

## Inside Scoop: All the Details About Next Year's Block Schedule

By ABHIRAM KARUPPUR (IV)

Starting next September, students and faculty alike will be adjusting to the Upper School's brand new schedule. The schedule, which has been in development since last August, will change the way students learn in the classroom and provide more quality teaching time for the faculty. The schedule has been met with both positive and negative reception, and a few tweaks will be made before it officially goes into effect during the 2013-2014 school year.

In August 2012, a committee of teachers convened to plan a new schedule. According to Upper School Director Dr. Denise Brown-Allen, this was necessary because "most faculty found that 44-minute classes did not provide ample time for classroom discussions, exploration, and problem-based learning."

Other problems included

period eight teachers having to deal with early athletic dismissal and long morning meetings cutting into period three.

In addition, students now change classes six to seven times a day, a situation that makes it harder for them to concentrate and learn. According to Dr. Brown-Allen, research has shown that

students are still thinking about their previous class even when they are in their next class.

Assistant Director to the Headmaster Mr. Jon Leef says that the new schedule will "improve pedagogy in the classroom and will be supportive of our students' health and wellness." The quantity and quality of les-

sons will be improved, and the workload will be distributed more evenly among classes.

Students will have four 65-minute classes a day, which means that "they will have fewer classes to prep for each night, and can use the extra time to get ahead on other classes," said Mr. Leef. In the new

schedule, students will only have at most one class to class transition, and this will minimize the effect on instruction time since there will be longer periods and fewer transitions. It will also help to slow down the pace of the day, reducing the amount of stress for students and teachers.

The transition time be-

tween classes will also be increased from four to five minutes, and there will be two 25 minute "Flex/Collaboration" times per day. "Flex time is time for students and teachers to work independently, one-on-one, or in groups," explained Dr. Brown-Allen. Flex times can also be picked up by teachers who feel that they have more to cover; for example, science teachers can give their students the extra time to finish up a lab.

Additionally, instead of the current five-day rotation, the new schedule will have a seven-day rotation. "Rotating classes on a seven-day cycle does not tie the schedule to days of the week and avoids the same classes being impacted by athletic dismissals at the end of the day," said Dr. Brown-Allen.

The students have shown a generally positive attitude toward the new schedule, and many of them are ex-

Time	Day A	Day B	Day C	Day D	Day E	Day F	Day G	Time
8:05 AM	Attendance Period	Attendance Period	Attendance Period	Attendance Period	Attendance Period	Attendance Period	Attendance Period	8:05 AM
8:10 AM	1	5	2	6	3	7	4	8:10 AM
9:15 AM	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	9:15 AM
9:40 AM		Monday Community Time US Meeting	Tuesday Community Time Advisory	Wednesday Community Time Form/Dept Meetings	Thursday Community Time Advisory	Friday Community Time Club Meetings		9:40 AM
10:10 AM								10:10 AM
10:15 AM	2	6	3	7	4	1	5	10:15 AM
11:20 AM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	11:20 AM
11:25 AM								11:25 AM
11:55 AM	3	7	4	1	5	2	6	11:55 AM
1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	1:00 PM
1:00 PM	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	Collaboration/ Flex/Lab Period	1:00 PM
1:25 PM								1:25 PM
1:30 PM	4	1	5	2	6	3	7	1:30 PM
2:35 PM		Monday Music/ Conference Period	Tuesday Collaboration/ Conference Period	Wednesday Music/ Conference Period	Thursday Collaboration/ Conference Period	Friday Music/ Conference Period		2:35 PM
2:40 PM								2:40 PM
3:25 PM								3:25 PM

Continued on Page 4

## MLK Day Assembly Stresses Acceptance

By VINITA DAVEY (VI)

On Friday, January 17, the community celebrated the life of Dr. Martin Luther King Jr. during the Martin Luther King Jr. Day Assembly. The assembly, which is held annually, honors Dr. King and his accomplishments in making America more of an inclusive society for individuals belonging to all races.

