

## The Blueprint for the Future Campaign Seeks to Transform Pingry for the Next Generation

By MARK SHTRAKHMAN(V)

On October 25, the school launched the public phase of its "Blueprint for the Future" campaign. The initiative is seeking to raise \$65 million, of which \$44 million has already been raised. The "Blueprint for the Future" campaign is focused on ushering the school into the future with modernized classrooms, new athletic facilities, better financial aid, more professional growth opportunities for faculty and increased annual giving.

From the campaign, \$9.35 million will be used to modernize both Pingry campuses. Modernization has been a visible change at the Basking Ridge campus over the past few years, and the trend will continue in years to come. As it continues to modernize, the school would like to build more open environments that foster collaboration among students and teachers. Mr. Conrad

described the importance of the Campaign by explaining, "Everything you see is the result of philanthropy. Every time we want to take something to the next level, we

described the importance of the Campaign by explaining, "Everything you see is the result of philanthropy. Every time we want to take something to the next level, we

Of the \$65 million, the school is allocating \$20

costs more to provide the experience here every year, but the experience also gets better and better as time goes on. On the other side, it becomes less accessible to people. That's why we need to increase endowment and grow the financial aid fund."

In addition, \$5 million will go towards better professional growth opportunities for the faculty. The school wants to attract and retain the best and brightest faculty possible. The money will help create more endowed faculty chairs, provide professional development opportunities (including sabbaticals) and keep compensation packages competitive. This will help the school continue to provide an unsurpassed education.

The remaining \$16.25 million will go to the Pingry Fund in order to support school initiatives and help meet annual operating expenses.

All of these aspects of the "Blueprint for the Future" will help bring the school into the next era of its history as Pingry looks to prepare for the next generation of students.



Courtesy of Pingry Communications

The Blueprint for the Future Campaign was announced on October 25.

need philanthropy to do it."

Improvement of athletic facilities is another major initiative of the "Blueprint for the Future." Of the campaign, \$14.4 million will go towards constructing the Miller A. Bugliari '52 Athletics Center which will feature six international squash courts (with space for two more to be built later on), two multi-purpose gym spaces, fencing strips, wres-

million to provide more financial aid. This will make a Pingry education a reality for a greater number of talented students in the surrounding areas. Over the course of the 2014-2015 school year, the admissions office awarded over \$4.3 million in need-based financial aid to students ranging from kindergarten to 12<sup>th</sup> grade.

Mr. Conrad added, "It

## "Two Gentlemen of Verona" is a Success

By ISABELLA ZINN (VI)

On the evenings of November 13, 14 and 15, the Drama Department performed its annual fall play in Macrae Theater. This year, the play was a twist on Shakespeare's "Two Gentlemen of Verona," a comedy by William Shakespeare about two best friends who end up falling in love with the same girl. From there the plot spirals into a series of unfortunate events. The play was directed by Drama Department Head, Mr. Al Romano and assisted by Ms. Meaghan Singer. Instead of sticking strictly to the original script, Mr. Romano wanted to do something "goofy and crazy and off the wall zany—I wanted something that the kids could create." The

the "joke wall" from Rowan & Martin's "Laugh-In." According to Mr. Romano, the process of preparing the play was a "combination of traditional rehearsal for a play and devised theater."

The first time running through the play, students performed just the Shakespeare script.

The second time, the window characters, who pop up from the joke wall, watched the play and contributed lines that they thought would fit their characters.

Overall, cast members agreed that the play was successful and that they all had a great time. Connor Beard (IV), who played Thurio, said, "The cast was incredible to work with. The group just started to feel like a second



Courtesy of Pingry Communications

Paul Cooper (V) acts out a scene alongside Erin Dugan (V) as window characters watch.

solution came to him in the form of a "joke wall," inspired by the 60's sketch comedy "Rowan and Martin's Laugh-In."

What Mr. Romano, Ms. Singer, and the student actors ended up creating was essentially two separate plays running simultaneously: one, a classic Shakespearean comedy, and the other, a commentary on the "Two Gentlemen of Verona" through the lens of a variety of 60's stereotypes.

Set designer, Ms. Jane Asch, helped design the wall, along with lighting designer, Ms. Diane Giangreco, '09.

The aspect of the play that the students wrote was based on

family before the performance." Sophomore Jessie McLaughlin said there were some rough periods when the cast first started rehearsing, but then the performance came together closer to opening night.

"I had a lot of trouble coming up with my character," she said. "But one day, Mr. Romano told me that he wanted me to be a beatnik poet, and then my character, Dusk Noir, developed on its own."

Overall, the play received positive feedback. Freshman Colin McKinnon, who is new to Pingry, said, "I'm impressed, and I'm excited to see more productions in the future."

ment Office, Headmaster Nat Conard, and Special Assistant to the Headmaster Mr. Miller Bugliari '52.

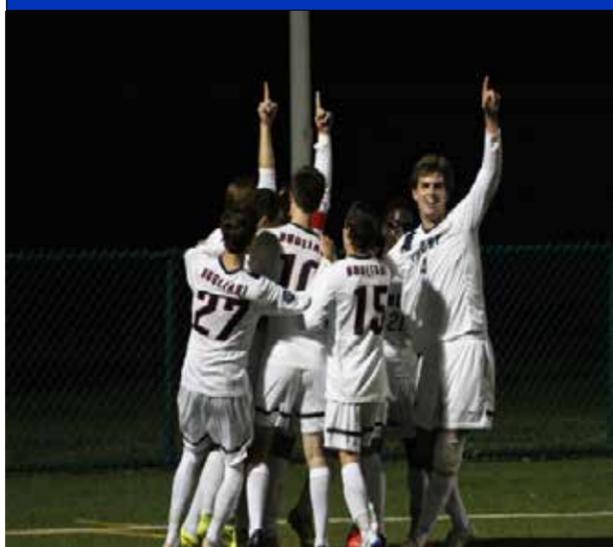
The office hosts an annual donation event each year, during which alumni

and current families are encouraged to donate to the school. Donations are used to pay for services the school provides and to fund building projects.

This strong network of alumni also benefits current students. The office is able to provide students with the opportunity to connect and interact with alumni. In addition, the office organizes Career Day every year. During this annual event, 40 alumni return to Pingry to impart career advice to juniors and seniors.

According to Mr. Fahey, "Students will always have a place at Pingry." In establishing an interconnected network of former students, the Alumni and Development Office creates a more cohesive community.

### Inside The Record



I. Zinn (VI)

The boys' soccer team celebrates a goal in its 3-2 win over Gill St. Bernard's for the sectional title. P.8

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## Alumni Relations Is an Integral Department

By DAVID METZGER (IV)

The Pingry Alumni and Development Office strives to create a network of active alumni and sponsor unique opportunities for them to contribute to the Pingry community.

