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. All afternoon, 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 our community here at Pingry.” According to Ms. Hoffmann, “In most schools, just ten to twenty percent give the most of the money, but here at Pingry, the majority gave something to the campaign.”

The money raised will be allocated to meet various priorities and the community. Some of the projects include upgrading the biology labs, and the sopho- moric chemistry rooms, chemistry laboratories, and the science labs. “This will include not only a new 44,000 square-foot athletics center complete with eight squash courts, two large contiguous gymnasia, and a track center nearly triple the size of the current one, but also tennis courts and an artificial turf field lined for football and lacrosse to accommodate the school’s marching band 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 all of the people 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.

P.3

By ELLE BRAVERMAN (V)

The Campus Expands and Modernizes

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, state-of-the-art athletic and science center is scheduled to be finished by the end of 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 the many athletes who have come before them. To keep the school’s history a central feature in the new building, the achievements of previousPingry 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 football field and track, and constructing a new stadium. Construction inside Pingry’s main academic building has begun. Two summers ago, the biology rooms and laboratories were all completely redone. Each was filled with 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 modernization effort.

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

The biology and chemistry labs “are great,” he added. “It’s a wonderful situation.”

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

The renovations in the main 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 available, and 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.

By NAMETA DAVEY (V)

After Dr. Denise Brown Allen left Pingry at the end of June, Ms. Ananya Chatterji stepped up to take her place as Head of the Upper School. A search for a permanent Upper School Director will take place this year. “Head of the Upper School is a position that is built around Ms. Chatterji,” she said. Ms. Chatterji has been at Pingry for the past two years and is about to graduate next June. Ms. Chatterji is one of many titles that Ms. Chatterji holds. She is also an assistant coach for Pingry’s soccer team, 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 explained that she was willing to take on this extra layer of responsibility because she “loves and believes in the Pingry community.” Ms. Chatterji was born in New Delhi in 1970. She moved to Berkeley Heights when she was in middle school. The oldest of three sisters, she attended college at Bucknell 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 “very informal and full of life.” When she was asked if she missed teaching math, Ms. Chatterji says that she does not want to be away from the classroom, hopefully by returning to the Pingry community. Ms. Chatterji’s main goal going forward is to build up the Upper School to encourage kindness and empathy in the school. Her passion for helping people understand and be kind to one another is exemplified in the very gentle start she had during the first Upper School Homecoming Marks End of Blueprint Campaign

By ERYN SULLIVAN (V)

Meet Luis Mora Ortiz (V)
P.14

Girls’ Varsity Tennis has a strong year’s spring athletic season. Construction inside Pingry’s main academic building has begun. Two summers ago, the biology rooms and laboratories were all completely redone. Each was filled with 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 modernization effort.

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Debate Without Carriage

By Katie Ho (VI)

With November 8th approaching and my voter reg-
istration form filled out (one of the only things I’ve actu-
ally accomplished), I am already certain of which candidate I will vote for. But I do not speak freely to my family and friends about my own political opin-
ions, and while I have a mas-
sive support sticker stuck on my computer, I have noticed that I have never recently become a proud, silent supporter in order to main-
tain harmony in our community. I am not always comfortable verbalizing my pol-
itical 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 col-
lege issue.

A recent article in The Asso-
ciated Press “Election Cam-
paign Sparks More Chatter, Anger in Workplaces” noted that workplaces are be-
coming sites of divisiveness of our country.

“I am not alone in that feeling. Anger in Workplaces” noted the Associated Press “Election Cam-
paign Sparks More Chatter, Anger in Workplaces”.

I am already certain of which candidate I will be voting for.

Let Pingry Be the Microcosm for the World

By N. La (VI)

Dr. Bar and Shira Baror con-
der to the conclusion that the mind is inclined to follow a routine ideation when it is exploratory allows us to discover new things that aren’t conducive to holding a cool, civil conversation:

Whatever your perspective, or to con-
sider just a few key tips that keep me from being distracted:

By Rachel Chen (V)

There are few reasons why competitive behavior often presents as from a “frantic, overly competitive attitude and the aggressive language

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in...
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 shared understanding, they provide a form of shared understanding. News that is important enough to be relevant around the world is 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, have Latin roots, current meaning “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 one of them for validity.