This year, the assembly began with a presentation by the Student Diversity Leadership Club about the intent and purpose of MLK Day. After the short presentation, students adjourned to their advisories to collaborate on a project that asked students to explore the meaning of acceptance—one of Dr. King's main goals for American society. The project attempted to make students think about the ways in which they can make the school a more inclusive community.

After a discussion that included defining acceptance and why it is important, students and their advisors were

asked to briefly answer two or more questions on index cards about how accepted they feel within the Pingry community. Some of the prompts asked students to rank on a scale of one-to-ten how accepted they feel at Pingry and to think of incidents where they have seen a peer or classmate being excluded and how they have responded to the situation.

The index cards will be posted on walls throughout the school in order to give the community a visual representation of how accepting Pingry is, and discover which areas it has room to improve. Isabella Barrionuevo (V) said that she "appreciated the opportunity the advisory activity gave to the students and faculty to express how they truly feel about acceptance at Pingry anonymously and the idea of putting the responses around the school."

Senior Sonalika Reddi enjoyed the discussion her advisory had, and said, "We usually have profound conversations but the topics

By ALYSSA BAUM (V)

On the morning of Friday, January 5, juniors and seniors attended the annual Career Day in lieu of normal classes. All students had the opportunity to attend three seminars of their choice and learn from Pingry graduates about different career paths.

The day began with Keynote Speaker Mr. James Heekin III '67, Chairman and CEO of Grey Group, one of the world's top advertising agencies. Mr. Heekin started his speech by reflecting on his time at Pingry and his recent reunions with the lifelong friends he made while in high school.

Mr. Heekin then changed gears and showed the students Grey Group's "Famously Effective Three Minute Video." Designed for prospective clients, the video both explains the Grey Group's slogan "Famously Effective" and showcases its history in creating successful ad campaigns.

raised by the assembly really provoked some interesting thoughts from everyone. I was very intrigued by my peers' thoughts about what

## Juniors and Seniors Enjoy Fascinating Career Day Seminars Led By Alumni

He also played some of Grey Group's most famous commercials: the E\*TRADE commercial with the talking baby, the DirecTV commercial with the rich Russian man kissing his baby giraffe, and an ad for Canon's Imagin8ion Project.

After the keynote address, the students went to their first of three sessions. Some session topics included Real Estate, Entrepreneurship, Law, Hospitality Management, Performing Arts, and Education.

Natalie Gilbert (V) thought Mr. Heekin's presentation was really interesting. She said, "Personally, I loved the keynote speech. The video was so engaging, and I'm even considering marketing as a potential college major."

Matt Barickman (V) enjoyed the speech as well and said, "The speech inspired me to try my best in whatever I decide to pursue in my future."

we can do to make our school environment even more accepting to people from all different kinds of backgrounds."

Each year, the community celebrates MLK Day differently. Two years ago, members of SDLC put together a video where students were interviewed about how diversity is perceived at Pingry. Last year, after a brief film explaining Dr. King's legacy of service, advisories wrote letters to soldiers and made cards for children in the hospital. This year, on Monday, January 21, the nation-wide holiday in honor of Martin Luther King Jr., many members of the community spent the day giving back to the community in Pingry's first Day of Service.

The 47 presenters were Pingry alumni of all ages, ranging from Mr. Gordon Sulcer '61 who works in sports marketing to Mr. Michael Page '05, an entrepreneur.