When asked about the purpose of the office, Director of Alumni Relations and Annual Giving David Fahey '99 said, "The office tries to engage our alumni in the current environment at Pingry so they're aware of all the great things we do for our students."

The staff is composed of two teams: Institutional Advancement and Alumni Relations. The Institutional Advancement team consists of 20 people and is responsible for fundraising events, donations, the Capital Campaign, and a variety of other events designed to raise money for various projects.

This section of the office is also in charge of The Pingry Fund, the Blueprint for the Future Campaign that was launched last month, and the Senior Class Giving Committee. Director of Institutional Advancement Mrs. Melanie Hoffman leads this team. The Alumni Rela-

tions Team, led by Mr. Fahey, has five members who focus on keeping alumni informed about Pingry news and events and encourage alumni involvement in the community. By utilizing Facebook, email and postal mail, the office keeps alumni informed and connected.

To reinforce connections with alumni, the office coordinates dinner events in major cities, including San Francisco, New York City, Boston, and Chicago. At these events, alumni interact with each other, meet notable faculty members, make new connections, and listen to speeches from members of the Alumni and Devel-



Director of Donor Relations Ms. Katie Kutney works at her desk.

I. Zinn (VI)

## EDITORIAL

## How Do You Want to Look At It?

In 2009, researcher Douglas Reeves conducted an experiment with over 10,000 educators across the world. In this experiment, Reeves gave each teacher a list of grades a sample student received on a range of assignments, and then asked each teacher to determine the final grade for that student based on the data given. Perhaps not so surprisingly, the final grades ranged from A+ to F.

So, what's the point here? The main problem that this highlights is subjective grading. We've all experienced it before. You worked really hard for that history test and got a B-, while your friend (whom we presume is of equal ability) studied less for a different teacher and got an A. Or, perhaps the style in which you wrote your essay in freshman year earned you an A, while your sophomore teacher hates it and routinely gives you a B.

One of the reasons for this discrepancy is that each teacher has a unique formula for determining your grade. Some teachers factor in participation as a large percentage; others weight quizzes, tests, and homework the same. Depending on your strengths, each teacher's unique system can either help you or hurt you. This phenomenon is most evident in the departments where multiple teachers teach the same subject. Moreover, they evaluate papers and essays subjectively. The teachers also offer different assignments and administer different tests.

Even in Math and Science, where your answer is either right or wrong, different teachers take off different amounts for partial credit.

The real issue occurs when seniors apply to college. Colleges judge your grades based on the Pingry Class Profile in order to compare your performance with the performance of your peers. The Profile tabulates how many students got A's, B's, C's, etc. in each subject. So, if you had that really hard English teacher in junior year, your grade will appear as subpar to colleges, who might assume that you aren't as talented as some of your peers who had an easier teacher.

The result is that you might have been the highest scorer in your class, but compared to your peers, you might appear as just average because your teacher has a tougher standard when it comes to grading. And this situation does not just happen here at Pingry: in schools across the United States, different teachers award different grades for the same assignment, possibly creating an unfair nightmare for students.

Before we decide to launch a revolution against subjective graders, we should consider the benefits of the method. If we take a long-term approach, everyone is going to face subjectivity in college and in the workforce. One of your future bosses might appreciate your organizational skills, while another might get upset if you don't show up on time and could care less about your organizational skills. This kind of experience looks detrimental, even bothersome, but in reality there is an advantage. Working with different people who value different skills will help you become a well-rounded individual. Instead of solely focusing on your strengths, different bosses and teachers can help pinpoint your weaknesses and build upon them. Working with different teachers who emphasize different skills in high school will help prepare you for the real world, where everyone looks at things through a different lens.

That being said, subjectivity shouldn't be mysterious or arbitrary when it comes to something like grades, which are used to compare one student to another. Subjectivity is beneficial, but when dealing with colleges, it might be useful to level the playing field. One way is to change how grades are reported to colleges. Instead of reporting the distribution by subject, the Profile can be altered to show the distribution by teacher, so colleges can compare a student's performance within the context of other students who had the same teacher. This keeps the issue of the teacher's subjectivity and grading style out of the comparison.

Another solution would be to standardize the way in which teachers compute final grades. Instead of having a complex system of percentages to weight tests, quizzes, and homework, it would be easier to use a point system. The final grade would be the total points accumulated divided by the total points possible, a solution that would allow assignments to be weighted the same across all classes.

Leveling the playing field for high school students doesn't mean that subjectivity should be entirely eliminated.

All said and done, it all depends on how you look at it!

—Abhiram Karuppur

## We Need to Redefine "Success"

By HALEY PARK (V)

Once I get all A+'s I'll be happy. Once I get into that college I'll be happy. Once I land that job I'll be successful and happy.

These are just some of the many thoughts Pingry

students have while facing the false reality of success and happiness. What even defines success anymore in this society? Is it getting straight A's on a report card or getting into a top-level college or university? To be honest, I'm not sure. However, I do know that I used to be convinced that getting into a good college defines

most CEOs of large companies didn't attend the Ivy League or other highly selective colleges that Pingry students so desire. Rather, most of them went to state universities or lesser-known private colleges. According to Hymowitz, making use of the resources in college and being an active campus leader is what

counts most. Hymowitz's general message attempts to "allay the anxieties of many parents and their college-bound children who believe admission to a top-ranked school with a powerful alumni network is a prerequisite to success."

Just because a person attends a top university or college, it does not necessarily mean that that person will be successful. While I definitely still want to get good grades and do well in high school, I know that even if I am not accepted to my top choice school, I will still be able to attain success and happiness.

Think about all of the cheating scandals that have occurred at some of the top-level universities. Are all the students that attend Ivy League schools perfect? Certainly not. The message I'm trying to get across is that a person will not necessarily be successful just because he or she attends a so-called "top" school.

To achieve success is to know that you put forth your best effort. For example, one student getting a B on an English paper could be an A for another student. It's the time and effort that each student put into that paper that matters.

Having had several conversations about school with my older sisters who are Pingry graduates, I realized that leaving high school with a strong work ethic and foundation in moral character is what's most important.

No matter where the members of my class and I end up going to college, I can assuredly say that we all have the potential to achieve success if we pursue what we're truly passionate about with determination and hard work.



S. Wang (VI)

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While this may be hard for some of us to believe, especially those of us who have had Harvard engraved in our minds since we were young children, it's important to remember what really matters: to be successful is to put forth your best work, to gain confidence and to live by an ethical standard.

## Shtrakhman Reconsiders New Security

By MARK SHTRAKHMAN (V)

As students met in advisory last week, teachers distributed this year's school IDs. It's a pretty routine task that happens every year without any commotion. However, this year's IDs were adorned with barcodes to the left and right of the photo, and students were left wondering why they were there.

If you download a barcode scanning app on to your phone and scan the ID, it will come up with your full name and username for your Pingry email address. Are we going to be scanned in at eight o'clock?