Explanations:
1. Current events are not suited for co-curricular clubs and activities.
2. The Pingry curriculum largely refrains from current events due to a current events 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.
3. Pingry, as America is a country that consists of ten not than, current events, which provide us context for the content we learn in our classes and life, fall away.

By DAVID FROMM (IV)

Remain Civil in a Time of Divisiveness

Do We Know Enough About Current Events?

By MACKINLEY TAYLOR (VI)

How Netflix Ruined and Saved My Life

By N. Lu (VI)

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**Finding My American Identity in China**

By MEGAN PAN (IV)

My summer can be quickly summarized as an intense and full experience, both physically and mentally. One of the most memorable parts of the trip was the experience of living and working in China. In reality, what I gained — and what I should have known — was far more than I had thought.

This past summer, I spent six weeks in Beijing, China, as a part of the Pingry Global Immersion Program (CGIP). During those six weeks, I was immediately greeted by the tour guide for the trip, who was the first person I had met, and with whom I had to learn to navigate. I didn’t know what to expect, but I was excited to go along.

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 more demanding 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 in Beijing. Because I wasn’t a Chinese citizen, I had to phone someone to escort me that far. Even 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 China’s involvement in the rest of the world. In China, as in many other places, people are interested in learning about China and its role in the world. My goal was to be a part of that conversation.

Despite all the amazing experiences, my first few days in China were difficult. I had no idea what life would be like thousands of miles away from what I was familiar with, and I was about to find out. I had no idea what life would be like in China.

The hotel was located in the center of Beijing, which we experienced the se

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**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, and I thoroughly enjoyed every moment of it. My Julia Dunbar and Dr. Megan Jones, as part of the Pingry Global Immersion Program. On this journey, six other Pingry students and I discovered new cultures, met new people, and learned about the history and culture of each country as results of our experiences.

Before August, I had never set foot outside of the country. I had never flown on an airplane, nor did I know what it would be like to be thousands of miles away: what I needed 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.

A few hours later, my parents and I were whisked mercilessly around Shanghai and Beijing, before we finally boarded the flight to Beijing. On the flight, I was busy writing in my journal, eager to leave behind the comfort of home.

Once we arrived at the airport, we were eager to get off the plane and put our feet firmly on the ground. We were ready to begin the trip, and we were eager to see what lay ahead.

D. Fung (IV)

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 area. The music was loud and cheerful, and it seemed to set the mood for the trip.

Under the waves to study coral reefs and the vast marine ecosystem. Earning her scuba certification made me more confident and rewarding experiences at the Island School.

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

At the Island School, I tried new things, from learning Chinese to experiencing natives with catchers and tagging a six-foot-long shark. I enjoyed swimming off twenty-foot cliffs on an almost daily basis. I trained for a six mile run 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 there for giving me for living a truly life changing and...
By KETAKI TEVAN (IV)

This summer, I got my first job. When I read that you had to read, “Babysit 20 kids all day and return them safely to their parents at 4 p.m. all in one piece.” That’s right. I was a camp counselor—specifically, a camp counselor at Pingry Summer Camp.

Most of my days, or so it felt, was comprised of convincing children entering the 4th grade up through high school to put on sunscreen, allowing my hair to fall victim to endless hair ties, holding children taking to the fanciest (also, the farthest) bathrooms because counselors 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 in my face. I chewed out the counselors all the time, so one day, I asked him what it meant. “It’s the middle finger,” he said. “It means the middle finger.” Then he actually did give me the finger.

Needling 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 share to my repertoire, I realized that I had gained more than I thought. I enjoyed spending summer with that endless friendship bracelets that my kids made for me.

Although I may not have come across a given, counseling provided me with the experience of being a crucial part of another’s workplace, the significance of which cannot be overlooked.

I believe it is overly noble to probably address the question that may have crossed some of your minds: how else you’re doing in the one that we are kids of running around high on popcorns 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 learn from books as you are from your high school and college application and in contributing to society as a member of the workplace. Pingry students are given the opportunity to develop some of these skills through their classes, writing being just one example of that. In everything we engage in during our time here, we are constantly pushed in a direction of written or oral general communication.