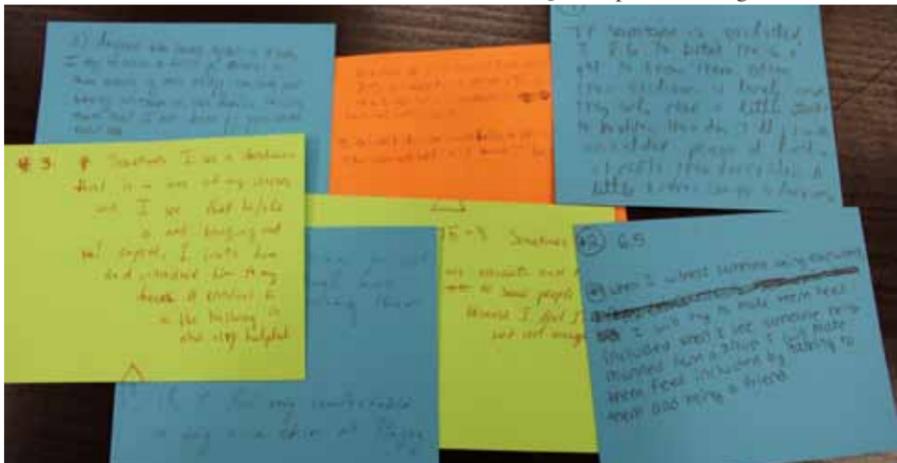
The student body had a generally good response to their Career Day sessions. Mikaela Lewis (V) really enjoyed her visual arts session. She said, "I liked the visual arts seminar because it was cool to see actual architectural designs

and learn about the different types of buildings that can be created."

Overall, Career Day helped educate students about possible career paths that they may not have otherwise been exposed to. Gilbert thought Career Day is a smart idea because it is a great opportunity for students who do not know what they want to do with their futures to learn about different careers.



R. Davis (V)  
Headmaster Conard with Keynote Speaker Mr. Heekin.



R. Davis (V)  
Students' responses to questions about acceptance that will soon be posted throughout the Pingry community.

## Inside The Record

### New Schedule Controversy

Students offer differing viewpoints on next year's new Upper School schedule. P. 3

### SAC Assembly is a Hit

The Student Activities Committee's Winter SAC Assembly was one to remember. P. 4

### Month in Photos

A whole page dedicated to photos taken throughout the month. P. 5

### Washington Insider Returns

Former Editor-in-Chief Lyric Wallwork Winik '84 has been interviewing big-time politicians in the nation's capital. P. 6

### Lapping the Competition

Boys' and girls' Varsity Swimming takes second place at the County Championships. P. 8

### Sections

SchoolNews.....	1-4
Commentary.....	2-3
Month in Photos.....	5
Career Day Profiles.....	6
Sports.....	7-8

## EDITORIAL

## Coping with Senioritis No Matter Your Age

Now that I am a second semester senior who has submitted all of my college applications and even received a couple of acceptance letters in my mailbox, "senioritis" is a condition becoming more and more prevalent in my life.

"As a second semester senior, I can now transfer everything on the list of things I have to do to the list of things I 'have' to do," said my friend and fellow Pingry senior, Mahmoud Aliamer. That, folks, is senioritis; it may as well be used in the official diagnosis.

After the first semester closed on January 18, I found myself fighting off countless potential bad habits. I needed something to motivate me, someone to yell at me to pick up the slack. And then it hit me.

It's all about incentive, people.

The term "senioritis" only applies to seniors (now that our college applications have been sent in, and some of us have even been admitted to the colleges of our choice, getting motivated is heartwrenchingly difficult). In principle, though, it's really just a condition that makes people want to take the easy route just because they have no incentive to take the hard one.

Everybody who's reading this – whether you're a senior, a freshman, a teacher, or a parent – struggles with some form of senioritis. You may call it something else, or you may not call it anything at all, but it's there – a reluctance to challenge yourself when there seems to be no reward for doing so.

Or is there?

Recently, I figured out that the best way to be productive and efficient is by promising yourself even the smallest reward to be granted after you have completed a task. Here is a silly yet effective example: many people, myself included, like to make to-do lists not just to organize ourselves, but for the joy of seeing in front of us a physical reminder of how many things we have accomplished once everything on the list is crossed off. Sometimes, when I do something that wasn't on my list, I'll add it in and mark it as completed, just to add to the satisfaction.