Some students, on the other hand, thought that they would

finally be able to swipe in to the building through various access points. Yet, that too turned out not to be true. If the school is willing to go through the process of printing us IDs,

ness without the slightest bit of concern. Most simply whined about how annoying the noise was, but no one really feared for his or her safety. It was a false alarm, but the

want strangers walking in and out of the building. But if a false alarm goes off and nobody with the power to shut it off comes quickly, it becomes much more of a nui-



E. Jin (V)

why not add the functionality that we actually want? It's just another example of where the new security measures prove to be only half-baked.

Similarly, the school has installed audible alarms that go off if any door except for those at the front and athletic entrances to the outside are opened. Although it seems like a good idea, it is really just ineffective. A few weeks ago, the door by the science entrance was opened, and the alarm began shrieking throughout that part of the building.

Instead of a prompt or even worried response, everyone went on with his or her busi-

science teachers sitting nearby couldn't do anything about it. They had no way of shutting off the sound and bringing quiet back to the area. What's the point of alarmed doors if nobody properly reacts to them?

If we're going to go through the trouble of printing badges with barcodes encoded with our information, why not add the functionality that students actually want?

The ability to open any outer door when I come back from a field trip or game late at night would be incredibly useful.

Alarmed doors are a good idea too. After all, we don't

sance than a helpful measure. Faculty should be able to shut off the alarms at doors nearby to them.

I realize that security is incredibly important. In light of the tragedies at Sandy Hook Elementary and other schools across the country, it is a matter that needs to be taken seriously.

However, it does not need to be a burden on the students and faculty here at our campus. Instead of forcing security upon everyone with half-baked measures, it should be the result of collaboration between students, faculty, and the administration to see what works best for everyone.



## The Pingry Record

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## Copy Editors

Abby Bauer  
Dillon Noone  
Haley Park

## Layout Editors

Julia Masch  
Abigail Ren

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Abhiram Karuppur  
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## Faculty Advisor

Dr. Susan Dineen

# Keep Promoted Articles Out of the Papers

By MATT FROMM (VI)

A few months ago, I was reading the New York Times Magazine. When people think of the Times, they usually think of high-brow, well-respected journalism, up there with the New Yorker and other esteemed publications. So I was surprised when, while reading an article about women in the criminal justice system, I realized that the piece itself was a “promoted article”—a third-party corporation had sponsored its publication.

The article, it turns out, was promoted by the show “Orange is the New Black.” The piece did mention the struggles of female inmates, but it also mentioned the show multiple times. And there was no clear indication that it was an advertised article, except for a brief, almost imperceptible addendum at the bottom that read, “The news and editorial staffs of The New York Times had no role in the preparation of this article, which was produced by the advertising department of the Times in collaboration with Netflix, Inc.”

In fairness, it is an accepted practice for newspapers and magazines to run advertisements. A family friend of mine, who used to write for Businessweek, said she had to avoid covering any company that advertised in the magazine

for fear of saying something about the brand that had not been explicitly approved by an editor or outside marketer. That kind of ad exploita-

agent at Netflix. That’s not journalism. Rather, it is companies flexing their financial might to exert undue influence that the average

and editors employed by the Times. With native ads, this is not the case.

One of the many functions that journalism serves is to inform the public honestly, objectively and wholly about topics relevant to current events. In this case, however, the Times has dedicated what appears to be legitimate article space to an outside brand without any journalistic editing or revising, thus failing to ensure the accuracy and impartiality of the information contained within. As a result, the reader is misled.

The Record, for example, would not run an article telling everyone to shop at the Pingry Bookstore if someone writing for the Record had not ac-

A. Nnaeto (V) tually written the

piece. That would be deceptive, especially if the article had instead been composed by, say, the CEO of the company that supplies the bookstore with food. That would not be acceptable, so why should native ads be a different story?

Major news publications will always have to run ads. That is how they generate income. But deceptive ads that create bias and misinform many readers should not be allowed, whether in the Times, the Record or any other honest publication.



tion was not ideal, but it was tolerated due to contracts that had to be honored and budgets that relied on advertising money.

But we have now reached a new point. Companies and private entities can actively insert what are really glorified advertisements for their own products into widely read public newspapers. It took me a few minutes to realize that the article about the inmates was not actually a New York Times piece, but a statement written by an anonymous advertising

reader, quickly flipping through the Times for a few headlines, could not easily identify.

These advertisements, called “native ads,” are defined as “a form of advertising that matches the form and function of the platform on which it appears,” according to Wikipedia. It is inherently deceptive, though, as the New York Times is read under the assumption that all material contained within, unless clearly stated otherwise, is the sole work of the writers

# Ho Advises Youth to Read the Papers and Become More Aware About the World

By KATIE HO (IV)

One Friday afternoon, I decided to treat myself to a pumpkin spice latte at Starbucks. After opening the door that led to the aromatic coffee scented room, I glanced at the poster that read “Free Wi-Fi.” Once I purchased my drink and took a few sips, I glanced around the room looking for a comfortable spot to sit.

To the left of me was a group of energetic preteen girls who were sipping their hot chocolates and huddling around one girl’s iPhone. Out of sheer curiosity, I nonchalantly inched closer to the girl with the phone and saw her scrolling through her Instagram feed.

To the right of the preteens, I saw a small group of four teenagers sitting together at a table, all with their phones on the table face up. They were periodically glancing down at their phones to make sure they did not miss a single text from their friends.

And, finally, at the very back of Starbucks were the adults. Some looked like they just came from work, dressed in work attire with their briefcases. I saw one man sitting alone, his eyes

fixated on his tablet. I was intrigued to find him using his free Wi-Fi to read the New York Times. He sat there for more than half an hour, reading one article after another, catching up on world news.

This made me curious as to why our generation, the preteens and teens of Starbucks, were not at all interested in reading the news, and I wondered whether that would have an impact on us in the future.

It’s not as if students don’t have the resources; we certainly do, with shiny new gadgets ranging from smart phones to laptops. And “Free Wi-Fi” is available at almost every single Starbucks from New York City all the way to Greece. I guarantee that anyone sitting on the subway, at the airport, and even at school will be able to observe a handful of the older generation reading the news, while the younger generation is consumed with social media and games.

Ask any student what they like to do in their free time, and I guarantee that reading a literary magazine or newspaper probably won’t be at the top of their list.

Even at Pingry, I rarely

see students reading newspapers in their free time besides our school paper (I would also like to point out that some copies of The Record have remained neglected and untouched in some students’ mailboxes for weeks now).

I have, however, seen teachers climb up the stairs to the library or grab a seat in the cafeteria during their free periods to catch up on news.

With increasing distractions like social media and Netflix, I can see exactly why our generation would much rather choose having fun over processing newspapers.

