick a stall than to actually eat my food."

After lunch, the Form V students participated in a scavenger hunt competition throughout historic Phila-

delphia. Advisory groups competed against one another by receiving clues from their phones that led them to various historic sites around the city.

"Even though it was pretty hot, we really tried our best," said Namita Davey (V), one of the members of the winning D'Ausilio Advisory.

Aly Pyne (V) added that the experience "was a really good team building exercise" and served as "a nice way to make memories before school starts." The winning advisory group celebrated their victory with liquid nitrogen ice cream.

After a long day filled with history and fun, the Class of 2018 boarded buses taking them back to Pingry. The trip was successful in giving students the chance to bond with one another before beginning classes the next day.

Seniors Celebrate Before the Beginning of their Final Year

By LINDSEY LUBOWITZ (VI)

While the 10th and 11th graders attended cultural and historical events in New York or Philadelphia, The Class of 2017 headed to the Pocono Valley Resort to soak up the last rays of summer and begin discussing the college admissions process.

On September 6, the senior class piled onto three buses and headed to Reeders, Pennsylvania for their senior retreat. Once the buses arrived, the students had the day to explore the campsite and have fun with friends.

"I really cherished the free time that we got on the first day of the retreat," Sonia Wong (VI) said. "It was so nice to be able to bond with my classmates with so many fun activities."

Some of the activities included playing soccer while inside a human hamster ball, ziplining across the lake to see some breathtaking views, conquering a ropes course, swimming in the pool, playing beach volleyball, and more.

After a busy afternoon, the seniors gathered in the dining hall to eat dinner before getting

ready for the Hawaiian-themed dance. Once the class had taken several pictures in front of the stunning lake, the grade danced the night away.

At the end of the dance, the students headed to a bonfire to make s'mores with their friends before lights out.

Mary Pagano (VI) added, "I have not had the opportunity to spend quality time with my entire grade outside of school in a long time, and it was nice that we had activities such as the dance and the bonfire that allowed us to bond as a class."

The next morning, the college counseling team split the grade into three groups and created a series of activities to help jumpstart the college process in a low-stress environment.

In one activity, the Student Diversity Leadership Committee (SDLC) created a presentation with discussion questions to help students understand affirmative action and discuss how it affects the college admissions process. They also talked about the athletic recruitment process.

Another activity was a workshop designed to help students create attention-grabbing first

sentences for their college essays. Each senior was given a packet with examples from Pingry alumni, as well as information that certain colleges provide to help students start their essay effectively.

The final activity simulated what it was like to be a college admissions counselor. The students were given a packet with information about six possible candidates for Pingry's freshmen class. In small groups, students had to accept, waitlist, and deny students. The activity helped the seniors understand the selectivity and difficulty of college admissions.

Natalie Lucciola (VI) said that the seminars on the second day of the retreat reassured her that she "would not be alone through this daunting process."

Once the activities were over, the seniors piled back onto the three buses to get back to Pingry in time for practices and other commitments. Most of the students were exhausted and happy to get a little rest before classes began the next day.

After a successful senior retreat, the Class of 2017 is ready to cherish their final year together.



Courtesy of Pingry Communications

Sophomores Explore History and Theater in New York City

By ALYSSA CHEN (IV)

On September 7th, the Class of 2019 embarked on the annual sophomore field trip to Manhattan to visit the Museum of Natural History and watch the Tony Award-winning Broadway musical, *The Color Purple*.

To begin the day, students boarded four buses at Pingry and headed to New York City. After hopping off the bus, they had plenty of time to explore the museum with their advisory groups.

To help navigate through the museum, each advisory group was provided scavenger hunt questions and answer sheets that led them from exhibit to exhibit. Students worked with their advisories to try and answer as many questions as possible within the allotted time. Each advisory started in a different place and met outside upon finishing.

The main purpose of the scavenger hunt was to provide a way for students to efficiently explore the museum, but some sophomores viewed the experience as a minor inconvenience.

"Although the museum was a great part of the trip, I wish I had more time to look at what I wanted," Leo Zhu (IV) said. "Zhu felt that students were unable to spend time visiting the

exhibits that interested them, as they were required to stay with their advisory groups.

After leaving the museum and eating lunch in Central Park, Form IV students took buses to Broadway. While waiting in line, each student was given a ticket to the show. They then entered the theater, found their seats with their respective

to marry an older man, Mister. After being abused and mistreated for most of her life, Celie meets Sofia, a strong-willed woman. Seeing Sofia stand up to her husband gives Celie strength and inspiration. The play's innovative set reflects the setting of the play: rural Georgia during the times when African Americans faced bitter



Courtesy of Ms. Abbott

advisories, and bought snacks.