I highly recommend making to-do lists because they contain not just what you need to do, but what you have done and can be proud of yourself for doing.

There are other forms of incentive, too. Here is an example that doesn't apply to underclassmen yet, but will soon enough – making sacrifices for a good parking spot. The only thing that keeps me from arriving late to school every day is the fact that the last spot in the senior lot is usually taken by 8:05 AM. As someone who does not enjoy carrying a backpack that probably weighs more than I do on the long walk from the junior lot through sub-freezing temperatures and icy gusts of wind, let's just say a spot near the Athletic Entrance is well worth not stopping at Starbucks on the way to school every morning. I regularly show up around 8:03 and get my usual spot by the door with no Caffé Mocha in tow. So irritating, but so worth it.

Occasionally – or maybe frequently – we are all faced with situations in which it is infinitely easier to cut corners just because it seems like there is no reason not to. Don't give in to the temptation to pass up the hard route for the easy one. Give yourself incentive, reward yourself, make to-do lists!

I, for one, am going to go take my own advice and practice some French grammar so I can cross that off the list. To you all – au revoir, et bonne chance!

—Kasia Axtell

## Karuppur Uses MLK Day Assembly to Reflect on His Recent Trip to the South

By ABHIRAM KARUPPUR (IV)

During the MLK Assembly, I had a chance to reflect on the diversity we find at Pingry, and I realized that this could be applied to the entire country, especially the entire South. When we think of the American South, we picture ranches and warm homely ladies with sweet ice tea sitting in rocking chairs while listening to country music. Most of all, the South is associated with a relaxed way of life and first-rate hospitality.

Over winter break, I had the opportunity to travel to the South and can confirm that this is true. A Baptist Church is located every five miles and the people drive at the exact speed limit. People smile and greet you wherever or whoever you may be.

At Pingry, our lives are definitely different from those in the South. We are always stressed out from a myriad of tests and extracurricular activities and hardly ever have smiles on our faces.

When my family and I checked into our hotel in Tennessee we were pleasantly surprised by the cordial staff. While having a southern accent does contribute to the homely feel, we could sense that the staff was really proud of their culture. Across the South, people were more than happy to educate us about their hometowns and

offered additional information even when we didn't ask for it.

Most notably, while visiting the state capitol of South Carolina, we ended up chatting with the Governor's assistant. She was very excited to talk to us, and she promised to tell the Governor we had visited. The assistant was truly interesting because whenever she got a phone call, she would always start off by saying, "It's a beautiful day in South Carolina." Quaint as the phrase is, it communicates a sense of pride and happiness that the Southern people seem to wish to spread to everyone. It's even evident in their welcome signs – wherein Georgia their signs proclaim "We're glad Georgia's on your mind" – while a wel-

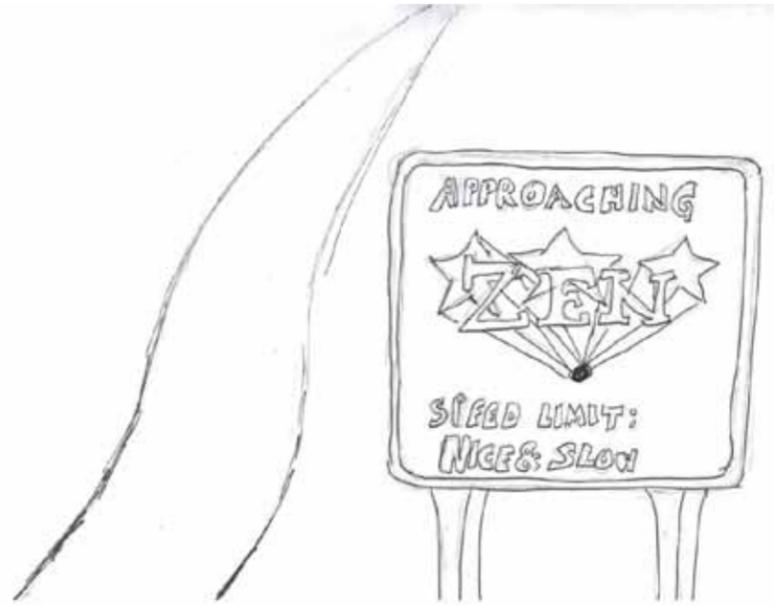
come sign to New Jersey consists of nothing more than a billboard with the state's name on it.