However, the problem is that the younger generation is becoming less informed about current events. Reading the news actually helps improve vocabulary and reading skills, which is helpful for school, writing, and communication. Without getting exposure to news, many students will be wrapped up in their own little naïve bubbles.

Perhaps the scariest thing that may happen is that our generation will be completely oblivious as to whom the next two candidates running for President are, or how our economy is doing.

Newspapers and magazine articles are available to unite people from different regions and parts of the world. If our generation doesn’t know the current events of our world, then we are distancing ourselves from the rest of our members in society. We are showing other members in different cities, states, and countries that we don’t care about them at all.

So, next time I happen to have an extra fifteen minutes to spare at Starbucks, you may see me with my pumpkin spice latte, sitting at the very back of Starbucks with The New York Times spread across my lap.

## EDITORIAL

# Stop Intellectual Bullying

The week before the first Early Decision deadline, the senior couches were buzzing with college talk—this person is EDing here; that person is EDing there. This person won’t get in here; that person won’t get in there.

In a place that prides itself on academic excellence, intellect is as much a part of our identities as are our interests, personal qualities, etc. Sometimes I even feel that the way our peers perceive us is based on intellect first and personality second. And it’s because of this extreme emphasis on intellect that we often fear expressing our thoughts and ideas.

Last week in Peer Group, our objective was to talk about bullying. While I expected my freshmen to ask questions about discrimination or intimidation, I was surprised when our conversation brought about the topic of “intellectual bullying”: judging and disparaging someone based on his or her academic ability.

Even though I’ve grown more comfortable voicing my opinions over the past three years, there have certainly been many times when I was scared to participate in a debate or discussion for fear that I would be judged for what I said.

It’s no secret that Pingrians are very critical, and this thoughtfulness, in moderation, is something that I greatly appreciate about our student body. But in a place where the words “excellence” and “honor” are plastered on nearly everything, we often feel that our opinions aren’t “good enough” or “important enough.” We are often scared to speak up in fear of getting shut down.

At our senior retreat earlier in the year, we watched a video on affirmative action and had a discussion on the video afterward. When I made an “unpopular” point about affirmative action, I was met with judgmental facial expressions, and a faculty moderator shut down my point and turned the discussion to another topic. I left the room feeling that my point was stupid and unimportant—but no one should feel that way.

Our school emphasizes Harkness ideology, which encourages thoughtful, provocative discussion. The goal is to reach a conclusion among ourselves, picking up and piecing together the thoughts and ideas that are laid out on the table in front of us.

But academic bullying leads to self-censorship, and stifling one’s opinions or ideas due to external pressure, whether that be from peers or teachers, goes against the purpose of Harkness.

It’s not until we reach a comfortable, open academic environment that we can fully take advantage of Harkness principles.

Take my Euro/Brit Lit class for example, which is currently acting out Chekhov’s play, “The Cherry Orchard.” When we first started acting, we would read the script with little enthusiasm and laughed at ourselves before our peers could. Luckily, though, one of my classmates was in the Pingry production of the play, and he took his role very seriously. His enthusiasm for the script influenced the class to take the activity more seriously, and the result was a thoughtful enactment of the play followed by a deep, thought-provoking discussion.

Outside of classrooms, intellectual bullying seems to continue. When we talk about what schools our classmates are applying to, we make judgments that we are not qualified to make. Just because someone doesn’t talk much in your math class, does not mean he or she is quiet in history as well. Just because someone doesn’t make an announcement at every morning meeting, does not mean that he or she isn’t involved in extracurriculars outside of school.

We must remember that we were all admitted to Pingry for different reasons, whether that be outstanding mathematic ability or impressive public speaking skills or an infectious personality. We all have our strengths and weaknesses, and we much recognize that intellect is not superior to the others.

It’s hard to fight an environment where intellectual ability is paramount. I sometimes question some of our school’s organizations that encourage this thinking, like the Cum Laude society. I agree that it’s important to highlight academic excellence, and I don’t mean to attack those who were honored with the distinction—each induction was well deserved. But it’s the very *distinction*, awarding academic excellence subjectively, that is counterintuitive to the Harkness principle of pluralism. No person’s thoughts, ideas or intellect should be considered more valid than another’s.

At Convocation, our Student Body President, Honor Board Chair and Headmaster each challenged students to collaborate with peers. Let’s extend that goal by respecting each other academically, building upon each other’s ideas.

The next time you disagree with someone in class, remember to acknowledge the validity of his or her opinion before giving your own. Disagreement is necessary for innovative thought and productive discussion, but disrespect is not. And the next time you are scared to speak up, remember that your ideas are just as important as anyone else’s.

Institutions have the responsibility of making people inside of them feel safe. And as an academic institution, Pingry has the responsibility of ensuring that students feel safe to learn and explore without fearing judgment.

—Lori Kim



# Jim Toia Showcases His Work in the Gallery

By **ABBY BAUER (V)**

Mr. Jim Toia's exhibit, "A Field Study in Natural Histories," was on display in the Hostetter Arts Center Gallery from October

College, where Mr. Toia received his bachelor's degree before earning his master's degree in fine arts from the School of Visual Arts in New York City. The title of the exhibit was taken from Mr. Maple's



Mr. Toia uses nature to inspire his art.

I. Zinn (VI)

15 through November 21. With artwork composed of mushroom spores, spider webs and black walnut ink, Mr. Toia brought the natural world into focus in an unusual yet satisfying way.

All of Mr. Toia's works featured in the gallery were drawn mostly from organic and environmental materials. By collaborating with nature, Mr. Toia strives to "find ways to celebrate and extend the life of forms ready to expire." This idea was conveyed in Mr. Toia's piece, Cowboy Lust, in which he cut up and hinged a fallen tree back together in its exact original order to preserve it.

Mr. Toia's most prominent pieces, however, were his eerily beautiful drawings of mushroom spores. He uses a procedure of creating spore drop prints that is commonly used by mycologists to document spore patterns and identify individual species of mushrooms. For Mr. Toia though, releasing millions of expelled mushroom spores does not yield scientific data, but rather refined works of art. According to Mr. Toia, the drawings capture "spore that would have otherwise been whisked into the atmosphere to settle elsewhere." Other pieces in the exhibition included jellyfish drawings, an ant colony cast, and spider web captures.

"Jim is something of a latter-day alchemist," Art teacher Mr. Peter Delman said. "He uses elements of nature to create elegant, expressive artwork."

Mr. Toia dedicated the exhibit to biologist Bill Maple from Bard

class in which students toured the Hudson Valley and explored the natural structures and processes that could not be witnessed by the human eye. Mr. Toia incorporated this idea into his own works, finding ways to "capture and unveil things unseen or less examined by the casual observer."

Mr. Delman said that students were fascinated by both the process in which the art was created and the beauty of the finished work.

As Drawing and Painting 2 student Libby Lee (V) commented, "Mr. Toia's pieces are truly environmental, using unusual and natural things to make art."