These skills are indisputable standards, and the career path a student chooses to pursue. Camp very boring, or overly miraculous, our interests was an opportunity for me to check off of the list of skills from my “Skills to Have Before You Leave 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 receiving feedback effectively. You never have anything to improve on, resulting in them never making progress.

This summer, I was pushed to both receive and give feedback back effectively. When I received my first less-than-perfect performance review for my work, my first instinct was to defend myself; however, I took a step back, and received feedback. I was able to identify how to comprehend and apply the feedback I received effectively, and I was able to have nothing to improve on, resulting in them never making progress.

This principle stems from the idea of mutual respect, which will not only apply to counselors throughout our 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 truly was in the position of a role model to innocent, funny, insightful, still-developing minds.

This year, I embarked on one of the most life-changing trips of my life, in the back of my mind, I knew that I would be the kidnapper-esque white van that my youngest sibling was going to wish you spent every single one of your summers in Pingry Summer Camp. However, I was handed the keys to a sunset-colored Honda, limited our vacation options to Florida and South Carolina vacations. Plus, we ran out of seats in the minivan when my youngest sibling was born in the middle of the night. Because I am the second oldest of the siblings, we decided that, in honor of the birth of our sister, a.k.a. our sister’s birthday, we would go to the little chapel at her school, a.k.a. Pingry, and I couldn’t fully grasp it. But there probably won’t ever be a time when I can’t live 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 breaks, always a part of our lives.

But there probably won’t ever be a time when I can’t live in the same way it once was.

With the Blistering wish, I realized that I had spent more time with her, I accepted the situation to take the trip with my brother. My heart began to beat as I entered the crux of contemporary culture and concrete skyscrapers, only artistic awareness that we saw a part of the world.

I immediately smiled. I had received my first less-than-perfect Not only would my sister be checking out my performance once again, but it also reminded me of the first day of school, a day that I continue to contribute to the society as a member of the workplace.

As I realized it was time to go (partly because our mom was hogging all the tears in the entire room, for everyone’s sake). With the Blistering wish, I realized that I had finally been able to spend time in a city that was not my everyday city.

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, only artistic awareness that we saw a part of the world.

I implore all high-schoolers to apply to The Met, however, created a sense of joy in my mind that had overshadowed any uncertain- Added on for every one’s sake.

But instead of spending time more with your siblings and parents. As a career counselor, I am an artistically aware than me.

I was taught to speak in meetings. I was taught to write with creative minds that work together to bring forth thousand of ideas. My 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 phone call, by where I competed against students from the tri-state area in order to gain acceptance. I was taught that my work had on the kids and the entire school community.

As I entered Manhattan, I couldn’t fully grasp it. But I did spend more time with my siblings and parents. As a career counselor, I am trained to bring forth thousand of ideas. My 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 phone call, by where I competed against students from the tri-state area in order to gain acceptance. I was taught that my work had on the kids and the entire school community.

I 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 was able to participate in it. As counselor in Pingry Summer Camp, I learned how to interpret and analyze 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 in our society. It is the expression of our emotions, feelings, and beliefs of the society and time period through which they emerge.

Each morning I woke up ready and excited for the day ahead. Although tired from the previous day, I was excited 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 act professional. I was taught how to work with others with different thinking and apply the feedback I received effectively.

The experience also taught me that having a positive attitude is crucial to life’s success. I applied the feedback I received from this program. I spent the majority of my five weeks at The Met working with hundreds of thousand followers on Instagram and a Tumblr called “The Met Teen” and, along with a few other interns, I created the Met Teen Instagram.

While working on the Met Teen Instagram, I had the pleasure of meeting The Met Social Media Manager, Kim Drew. With over one hundred thousand followers on Instagram and a Tumblr called “The Met Teen” and, along with a few other interns, I created the Met Teen Instagram.

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Fall is thearguably the most important season for the fashion industry, as we swap flip-flops for boots and carry layers to look for New York fashion week. Among women's fashion remains stylishly comfortable, and breathable sneakers still dominate the foot wear scene, complete with all sorts of embellishments. Converse sneakers have also made a comeback, particularly in a white color and a variety of lace-ups. Every color is a popular choice as well.

As comfortable, as clothes, gowns, and jammers are trendy this season, complemented by layered t-shirts. As fall weather can be trying, carrying shoes, maybe an option to layer with a cardigan or leather, over-sized sweaters. As for new shoes, a white version of made beaded products seem to be one of the shoe trends this season.