Southerners are in no rush, and as I mentioned before, I rarely observed them go over the speed limit. When my family and I traveled on the roads behind all of the slow-moving cars, we were initially very frustrated. However, we realized that by driving slow, we were able to take in all of the beautiful scenery that was around us, from the silky Spanish moss to the Blue Ridge Mountains.

Southern cities also appeared to be equally relaxed. Unlike New York, all of the southern cities like Atlanta seemed very quiet. They were no larger than some of the suburbs we find here, and some even

resembled cities from the Wild West.

Returning home back to Pingry after that week of relaxation made it clear how striking the differences are between our lives in the North and life in the South. Amidst the rush and daily stress here, we aren't able to appreciate the subtleties of life around us. Studies have shown that people with stress tend to develop diseases later on in life. If we can take a few moments out of our day to slow down and appreciate the beauty around us, however, we will be in a better state of mind and health. If we can just relax for a few minutes each day and be calm in the face of whatever comes our way, we are taking one step closer to achieving a peaceful and satisfying life.



M. Aliamer (VI)

## Don't Judge a Book by Its Cover: Will the New Schedule Really Be That Bad?

By GEORGIA MILLER (IV)

Before the new schedule was unveiled to students, rumors flew around the school that class periods would be significantly lengthened and workloads would become significantly heavier. Many students, including myself, were apprehensive before actually viewing the new schedule, but after the initial shock settled in regarding 65-minute periods, the response to the new schedule has generally been positive. Personally, I am

undecided as to whether I am a fan of the new schedule or not, as there are both numerous pros and cons involved in implementing it next year.

Just a bit of background: the schedule revolves around a seven-day cycle with a maximum of four classes per school day, which, of course, should alleviate some of the stress students feel about work loads while attending six academic classes in a single day. Sofia Deak (V) appreciates the fact that "all classes get to meet at different times of the day and that we will have less than five classes per day."

In order to help students transition more smoothly between classes, the administration has also implemented a 25-minute "Collaboration/Flex Period," in which students may use the bathroom, see a teacher, or have an extended period for science labs. Upper School Director and math teacher Dr. Denise Brown Allen said, "It takes time to turn off your last class even when you are physically in your current class."

While this may give students a rest from class to class, it also may be detrimental to students like me who take full

advantage of our conference period each day. My peers and I rely on conference periods to review material with our teachers and catch up on missed work. Next year, conference period will be only 45 minutes each day, and even shorter for students who play sports because they need time to change and pack up, which could take up to twenty minutes. I, along with many other student-athletes, am not exactly thrilled about the loss of CP time at the end of the day.

I am also unsure whether or not I like the fact that classes will only meet three times a week. I do think it's nice that there will be only one class on any given day that also meets the following day (for example, out of the four classes per day, if Chemistry meets on a Monday, it will be the only class that also meets on a Tuesday), because the amount of homework due each day will not be as strenuous (if a student is assigned to read 35 pages for history class, he or she will have more time to complete the assignment). On the other hand, with the longer gaps between classes, teachers may also assign more homework because they do

not see their students as frequently.

Another pro: due to the rotating time slots throughout the seven days, students will not have to go through the same schedule every day. This provides for more variety in our daily schedules, though there is a con, too: it may be harder to remember when to go to what classes.