Lee, along with fellow art student Alina Jan (V), took inspiration from Mr. Toia's exhibit in their own art endeavors. While Lee foraged for mushrooms in the Pingry woods to create her own mushroom spore drawing, Jan created an original, interactive piece drawn from the natural world around her, which also feeds woodpeckers.

"Mushrooms and woodpeckers are such unconventional things that you wouldn't typically find in artwork," Jan said.

Two days before the show ended on November 19, Environmental Art and Drawing and Painting 2 students visited Mr. Toia's art studio and home in Califon, New Jersey, which Mr. Delman described as a "magical place."

His works and the visit linger in the minds of these students even after the show has closed.

# SAC Assembly Lives up to Its Reputation

By **RACHEL WU (V)**

On Friday, October 31, the Upper School came together for Rufus Gunther Day, a fusion of community service activities and Halloween celebrations. After a day of giving back, students and faculty gathered to watch the Rufus Gunther Day assembly prepared by the Students Activities Club (SAC).

The assembly opened with the annual Halloween costume presentation. Students, faculty and sports teams took the stage to show their Halloween spirit. The girls' cross country team dressed as "The Pingry Woods," with the freshmen as coyotes, the seniors as hunters and the sophomores and juniors as runners mauled by the coyotes and shot by the hunters, poking fun at recent campus news. The girls' field hockey team dressed in classic Halloween attire, with the freshmen as vampires, the sophomores as ghosts, the juniors as pumpkins and the seniors as black cats.

Individual students also had the opportunity to display their costumes in front of the com-

munity. Hunter Stires (VI) entertained the crowd by dressing as Frank Underwood from the popular Netflix series House of

The SAC then showed several comical videos. The first presented "footage" from a Pingry security camera, showing humorous

videos, showing the members of SAC "collaborating" on a project. The last video gave a glimpse into Pingry students' YouTube activity, which can be seen from their Pingry Google Plus accounts. A crowd favorite was David Braverman's (VI) searches for Taylor Swift songs.

Another segment was called "If They Had a Baby" and featured Dr. Diana Artis and Assistant Headmaster Mr. Jon Leef, which featured an image merging the faces of their children, Jackson Artis (V) and Max Leef (VI).

SAC president Alec Kirmser (VI) ended the assembly with a song expressing how Pingry "really isn't all that bad," with Chris Lucciola (VI) accompanying him on the piano. "My favorite part was Charlie Muller's backup vocals," said Ursula Dedekind (V). "That was really funny."

Overall, the community agreed that the assembly was very funny and encouraged a lot of laughter from the crowd. "It was a great way to end Rufus Gunther day," said Katie Coyne (V).



SAC entertains the audience with a video about collaboration.

I. Zinn (VI)

Cards.

Faculty advisor of SAC Mr. Ted Corvino opened the second portion of the assembly with a PowerPoint presentation introducing the members of the club with lighthearted jokes.

shots of what supposedly happens in Pingry life. A highlight of the video was a shot of Math teacher Mr. Chris Leone shoving a student's books off a table. The second video was a humorous take on Pingry's collaboration

# Students Enjoy Annual Day of Service

By **MEGAN PAN (III)**

On Friday, October 30, students and faculty celebrated both Rufus Gunther Day and Halloween by combining a day of giving back to the community through service with festivities including the annual assembly by the Student Activities Committee. As the legend surrounding this day goes, former student Rufus Gunther would come to school in costume every day of the year save Halloween Day itself, which became known

as Rufus Gunther Day in his honor. This year, students worked on their community service projects for the first part of the day, then returned later in the afternoon for the SAC assembly.

Some ventured to the great outdoors to help out at organizations such as the Great Swamp Watershed Association, the Scherman Hoffman Wildlife Sanctuary, and the Reeves Reed Arboretum, among others. Despite the cold weather and manual labor, the students gained experience and made

a positive impact in new environments. After returning from picking potatoes and bell peppers from America's Grow a Row, Alyssa Chen (III) said, "I thought it was a good experience. It was also enjoyable because we knew the produce would be going to families who usually didn't have fresh fruits and vegetables."

Others spent the day helping other children and adolescents at St. Justine's Preschool, the Rock Brook School, and the Covenant House. It was a chance for

students, especially those who have been at Pingry for a long time, to look into the lives and education of children at different schools. Jessica Li (III), for example, went to Seek Academy. "The kids there weren't that well off and couldn't afford to buy their own books, so my advisory put together paper books for them," she said. "I thought this was a rewarding experience because we could see the direct results of our work reflected by the students. It showed me new perspectives. It also taught us what it felt like to be role models."

There were a total of 27 different organizations supported on Rufus Gunther Day, and everything was made possible by Mrs. Shelley Hartz, the Director of Community Service. "I really believe that Pingry students have the responsibility to give back to the greater community because of the privilege that every Pingry student has by virtue of being a Pingry student," Mrs. Hartz said. "The message is that it's not about Pingry students — it's about what we do to help the larger community. I was very happy with the day, and the feedback I got from many of the students is that they enjoyed it."



Some students volunteered at Bridges for Rufus Gunther Day.

Courtesy of Pingry Communications

# Word at the Senior Couches: How Do You Deal With Stress?



**BRIDGET HARRISON AND GABBY STERN**  
"We don't!"



**BRANDEN PHILLIPS**  
"I just don't do my work."



**CAITLYN MAHONEY**  
"Well, it's not over yet! So, I try to find a balance."



**GARRET MCGREGOR, KAMAU HOLSTON, AND JORDAN HANSEN**  
"By sleeping"



**CAROL PORGES**  
"Netflix."

# Student Concussions Have Hit New Highs This Year

By DILLON NOONE (V)

In the past few years, there has been a significant rise in concussions among student athletes across the nation. Although there has not been a noticeable increase in concussions among student athletes at Pingry, the prevention of concussions has become a top priority for coaches and athletic trainers here.

Concussions are minor traumatic brain injuries caused by blows to the head. Symptoms usually consist of an inability to focus, head pain, changes in alertness, and, in severe cases, loss of consciousness.

Unlike many sports-related injuries, concussions are not visible. Because of the nature of the injury, they cannot be found through CT scans, which are often used to find bleeding in the brain. The diagnosis of concussions ultimately comes down to the patient communicating his or her symptoms to a professional. This past season, the boys'

see the most concussions. Additionally, sports that involve the use of the head, such as soccer, football and soccer see the most concussions.

An alarming trend has been developing among high school students. Last year, there were a total of 33 concussive injuries in Pingry. By November of this school year, there have already been 15 concussive injuries in the Upper School and 6 in the Lower School. This trend of increasing numbers of concussions is not specific to Pingry. After attending a convention of NJ school nurses, Pingry nurse Mrs. Joanne Childs reported that there are "more injuries and more kids being diagnosed with concussions."