For men's fashion, look out for athletic foot wear and preppy apparel. Aesthetic, like the Nike running shoes. Breath and comfort fill every classroom, especially for the students. Without a doubt, the Nike running shoes.

Music finds us everywhere. In an elevator, we can be surrounded by the sounds of Madonna's "Holiday" that sounds like it's being amplified. In an elevator, it's surrounded by a dusty version of Madonna's "Holiday" that is being played. When you are in a room, it's surrounded by a dusty version of Madonna's "Holiday" that is being played. When you are in a room, it's surrounded by a dusty version of Madonna's "Holiday" that is being played.

By RIKKI BORKOWSKI (V)

Alexander Paak is undoubtedly one of the most gifted, and versatile, souls on the underground. His latest, and stunning, studio album, Malibu, is a testament to Paak's love for music, and his ability to create something truly special. The album, released last year, was met with critical acclaim, and has since become a staple in the R&B genre.

Malibu is a masterful album, and it's clear that Paak put a lot of time and effort into its creation. The album is filled with hit songs, such as "Too Little Too Late," "www," and "Season," that showcase his incredible vocal range and ability to create something truly special.

By ALIXIS ELLIOTT (V)

The opening of Netflix's original show, Narcos, captures the words "Magical Realism" and "hyper-realism." This magical realism is described as a genre of fiction in which realistic narrative techniques are combined with surreal elements of dream or fantasy. This genre is known for defying reality, and creating a surreal atmosphere. The show takes place in Colombia, where viewers see the destruction of Pablo Escobar and his drug cartel.

With Season 2 of Narcos, the story continues, and viewers are taken on a journey through the life of Pablo Escobar. The show is a dramatic, and intense, portrayal of Escobar's life, and his rise to power. The show is filled with action, and drama, as viewers are taken on a journey through the life of Pablo Escobar.

The show is also a cautionary tale, as viewers are shown the destruction that Escobar's actions caused. The show is a reminder that power comes at a cost, and that the consequences of one's actions can be devastating.

By ALEXIS CHEN (V)

Colorful atmosphere and tasty food. The dining experience awaits the everyday student at Casa Maya, a Mexican restaurant located in near Gillette, New Jersey. I had the chance to visit this restaurant a few times with a few friends who needed a break. Casa Maya proved to be a delightful surprise. When we made our way to the entrance, the building was lined with bright, colorful banners. The banners were hung on the walls, and in the restaurant.

The interior of the restaurant was vibrant, with strings of lights hanging from the ceiling. The atmosphere was lively and inviting. The menu offered a variety of dishes, from traditional Mexican food to modern fusion dishes.

The food was delicious and well-prepared. Each dish was presented beautifully, and the flavors were the perfect balance of spicy and savory. The service was prompt and attentive, with friendly staff who were knowledgeable about the menu.

In conclusion, Casa Maya is a must-visit for anyone looking for a great Mexican dining experience in New Jersey. The food was delicious, the atmosphere was inviting, and the service was friendly. It is definitely a place worth visiting again!
Word in the Halls: What are your Goals for this Year?

Enjoy Being a Sophomore!

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

As Form IV Advisor Mr. Douglas Phillips so aptly states in his welcome remarks, “The word ‘sophomore’ means ‘acquired skill’ or ‘expert.'” The word “sophomore” may also be a compound of “sow,” meaning to produce offspring, and “more,” 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 guidance we received during junior year.

Arriving at Pingry on the first day of school, anxious freshmen scrambled through the halls, looking down at their schedules and desperate to find their advisory locations. As sophomores, we entered the building, past our former junior and old friends. No longer terrified and unsure of what high school would ensue, we could comfortably transition to our new college and social landscape.

The adjustment from freshman 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 Hruska (IV) reports, “Overall, my second year of high school was 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 open notebooks and introduc- tions, 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 Aasenstoot (IV), said, “I would like some couches.”

Although there are no comfort- able couches, there is a new collaboration area with desks and white boards. Darlene Fung (IV) adds, “The new collaboration area is really nice.”

Many sophomores are excited for this year’s fun activities and events. “I’m looking forward to Friday Night Lights,” said Luke It (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 result, the number of sophomores taking Driver’s Education has increased this year.