By implementing 65-minute classes, many students may lose focus a lot sooner than they would if 44-minute periods were still in effect. According to a study done by Indiana University, the average student's attention span lasts between fifteen and twenty minutes. Alec Kirmsler (IV) said, "Kids will not be able to focus for that long."

All of the teachers will also have to redo their entire curriculum to fit the longer class periods which, according to Dr. Brown Allen, will reveal "how creative the Pingry faculty are."

As we all think about what changes the new schedule might bring to Pingry, judging them will be very hard until we experience them personally. Will the pros outweigh the cons or vice versa? I guess we'll just have to wait and see.



The Pingry Record

VOLUME CXXXIX  
NUMBER 4

### Copy Editors

Anna Butrico  
Vinita Davey  
Abhiram Karuppur  
Lori Kim  
Charlotte Zee

### Editors in Chief

Kasia Axtell  
Ben Kaminoff

### Assistant Editor and Director of Layout

Alyssa Baum

### Photo Editor

Rachel Davis

### Video Editor

Samantha Korn

### Faculty Advisor

Dr. Susan Dineen

## Fewer Classes Will Allow for More Free Time

By ALYSSA BAUM (V)

Every Monday night from seven to nine, I attend a youth group board meeting that takes away two hours of my homework time. I really enjoy them, but it can be very stressful to return home after nine o'clock to face an English paper, an AP US History test, a packet of physics problems, and a new episode of "The Bachelor" on

my DVR.

No matter how much I try to work ahead over the weekend, on Mondays I can be (and often am) assigned work in five classes that is due the following day. As a result, I often get to bed very late on Monday nights and fall behind on sleep, just to return home from school on Tuesday night with yet another heavy workload due the next day.

I am excited about next year's new schedule for many reasons, but mostly because it will make my Monday nights easier. Under the new seven-day, seven-period rotating schedule, on any given day, each student will only have one class that he or she had the previous day. For me, this means that if I do homework for all my classes over the weekend, I will only have to do work for one class on Monday night and will hopefully be able to get to bed at a somewhat reasonable hour.

Of course, the average Pingry student with a full course load and plethora of extracurricular activities may respond by saying, "How will this help me? Now I have to do homework for four classes on Tuesday night and am in the same position I was in before the new schedule was implemented."

While the amount of homework per class probably won't decrease, and the nightly reading assignments may seem to grow exponentially with fewer class periods per week, the new schedule will show the benefits of being organized and not procrastinating.

If a student has a relatively free evening and finishes the "required" homework early, he or she will be able to get

ahead in their work easily without jumping ahead of the class discussion.

If students learn to use their free time efficiently, the "hard" nights when they get home late will be more manageable, as there will be fewer classes to prepare for.

Having days off in between classes is much more consistent with the new, college-style schedule. In college, classes typically meet either on Mondays, Wednesdays, and Fridays or on Tuesdays and Fridays, not all five days. Also, in the work place, projects tend to be long-term rather than day-to-day. Next year's schedule will force students to plan ahead and do work in advance instead of right before it is due, which will prepare them for the future.

Even though this new schedule may seem scary or intimidating, it is coming whether we like it or not. But in the coming year (or years, for the underclassmen), students will hopefully develop better organizational skills, become less stressed, and maybe even be able to sneak in a weekly dose of "The Bachelor" because of the new schedule's more manageable nightly homework load. These are changes to look forward to.



M. Aliamer (VI)

## Barickman Believes Pros of Implementing New Schedule Outweigh Potential Cons

By MATT BARICKMAN (V)

Some students have reacted to the new schedule negatively, saying that they do not want to have to sit through 65-minute classes, while others favor the change and say that the schedule will have a more positive impact. I am one of those students who believe that the advantages far outweigh the disadvantages.

One big advantage that the schedule offers is the introduction of "flex periods" in between classes. These periods are designed to allow students time to reflect in between classes so that they can "mentally transition" from one

class to another, an idea that I can't believe hadn't been thought of before!