At Pingry, the treatment of concussions is handled with respect to state and federal laws. Students who receive head injuries are immediately removed from play and sent to see a spe-

cific threshold of concussions a student is able to receive before being suspended indefinitely from athletics. This limit is usually set by the athlete's doctor, who makes a decision based on the amount of concussions the athlete has received, the frequency of the concussions, and the sport the athlete plays. Additionally, Pingry athletes whose parents are not comfortable letting their child play a sport cannot participate in that sport.

Steps are being taken here at school to limit the number of concussions. Fitness teacher Coach Douglas Scott has developed a weight lifting program that focuses on strengthening the head and neck muscles in the hope that a stronger neck will help limit the force of impact upon athletes' heads. While not guaranteed, the idea is that students will be less susceptible to future concussions if their necks are more stable.

Athletic trainer Mr. Spezio said, "Injuries are a part of sports,



This year, soccer has seen the most concussions. Courtesy of Pingry Communications

soccer team reported the most athletes with concussions. Typically, contact sports, such as football, ice hockey and lacrosse,

cialist. Upon receiving clearance from their doctors, students are suspended from athletics. Pingry does not have a spe-

and I think it's important to gauge the long term emotional and physical effects that concussions have on students."

# "Gone Girl" Is a Masterpiece

By ZAYNA NASSOURA (IV)

Gillian Flynn's novel "Gone Girl" turned into a highly anticipated movie this year. It premiered at the New York Film Festival in late September.

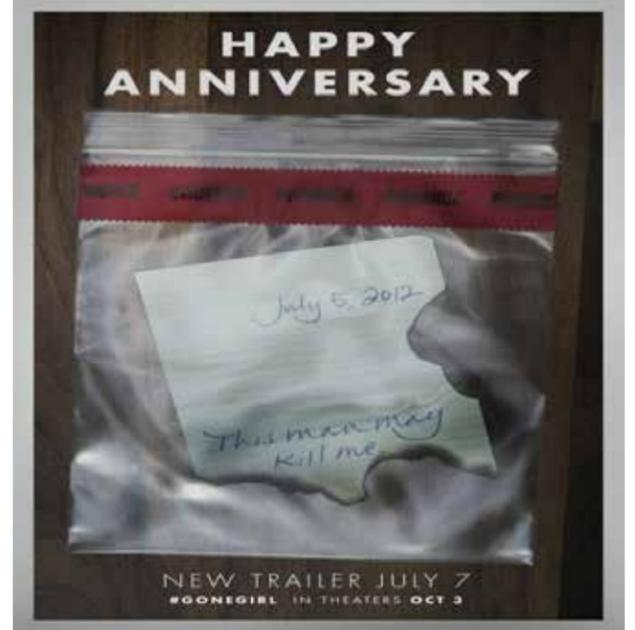
"Gone Girl" earned over \$37 million on its opening weekend. This can be accredited to its A-list cast and thrilling story.

Ben Affleck plays Nick Dunne, a writer, who moves to New York and works at a men's magazine. He then meets Amy Dunne, played by Rosamund Pike, who grew up privileged and was the inspiration for her parents' book franchise, "Amazing Amy."

The two fall in love and get married, but they are hit hard by the recession and lose their jobs. Nick and Amy go to live in the Mid-west where Nick grew up, and he soon opens a bar with his sister.

On Nick and Amy's fifth wedding anniversary, Amy mysteriously disappears. It becomes national news, and Nick is suddenly the prime suspect for killing his seemingly perfect wife.

It's easy to love Nick and want to root for him during the movie because he's charming and charismatic. As we learn more about Amy's disappearance, though, we



Movie poster for "Gone Girl" Courtesy of Google Images

start to lose trust in Nick and start questioning what role he really played in Amy's vanishing.

Suddenly, the audience is thrown a major curve ball halfway through the movie. Everything we thought we figured out is now being cast into doubt.

I went into the movie not having read the book, and I can say I was truly surprised. "Gone Girl" was not at all what I was expect-

ing, but it was fantastic. I left the movie theater and kept thinking about the movie for the next few days just replaying scenes in my head.

The casting was spot-on, and all the actors were eerily convincing.

This movie is shocking, and you will be on the edge of your seat watching, waiting to find out what happens next.

# Students Visit Chelsea Galleries

By RACHEL CHEN (III)

On October 9, art students in Photography and Drawing and Painting took their annual field trip to Chelsea in New York City to experience contemporary art.

Along with Fine Arts Department Chair Mr. Miles Boyd, art teacher Mr. Peter Delman and English teacher Mr. Dennis Pearlstein, students traveled from gallery to gallery, looking at several

works of art. "We spent about 5-10 minutes in each place admiring the art," Will Digrande (IV) said. "There were no worksheets to fill out. We just walked through each gallery normally, observing and discussing."

Prior to the trip, Mr. Delman said, "I pre-scout every gallery before to make sure the kids get to see only the best as they pass through."

particular artist or style."

"People responded enthusiastically and were excited to take ideas and concepts directly from other artists," he added.

Among these students is Amana Nnaeto (V), who said, "I really liked the sculptures that were driftwood cast in bronze and the paintings that literally came off the page—the artist layered so much paint on; the painting was almost a sculpture."

Digrande said, "My favorite experience was the one where the artist took flags of different countries and made them only black and white. I learned that modern art could come in different shapes and sizes, each with something that makes it special."

Other students commended the overall trip rather than specific works of art. "It was really fun to just wander around the city, but I think my favorite part was the food—we ate at Eataly, and it was great," Kiran Chokshi (V) said.

"We've been doing this trip for the last three or four years, and we've done a variety of different art forms, but this trip is always successful because there's a variety of very high end artwork where we visit," Mr. Delman said. "Chelsea probably has the best contemporary art in the world."



D. Rockoff (VI) photographs the art. L. Kim (VI)

When asked why this trip is so important, Mr. Delman said, "Our students are often sheltered at Pingry and aren't always familiar with the wider world." He added, "I'd like to change that by exposing them to all the different styles and artists and messages in these museums—something that really demonstrates what 21st century art is all about."

Mr. Delman also said that the feedback was positive. "Many of our students came back excited about a par-

## Corrections

June 2014 Issue: Zack Keller is the Form IV Class President

September 2014 Issue: Namita Davey (III) wrote the article about Ms. Cumberbatch

# Word in the Hall: When Will Our First Snow Day Be?



VICTORIA WATSON AND SPENCER DURYEE (IV) "January 4."



MRS. PEAKE, DR. BROWN-ALLEN, MRS. TAYLOR, MRS. SINCLAIR, AND MRS. MARKENSON "December 8, 17, and 18."



CHANNING RUSSELL (III) "January 15."