Sophomore year also feels incredibly random. We are no longer caught up in the “new- ness” 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 test scores.”

So what are your goals for this year? Do you plan to join a new club or try a new sport? Do you want to lead a healthier lifestyle? Whatever your goals may be, make sure you are making the most of this important year. Sophomore year is a wonderful place to make new friends, try new activities, and lead a healthy, happy, and memorable school year.
Ms. Allain Takes Over AP Psych

By OUARDA BENATIA (V)

Ms. Julia Allain, who is teaching four sections of AP Psychology this year, became a teacher, she said, “as a teacher everyday and they are receptive and willing to learn. She strives to improve as a teacher everyday and wants to help them to succeed. When asked what influenced her to become a teacher, she said, “That was the school my father went to and the older I got, the more I actually enjoyed learning.” She added, “If I can help other people to learn things as I do, I feel like I’d be doing something right.”

While she has been a teacher for three years, 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 describes her father as a hyper-parallel behavior coach and teaching and has learned a lot from him through observation.

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 wife coming to Pingry.

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

She is very excited to get on with the more fun part of teaching, which is AP Psychology, and is even more excited for a wonderful school year. She says that “everyone has been so welcoming and kind.” She remarked that Pingry is the ideal place for 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 (V)

Ms. Alexandra Logerfo, who graduated from Pingry in 2011, is beginning her first year of teaching as a member of the Upper School Science Department.

Ms. Logerfo has a graduate degree in Biology and Biotechnology and Intro to Science Research, as well as advising the journal club. She has been a coach of the win-nest track team. After graduating from Pingry, Ms. Logerfo attended George Washington University where she studied Psychology and Italian and earned a B.S. in Biology.

When asked why she became a teacher, Mr. Logerfo replied, “Teachers loved me at 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 provided me with excellent opportunities and memories.”

Prior to college, Ms. Logerfo easily adapted from being a student to a teacher, mainly because she was already involved in the Pingry community.

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 obtained his Bachelor’s Degree from the 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 his passion for editing his resume for a career in math education could also allow him to help others, with his passion for problem-solving skills, to fulfill his goal of becoming an educator.

“I realized that teaching makes me happy, and I enjoy seeing students come to me with problems 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 Iran after something as a teacher of Algebra, Geometry, and Philosophy at the Academy’s King’s Latin. After his time overseas, Mr. Brown said, “The need for math education is universal, and I enjoy being a part of it.”

Mr. Brown is 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 avid player of board games, Mr. Brown opts mainly to play rarer board games, citing Factory Fun and Race for the Galaxy as his favorite personal favorites. In admission, he 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 ad-ding to his Pingry as a new faculty member, and appreciates the emphasis on individual and investiga-tive learning. As to the year ahead, Mr. Brown has a positive outlook. “I’ll take it as it comes,” he said.

Students Mentoring Students at Writing Center

By YELEN SALVADOR (V)

This school year, the Writing Center, a group of talented English students who were hand-picked by teachers and accepted through an application process, will be expanded. Each member of the club wants to help others become better writers and is eager to share his or her passion for writing.

Every Monday, Wednesday, and Thursday, Writing Center will meet in Room 326. All students and all students are welcome to come brainstorm, talk, or ask a draft to one of the peer-editors. The goal is to meet and receive advice and improve their writing. 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 workshops on a variety of topics. Each week will be working on 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. The goal is to create both of these science to go over the efficiency of peer tutoring.

As the Writing Center is expanding its student base, the Writing Center is looking to expand its online editing system this year to improve the efficiency of peer tutoring. The program will be added and will return within two to three days, and meetings can be set up to go over the assignment. Hopefully, this system will attract more students to truly utilize the benefits of peer editing.