A musical about racism and sexism *The Color Purple* strongly conveys its message through great singing and passionate actors. Based on a novel by Alice Walker, *The Color Purple* is about a young black girl, Celie, who is forced

discrimination.

Finally, the sophomores returned back to Pingry, mostly satisfied with the educational and fun trip. Mariah Smith (IV) said, "I loved the trip—it was a great way to ease into the new school year. I had so much fun!"

By **PATRICK GILFILLAN (VI)**, **RIKKI BORKOWSKI (VI)**, **KAYA LEE (III)**, **VICKY CHEN (IV)**, **GRACE BROWN (IV)**, **DAVID FROMM (IV)**, **MARTHA LEWAND (III)**, **MATT STANTON (V)**

BOYS' SOCCER

9-3-1

The boys' varsity soccer team is heading into the new season with a positive attitude.

After a tough loss against Bridgewater-Raritan on September 20, the team worked hard in preparation for their game against Peddie just four days later.

Head coach David Fahey remarked, "The loss does not affect our outlook for our game against Peddie. Peddie is a good, strong

they are leaving behind a successful program. "I believe we're living up to our potential and the team is the best it has been in a couple years," Campbell said. Consistency, positivity and execution are goals for the remainder of the season. Coach Molinaro believes the team is capable of bigger and better things. She said, "I always tell the girls: be proud, be happy and be pleased, but don't ever be satisfied."

FIELD HOCKEY

8-8-1

The field hockey team is off to a promising start this season with a 8-8-1 record. Head Coach Judy Lee looks forward to maintaining this

had always been a family, and I know that the seniors this year are working hard to ensure that legacy stays the same."

GIRLS' TENNIS

13-2

Led by captains Cece Lesnick (VI) and Wesley Streicher (VI), the girls' tennis team is enjoying a strong season. The team has started the season off with an impressive record of 13-2, with their only loss against Ridge, a strong competitor.

Since most players on the team played on varsity last year, the group is already familiar with each other and ready to improve from last year.

Head coach Marion Weber called the team "a cohesive group of hard working players who support each other on and off the court."

The team's strengths include their experience and depth, which should help them remain competitive as the season continues.

Coach Weber said their goals are to "finish top three in the Skyland conference, do well in the county tournament, and compete for the sectional and group title." As the team looks ahead to the second half of the season, they hope to continue with a winning record.

Upcoming matches will include a rematch with Ridge. Coach Weber said, "We would like to turn that loss into a win."

The girls' tennis team is one to watch out for this season, as the strong, competitive team advances toward their goals.

GIRLS' CROSS COUNTRY

6-0

The girls' cross country team, led by captains Ellen Li (VI) and Anna Wood (V), is starting the season off strong.

Despite losing some seniors from last year, the varsity roster features a capable list of returning runners, including Li, Wood, Maya Huffman (V), Cathleen Parker (IV), Lily Rockoff (IV), Isabel DeVito (IV), Grace Brown (IV), and Annette Jones (IV). The team is also solidified by the addition of talented freshman Nikki Vanasse (III).

Wood reflected that the varsity team has been working incredibly hard and ramped up their training to prepare for another impressive season.

"The team is excited to be in Non-Public A this year,"

momentum through the rest of the season.

"My hope is that we continue trending in a positive direction and that we are able to play our game regardless of who our opponent is," she said.

Coach Lee notes that the team's chemistry on and off the field will help achieve their goal of making it to the County Finals again.

"They really care about each other, and they enjoy playing with each other and being members of the same team. Hopefully that will lead towards success. That's the goal," Lee said. The varsity captains, Mary Pagano (VI) and Amanda Celli (VI), share the same sentiment as Coach Lee. Pagano said, "I hope that we keep the same dynamic as we have had in the years past. Pingry Field Hockey



Alexy Alin-Hvidsten (V) dribbles up the field. Courtesy of Bruce Morrison

team and we will have to play our best in order to beat them." Coach Fahey is excited for the rest of the season and believes that this year's team "is just about as strong" as last year's. However, he noted "there were some big losses, specifically Phil Zachary as center-back, but Ollie Martin (VI), who's stepping up, will do a great job."