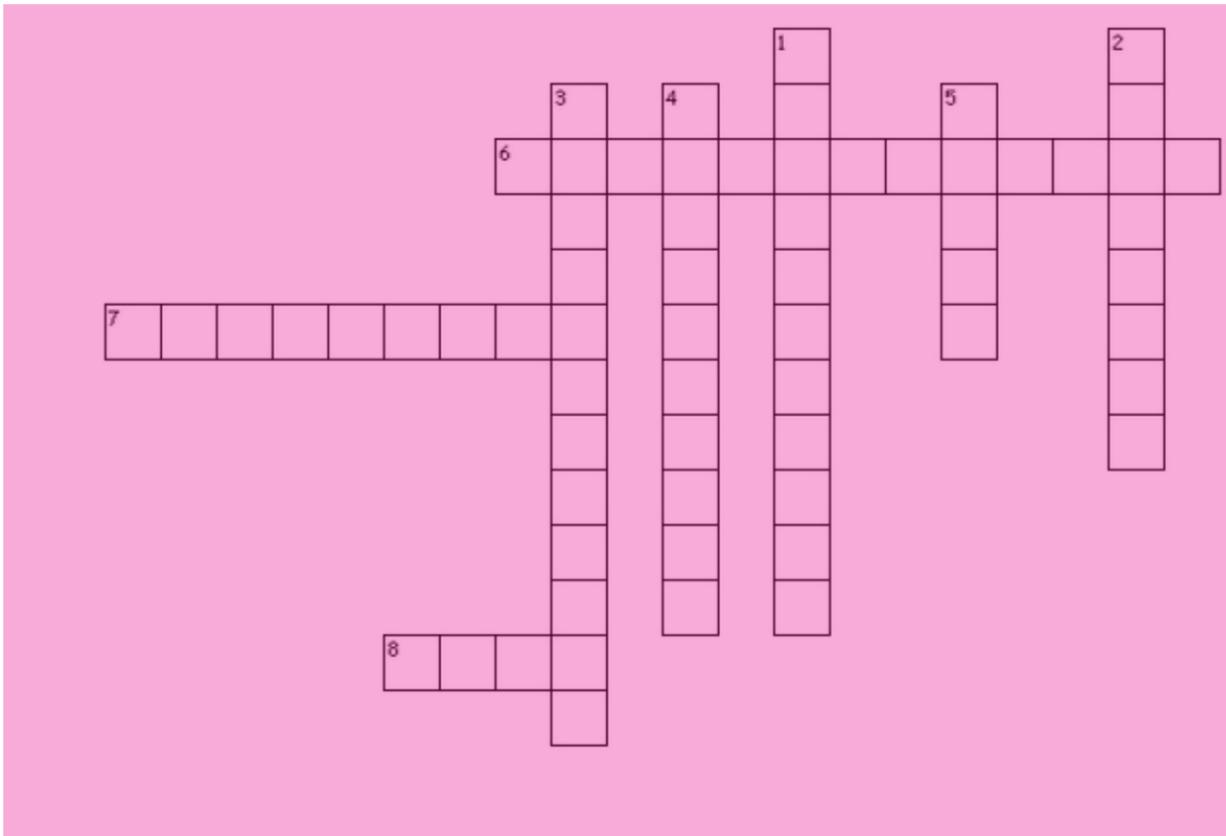
ANDREW VERDESCA (VI) "In 2 weeks, because I conducted a formula that said it would."



DR. MURRAY "January 7, because it usually snows the first two weeks after Christmas."

## December Crossword Puzzle

## Hits and Misses



### Across

6. \$9.35 million of the Blueprint for the Future will be devoted to \_\_\_\_  
 7. Haley Park (V) says that not all students who attend these schools are perfect  
 8. The college where Jim Toia received his Bachelor's Degree

### Down

1. The nurses report that there have been an increase in \_\_\_\_ this year  
 2. The kind of article Matt Fromm (VI) found when reading the New York Times  
 3. Hunter Stires (VI) dressed up as a character from this show on R-G Day  
 4. What Katie Ho thinks more youth should be reading  
 5. The last name of the Director of Alumni Relations/Giving

All of the words in the puzzle are Pingry themed.  
 There are no spaces in any of the answers.

**Hit:** Acceptance letters come out  
**Miss:** Rejection letters come out  
**Hit:** Coffehäus  
**Miss:** There was no Coffe  
**Miss:** Snow on a non-school day  
**Hit:** Thanksgiving  
**Miss:** The Thanksgiving Song in Morning Meeting  
**Hit:** Buttdowns' Assembly  
**Miss:** Buttdowns' Dirty Socks  
**Hit:** Quiz Bowl Win #89734  
**Hit:** Brandon Beckford's Headband-Swag.  
**Hit:** The Record Actually Revives Hits and Misses  
**Miss:** Other people don't find us as funny as we do.

## December Sudoku Puzzle

				<b>1</b>			<b>2</b>	<b>6</b>
		<b>6</b>			<b>4</b>			
	<b>8</b>		<b>7</b>			<b>5</b>		
		<b>4</b>			<b>3</b>		<b>9</b>	
<b>9</b>								<b>8</b>
	<b>1</b>		<b>5</b>			<b>3</b>		
		<b>5</b>			<b>2</b>		<b>7</b>	
			<b>3</b>			<b>4</b>		
<b>6</b>	<b>4</b>			<b>8</b>				

Published in The Guardian

Once you have solved either the Crossword Puzzle or Sudoku Puzzle, please take a photo or scan your solutions, and send them to [thepingryrecord@gmail.com](mailto:thepingryrecord@gmail.com). The first person to send the correct answers to the puzzles will be featured in our next issue and get a prize. Happy Puzzling!

Congratulations to Prad Maganti (VI) for solving the Crossword Puzzle and Emily Yan (VI) for solving the Sudoku Puzzle! Come to the Record Office for your prize!

# Football Record Does Not Reflect Team's Spirit and Dedication

By TUCKER BICKELL(V)

The football team struggled this past season and ended with a 1-8 record. The team was optimistic about a possible win against Dayton High School on Friday, November 7 at Friday Night Lights. After leading throughout most of the game, the team suffered a disappointing 20-17 loss.

On November 14, the team competed in County playoffs against Holy Cross. Captain Ryan Salamon (VI) emphasized the importance of this game. "We have to

go into the game knowing full well that it could be our last," he said a day before the playoff. "If we are going out, we're going out fighting, kicking, and screaming," he said.

Despite their strong efforts and positive attitude, the team lost to Holy Cross 0-35.

Salamon (VI) credited the team's low record this year to a high number of injuries. These ranged from broken bones and torn ACLs to concussions.

Yet Salamon remained optimistic about the team's

future, noting that many freshmen and sophomores received respectable amounts of playing time.

"They will have experience down the road when they become upperclassmen," he said. "I hope what we have done this season and the hard work we've put in will translate into more successful seasons in the future."

Coach Chris Shilts shared Salamon's optimism. He said the current sophomore class has some good athletes and commended the freshmen's exciting performance this fall.



The football team lines up.