The Writing Center was happy to announce its grand re-opening on September 28. Whenever you feel like you are struggling and can’t get passed writer’s block, don’t hesitate to come by the Writing Center every Monday, Wednesday, and Thursday!
Mr. Lagarde joins Chemistry Crew

By DARLENE FUNG (V)

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

This is Mr. Lagarde’s first year teaching at Pingry, but he comes from a long line of teachers. His dad, grandparents, aunts, and uncles are all teachers. Ms. Huang-Hobbs Joins Chemistry Crew

By ETHEL MALZBERG (IV)

Ms. Huang-Hobbs Joins Chemistry Crew

By ETHEL CHUNG (V)

Mr. Peterson settles into English 9 & 10

By ETHAN CHUNG (V)

Mr. Peterson sets up a Science Lab with Dr. Tackles Calculus

By DARLENE FUNG (V)

Mr. Lagarde Tackles Calculus

By DARLENE FUNG (V)

Ms. Huang-Hobbs joins Chemistry Crew

By DARLENE FUNG (V)

Mr. Lagarde Tackles Calculus

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Ms. Lagarde Tackles Calculs
Ms. Smith Shares Love of Latin

By CAROLINE PETROW-COHEN

Ms. Smith has always been interested in reading about the past and understanding how things were previously done. “The past is the blueprint for the future,” she said.

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

Dr. Toler also spoke highly of his students. “I think the students are more than capable, smart, and hard-working,” 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.”

Dr. Toler loves reading, researching, and learning about history because “that’s what historians do.” He also spends time supervising students during their sport or athletic events.

Mr. Staude taught for ten years in the Los Angeles area. While in LA, Mr. Staude taught for ten years at the Windward School, a small school who had her friends over and played sports. She added that “having a smaller class is much more enjoyable” because she can learn all her students’ names, and learn more about them.

Mr. Ryan Staude has joined The Pingry School. Mr. Ryan Staude taught for ten years at the Windward School, a small school who had her friends over and played sports. She added that “having a smaller class is much more enjoyable” because she can learn all her students’ names, and learn more about them.

Mr. Ryan Staude has joined the Upper School Math Department to teach Advanced Algebra and Trigonometry, Pre-calculus, and AP Statistics. Mr. Staude graduated from the Los Angeles area. While in LA, Mr. Staude taught for ten years at the Windward School, a small school who had her friends over and played sports. She added that “having a smaller class is much more enjoyable” because she can learn all her students’ names, and learn more about them.

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Ms. Smith is inspired to become a teacher from her experiences tutoring Latin students while she was at Sidney College. “Tutoring was just very fulfilling,” 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,” said. Ms. Smith is excited to continue to pursue riding in New Jersey this year.

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 at Pingry, I see that it 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 teaching and being an active member of the community.

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iRT Joins Forces With Computer Science and Technology

By SHUBUTI 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. 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.

Dean Ross and Miss Bartlett Work With Student Leaders

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

On August 26 and September 3, Ms. Shelly Bartlett ’96 and Dean Jake Ross ’96 held leader- ship workshops in which club leaders, student representatives, and Honor Board Members gathered to discuss leadership at Pingry.

While Pingry students tend to develop leadership skills in many of the classes, on the athletic field, and in the arts department, iRT workshops were intended to set aside time to focus deliberately on these skills.” Ms. Bartlett explained.

During these work-shops, 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 team building exercise 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 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 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 communi- cate, 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.

Pingry Celebrates Students’ Achievements at Fall Awards Assembly

By WILL DIGHRANDI (V)

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 of 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, inter-Im 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 mention 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 presenta- tion of the book college 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 on stage by Mr. Jonathan Leef.

The Justin Society then gave out prizes for their annual writing competition at the assembly, 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. Lyudia Geacuinta, Presi- dent 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 maintain at least an A-average, be on the Honor Roll, carry a full college load, and receive at least half of the votes from electing members of the school’s chapter. Following the Cum Laude induction, fellow 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.

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
Telena Salvador
Wesley Streicher
Victoria Watson
Ben Zhour
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)

Survey done by Josh Metzger (VI) the week of September 26; interviews performed by Katie Ho (VI), Megan Pan (V), and Rachel Chen (V); page layout done by Ryan Fuentes (V); candidate pictures taken from Google Images.
Word in the Halls: Have You Been Comfortable Sharing Your Political Opinion?

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

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

Jewell Strickland (V)
“No, because I don’t like starting controversy with people.”

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.”

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.”

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.”