Captain Henry Kraham (VI) is also working hard as leader of the team as he tries to "create a cohesive team with good chemistry." He said his ultimate goals for this year's team would be "to win the conference, win the county, and win the state championship."

The team seems to be on a strong run with a 9-3-1 record as their season progresses.

GIRLS' SOCCER

10-2

The girls' soccer team is off to a great start this year with an exciting 10-2 record.

Led by new head coach Ms. Lauren Molinaro and captains Sarah Moseson (VI) and Cam Campbell (VI), this year's team is prepared to take on an exhilarating season. The team houses a group of well-rounded players who work well together on the field.

"We have a lot of talent and depth on the team this year which is great," Coach Molinaro said. The team hopes to use their forward momentum to continue to win and propel them through Counties, States and a conference title.

The captains know that



Avery Didden (IV) Courtesy of Bruce Morrison



Thomas Tarantino (VI) Courtesy of Bruce Morrison

she said, adding, "We can't wait to see how we stack up against larger schools."

The team had a strong season-opening meet, the Newark Academy Invitational on September 10, where the varsity team placed second overall.

Girls' cross country is looking forward to competing at the Shore Coaches

varsity level, but that this year there are 11 runners competing for spots, with no clear division. The team is looking forward to the Batch Race Championship, scheduled for October 5, where their performance will determine their regular season schedule.

The team ultimately hopes to win the Prep A

their three games to tough competitors Brearley, Manville, and Bound Brook.

When asked about future games such as Homecoming and Friday Night Lights, LeGrand said, "I know that every single player appreciates and loves when we draw fans to come support us, as it makes us all feel like we are doing something important for the school community."

With many more games to come, the team is determined to justify their hard work and continue to strive for success.

"I know I speak for the whole team when I say I'm most looking forward to the next one," LeGrand said. "Every game, every week, is an opportunity for us to show how hard we have worked and why we love the sport."

WATER POLO

15-2

Coed water polo is off to a strong start this season with a 15-2 record.

Led by captains Henry Biedron (VI), Sandeep Biswas (VI), Matt Stanton (V), and Victor Vollbrecht (V), water polo is expecting a great season.

Biswas says that although last season was successful, the team is "looking to expand on it," because



Jake Moss (VI) Courtesy of Bruce Morrison

Invitational on October 1, where both individual runners and the team placed last year, and hope to continue their success.

BOYS' CROSS COUNTRY

5-1

The boys' cross country team, led by captains Matthew Peacock (VI) and Thomas Tarantino (VI), is looking forward to another strong season this year.

Peacock believes that "one of the biggest strengths this year is our depth." The team already has two runners, Jeff Xiao (IV) and Tom Drzik (IV), under 18 minutes in the 5K, and two others, Colin Edwards (V) and Bert Yu (III) just above the 18 minute mark.

In addition, Peacock said, "We have promising runners behind them like Nick Ladino (V), Ben Vazquez (V), Roger Matthews (III), and Ian Dugan (IV). The team has not been this deep since 2013," Coach Mr. Matthew Horesta said, noting that most years there are seven runners clearly at

race at the end of the season. Tarantino noted that the team's chemistry and toughness this year will bring them to new heights, stating "the bond we have for each other as teammates in addition to our depth will make us a dangerous team in the postseason."

FOOTBALL

1-3

The football team has faced many challenges this year, but their hopes and expectations are still high.

Led by head coach Christopher Shilts and captains Spencer Spellman (VI), Jake Moss (VI), and Rich LeGrand (VI), the team has kept a positive attitude as they approach each game with a unique week-by-week strategy.

"The effort from the entire team has been tremendous, as everyone plays hard and contributes greatly," Coach Shilts explained. He added, "We just need to play hard, eliminate mental mistakes, and worry about the next game and results will follow."

So far, the team has lost

they are, "more explosive offensively and stronger defensively."

The team is coming off an impressive showing at the Beast of the East tournament in which they won the fourth flight. After losing to the Haverford School 16-12 and Episcopal Academy 10-8 on day one, Pingry went undefeated in four games on day two, winning the Flight IV victory. The strong showing at Beast of the East was reassurance that the team has improved drastically over the past year. The team didn't lose any seniors and in three games prior to the tournament, they outscored their opponents 51-10.

Although the team is very young, Head Coach Misha Klochkov says, "We compensate with the desire to compete, swimming skill, and quick learning."

The team's main objective for this season is to win the Garden State Cup. After getting third last year, they are ready to take the next step forward.

*All scores are current as of October 21st.
Go Big Blue!*