Courtesy of Pingry Communications

## Girls' Tennis Sets the Bar High

By JENN KORN (IV)

The girls' tennis team, led by captains Tiffany Yu (VI) and Jacquie Jakimowicz (V), was seeded fifth to kick off the fall season. Ending the season with a record of 6-11, the team worked hard to overcome the difficult losses of last year's senior players.

Despite some losses, the

team won the Non-Public North A Sectional State title, defeating Kent Place School.

The team kept their spirit and drive throughout, and Yu is glad that "even though we got off to a rough start this season, we were able to pull it together."

Although they did not place at counties, their state

sectional championship shows the team's determination to succeed.

The team will unfortunately be losing Yu next.

Next year's captains will be Jakimowicz, Daria Fradkin (V), and Sydney Stein (V).

They are excited and already looking forward to next year's tennis season.



T. Yu (VI) hits a backhand.

H. Curtis (V)

## Field Hockey Finishes the Fall Season With a Bang

By ALEXIS ELLIOT (III)

The girls' field hockey team had a successful season this fall, earning their first County Semi-finals game in many years. Although the team had a record of 8-11-1, it does not reflect the hard work and effort that they put into the season.

Coach Judy Lee said, "The players improved during the course of the season, both technically and as team-play-

ers." Not only did Coach Lee mention their improvement, but she also explained that the seniors led the way as role models for the younger players and were leaders on and off the field.

The team has also had some very impressive wins, including the win on Senior Night against A.L. Johnson, a school the team has not beaten in over twenty years. With only two minutes left in

the game, Bella Walton (VI) scored the winning goal that allowed the team to showcase the culmination of their skills.

Captain Emery Sorvino (VI) said that although the team did not advance as far as they would have hoped in the State Tournament, they "finished the season with dignity and showed to many people that Pingry Field Hockey was a team to be proud of."



Field hockey faces some stiff competition.

I. Zinn (VI)

## Water Polo Has its Most Successful Season in Recent Years

By AMAKA NNAETO (IV)

This fall, the boys' water polo team enjoyed a successful season and finished with a record of 9-8.

Led by Kamau Holston (VI), Branden Phillips (VI), and Luke Pacific (VI), the team made a great improvement on its 0-14 record last year.

The team was also fueled

by strong performances from Gaurav Gupta (VI), Anthony Wang (VI), Victor Vollbrechhausen (III), and Henry Biedron (IV).

Holston called the season a success and attributed the team's turnaround to "a great job on the captains' part by leading the team. The coaches were great too. Everyone was generally great."

The team started the season

with a close win over St. Peter's Preparatory High School, beating them 10-9. Holston saw this as the team's most memorable win. The game ended with a goal by Holston in overtime, sealing the victory and ensuring a better record than the previous season.

The boys' water polo team hopes to continue its success next season even with the departure of the current seniors.



G. Gupta (VI) passes the ball.

Courtesy of Pingry Communications

## Boys' Soccer Ends the Season With Three Major Titles

By JUSTIN WANG (V)

The boys' soccer team has always been one of Pingry's most revered and decorated teams. Never failing to achieve accolades such as competing for the conference, country, and state championships, it is with good reason that the team's

3 losses, the team hopes to achieve its final goal: take home the state championship.

Earlier on in the season, the team suffered hiccups and lost two consecutive games. However, as co-captain Jamie Cook (VI) commented, the team "bounced

back from those games," and played well for the rest of the season. In doing so, the team was able to obtain a truly monumental achievement: Coach Miller Bugliari's 800th win in an intense game against Watching Hills Regional High School.

Since then, the team has fought and defeated Gill St. Bernards to take the Somerset Country Championship. Riding off the momentum, Pingry continued to take the

Non-Public South B State Tournament against Wildwood Catholic, resulting in a 5-0 victory.

Prior to the NJSIAA Non-Public finals, the team was extremely confident that they had what it took to go all the way. The team eventually won the NJSIAA Non-Public



O. Ikoro (IV) blocks a ball. reputation is so highly regarded.

This year's team is no exception. With already 17 wins under its belt with only

back from those games," and played well for the rest of the season. In doing so, the team was able to obtain a truly monumental achievement: Coach Miller Bugliari's 800th win in an intense game against Watching Hills Regional High School.

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I. Zinn (VI)

## Girls' Soccer Finishes Season as County Champions

By CAROLINE TERENS (V)

Despite injuries and setbacks in the beginning of the season, the girls' soccer team, led by captains Lauren McLaughlin (VI) and Rachel Noone (VI) and coaches Andrew Egginton and Lindsy Cutshall, finished the season with a winning 13-8 record.

The team started the season with two main goals in mind: winning both the Somerset county and Non-

Public A championships.

On October 30, Pingry faced Watchung Hills in the county finals and came out with a 1-0 victory. This achievement "was definitely a testament to how far we've grown from preseason to now," McLaughlin said. Noone added that, "Winning counties was definitely an amazing feeling. It was great to accomplish something and get our banner."

After defeating Mount St. Dominic and Pope John in the state tournament, the season ended a bit too soon in the sectional semi-finals with a hard-fought battle against Immaculate Heart Academy, ranked #1 in the nation. Although they were not able to advance further into the state tournament, the team was still able to leave behind its well-deserved legacy.



Girls' Soccer wins the county finals.

I. Zinn (VI)

## Girls' Cross Country Finds Potential in Young Runners

By CHRISTINA COSTA (V)

With the fall season coming to a close, the girls' cross country head coach Mr. Timothy Grant said that he is proud of the team's successful season.

This year's captains were Caitlyn Mahoney (VI), Emma Palmer (VI), Nicole

Scavone (VI), and Sydney Streicher (VI).

The team finished second in the Non-Public B state meet on Saturday, November 15th.

According to Mr. Grant, "The season went well, and we were hoping for a strong finish at the state meet. The girls ran well, but we didn't

get the finish we were looking for."

Despite numerous injuries in the starting squad, the girls managed to finish strong.

The team will be graduating six seniors but is already expected to do well next year. Anna Wood, who is only a freshman, finished third at the States.



Pingry girls take the lead at Meet of Champions.

C. Mahoney (VI)

## Boys' Cross Country Upholds its Strong Reputation

By JAMIE BARKER (V)

The boys' cross country team, led by captains James Chartouni (VI), Russell Beckerman (VI), and Coach Matt Horesta, finished its season strong after placing eighth at the Somerset County meet

and winning second place at the State Prep A meet.

One of the main goals of the season was to win a third consecutive title at the Non-Public B State meet.

Chartouni said, "Most of our varsity team graduated last year, including Liam

Mullett '14, and a big question was whether or not we were going to be a team that is able to win big races." Though the team was unable to meet this goal, Beckerman said, "I'm proud of our hard work this season and growth as a team."



J. Bober (VI) runs in a meet.

Courtesy of Pingry Communications