The Election

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

- National Security: 271 (69.1%)
- Economics: 239 (61%)
- Foreign Policy: 253 (64.5%)
- Gun Control: 241 (94%)
- Social Issues: 185 (49.7%)
- Immigration: 238 (80.7%)
- Candidate Et...: 174 (44.4%)
- Climate Change: 169 (43.1%)
- Government...: 127 (32.4%)
- Civil Rights: 168 (50.5%)
- Health Care: 175 (44.6%)

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

- Donald Trump: 62%
- Hillary Clinton: 25.8%
- Gary Johnson: 3.6%
- Jill Stein: 17.6%

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
By TELICHA HO (IV)

On September 9, Upper and Middle School students gathered outside the Parking Lot to observe the timeless tradition of reaffirming the Honor Code in the 50th Convocation ceremony.

To begin the ceremony, senior Millie Bagliant '52 pointed out the relationship between Pingry's successful completion of the Blueprint for the Future and the leadership of members of the community. By asking the question, “What is your blueprint for the future?” Mr. Bagliant 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 Zac Keller (VI) spoke about becoming more aware of others. Citing a University of Chicago letter as Keller, Mr. Conard stressed the importance of leading by example through giving back to the community.

Finally, Board of Trustees Chair Mr. Jeff Edwards 78 reflected on the recent debate surrounding freedom of speech, especially after the exchange of potentially unpatriotic and offensive ideas. Citing the same University of Chicago letter as Keller, Mr. Conard stressed the importance of new and sustainable friendships.

Lastly, Headmaster Mr. Nat Conard reflected on the recent debate surrounding freedom of speech, expressing his support for the exchange of potentially unpatriotic and offensive ideas. Citing the same University of Chicago letter as Keller, Mr. Conard stressed the importance of new and sustainable friendships.

Mr. Conard challenged students to take 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 reaffirmation of “Old John Pingry,” setting the tone for a new school year.

By MADDIE PARRISH (V)

OCTOBER 28, 2016

John Ruddy presents “Subcontinental” in the Art Gallery

By HANNAH GRUBER (IV)

This month, artist John Ruddy ’13 will be presenting his collection “Subcontinental Paintings” Inspired by India and South Asia from September 14th through October 19th in Pingry’s Hues Art Gallery.

Ruddy combines the epics of Ramayana and Mahabharata with folktales to highlight the techniques of popular art modermly incorporated as a result of the classic Indian tradition. This conveys a unique theme of Indian literature that mixes with the present time to express the culture and its elements. A collection of paintings and materials used to create the artwork compel one to take the time to discover the origins of the painting.

Regarding the collection, artist John Ruddy (IV) said, “Each painting comes 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 canvas is visible, whereas in other parts of the painting there are thick layers of red and orange paint. Each painting carries a different theme, but all have an aura of mystery thatrove to the background of the characters depicted in the art. Also notable is the way the paintings frame the themes that surround his pieces. These themes are framed with the paintings they live in or the surrounding. Whether the themes are so simple, they do not distract a viewer from the message inside of the art. The themes are what matter to his work.

By MIKKI ORTIZ (VII)

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 on the 2016-17 school 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 whether or not Ortiz would be placed in the United States. After being placed in Pingry, Ortiz was able to choose his school and even his homestay.

“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 Pingry has defied his expectations.

When asked what steps of American teenagers he had expected, he said, “I knew it wasn’t going to be High School Musical.” Even though he had 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 school is the culture at Pingry.

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 including Spanish, English, French, physics, biology, chemistry, history, biology, ethics, religion, physical education, and music.

In Madrid, Ortiz often spends time at the cinema with his friends. He said, “One good thing about Madrid is the public transport.” He has a bus pass for the city center, which only costs around one euros and a half ($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 attended a soccer game for a weekend, but he will have 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 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 initiatives 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 us another level of credibility, and it combines all of our resources for the community.”

The department focuses 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 its students, the department’s goals include increasing diversity, encouraging cross-cultural experiences, 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, gender affinity groups, religious affinity groups, and the Gay-Straight Alliance (GSA), which promotes diversity activities.

When asked about how she would like to see the department go in the future, Dr. Artis said, “I would love to have one day 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 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 of this,” she said.

Dr. Artis received training in psychology and education in Washington, D.C., and the College of Columbia University, where she earned her master’s and 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, Dr. Artis has an assistant, Mrs. Eva Ostrowski, who said, 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 diversity goals 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.”
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, our Philadelphia Class of 2017 embarked on the annual Peer Leadership Retreat to the Pocono Mountains. To wrap up the last days of summer and begin discussing the college admissions process.

On September 6, the senior class piled onto three buses and headed to Poconos, Pennsylvania for the week-long 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 I had before the start of the retreat,” Sonia Wong (VI) said. “It was so nice to be able to bond with my classmates so many activities.”

Some of the activities included playing soccer while inside a hamster ball, ziplining across the lake to see some breathtaking views, conquering a ropes course, swimming in the pool, and so much 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’ve 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 schedule of activities to help jumpstart the 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 student create attention-grabbing first sentences for their college essays.

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 Lucidico (VI) said that the activity on the second day of the retreat reassured her that she “would not be alone throughout 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 finish their final year together.

CLASS TRIPS October 28, 2016

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 Philadelphia, the home of many famous historical sights and the renowned University of Pennsylvania. Students visited the Eastern State Penitentiary, a prison located in Philadelphia that once held the infamous criminal Al Capone.

The prison’s philosophy valued isolating the criminals it housed over punishing them. Criminals were kept in absolute isolation from one another, only being forced to wear blindfolds when they left their solitary cells. This setup was intended to bring out self-reflection and personal reform.

Students were given guided tours through the prison, and had time afterwards to explore the cellblocks on their own.

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

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

After lunch, the Form V students participated in a scavenger hunt competition throughout historic Philadelphia. Advisory groups competed against one another by being forced to exhibit. Students worked with their advisories to try and answer as many questions as possible within the allotted time. Each advisory group competed in different places and met outside upon finishing.

The main purpose of the scavenger hunt was to provide a way for students to effectively explore the museum, but some sophomores viewed the experience as a waste of time. “It was so nice to be able to see how her new advisor would develop throughout the year.”

After the retreat, Wood remarked that she “had a great time over the weekend” and is “excited to see how her new advisor will develop throughout the year.”

Ann Perry was also “nervous about not knowing anyone in her group or cabin.” Despite the nerves, the Form V students were excited for what was happening and had a lot of fun exploring the city.

After exploring the Philadelphia Museum of Art, the seniors all had plenty of time to explore all that the city had to offer, including the Penn Museum, The City of Brotherly Love, and eating lunch in Central Park.

“Even though it was pretty hot, we really tried our best,” said Lila Zhu (IV). “It was massive!” Rachel B. (VII)

THE PINGRY RECORD
The team and we will have to play our best in order to beat Coach Fahey. "I hope that we continue trending in a positive direction and that we can play our game regardless of who our opponent is," she said.

"The team's strengths include their experience and depth, which should help them remain competitive as the season continues," Coach Weber said. "Coaches have their goals are to "finish top three in the Skyland conference, do well in the county tournament, and compete for the sectional and group titles."

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 bring them to new heights, and not lose a win in a season where both individual runners and the team placed last year."

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

**GIRLS' CROSS COUNTRY**

"The girls' cross country team is off to a great start this season, with an exciting 10-2 record."

Led by head coach Ms. Chris Fahey and captains Sarah Mosesson (VI) and Twin Campbell (VI), this year's team is preparing to take on a challenging season. The team has a strong foundation of experienced runners who will work well together.

"We have a lot of talent and experience on our team this year which is great," Coach Mosesson said. "We hope to use their forward momentum to continue to win and propel them through Counties, States, and a conference title." The captains know that 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 Mosesson believes the team is capable of big things. She also noted "there were some big losses, specifically Phil Zachary as center-back, but Ollie Martin (VI), who's also working hard at Phil Zachary, as center-back, will do a great job." Captain Henry Kraham (VI) is also working hard as an assistant of the team. 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.

**BOYS' SOCCER**

9-3-1

The boys' soccer team is off to a great start this season, with an exciting 9-3-1 record. "Head coach David Fahey is excited for the rest of the season and believes that this year's team is "just 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 also working hard at Phil Zachary, as center-back, will do a great job." Captain Henry Kraham (VI) is also working hard as an assistant of the team. 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.

"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.

"The team's strengths include their experience and depth, which should help them remain competitive as the season continues," Coach Weber said. "Coaches have their goals are to "finish top three in the Skyland conference, do well in the county tournament, and compete for the sectional and group titles."

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 bring them to new heights, and not lose a win in a season where both individual runners and the team placed last year."

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