For example, if a student is going to English class from French, his mind may still be in French class, and therefore he needs a few extra minutes to prepare for English. The new "flex periods" successfully accomplish the goal of having a transition period in between classes that allows students to prepare for their next course.

Another advantage that I see in the new schedule is that it allows a rotation of classes, so that each class will be held no more than three times per week. In the minds of most

students, this is an improvement because now there is no need to focus on up to eight different classes per night, but rather a maximum of just four classes.

Some believe that having four sections of homework per night and longer classes means that the level of homework in each subject will increase. While this is somewhat true, the advantage of having only four sections of homework per night is that it gives students more time to stay on task. Instead of hopping back and forth between a bunch of different subjects, students are now given the opportunity to focus more closely on four

specific subjects so that their minds have a little bit less to worry about.

I have no doubt that the new schedule was designed with the students' best interests in mind, and since it accommodates a smoother transition time between classes and fewer subjects to worry about per night, the students will hopefully come to see a positive change in their academic lives.

Although the new schedule does have some faults such as the loss of the eighth period, the longer classes, and the reduced science classes, it still achieves its ultimate goal: to make a student's life easier.

## Focusing During 44-Minute Periods Is Hard Enough; Will 65 Minutes Be Bearable?

By HANNAH CREE (V)

I know that I am not the only student guilty of watching the clock during class, checking the time every thirty seconds, sometimes wondering if time has somehow stopped. Forty-four minute classes can feel like a lifetime some days, so the longer class periods on the new schedule proposed for next year will be a challenge for students like me. Personally, I think forty-four minute classes are good; they are long enough to cover the material, yet short enough for students to remain focused.

Additionally, focusing for a long period of time can be especially challenging for students with Attention Deficit Disorder, so longer classes could be a disadvantage for them. Also, when students get

concussions, something that has become more common in the past few years, shorter classes mean they miss less material; if they can stay for even twenty minutes, they're only missing half the class, as opposed to missing much more time next year.

I am skeptical about whether the longer classes will be noticeably beneficial. Trying to cram material into a shorter class can be frustrating for teachers and students (especially for AP classes whose exam content and dates do not change). But, every year, Pingry students do exceedingly well on their APs, get into good colleges, and are prepared to study—a preparatory school's ultimate goals for its students. Why are we changing what seems to be working?

There is one advantage I will concede to the longer classes (besides longer free periods) in next year's schedule: students will have more time for tests. I mean, there's nothing like trying to write a detailed and analytical five-paragraph essay about the transcendentalist principles of Emerson and Thoreau in a mere forty minutes.

But since there will be more time for tests, will they consequently include more information? I already study for hours (and days) in advance, and I know that many other students do the same. The extra time added to the class gives teachers the opportunity to cover a lot more material, which is obviously a good thing, but it may also mean that students have a lot more studying on their hands next year.

Extra studying is probably inevitable, but students have been reassured that longer classes will not mean more homework. The homework load should remain the same next year, which is at least somewhat comforting. However, the bulk of my workload consists of writing papers and preparing for tests. Longer classes will probably not affect the number of papers assigned, but will we have to learn more information to prepare for longer and fewer classes?

Added extra time spent studying for difficult classes could make it hard for students to focus for the entire duration. Next year could be a rough transition, especially for students like myself who enjoy our current forty-four minute class schedule.

### EDITORIAL

## Dreams vs. Reality

Like any typical high school student, I am addicted to watching television. Everyday after school I watch an hour of TV or so to "de-stress" from the overly discussed pressures of life as a Pingry junior.

During that stolen afternoon time, I have amassed a group of quality shows that I can depend on. One of the shows I have grown particularly fond of is "Girls," which airs Sunday nights on HBO. For those of you who have not heard of the cult favorite show, "Girls" portrays four young women struggling to make ends meet in New York City.

The girls depicted in the show do not conform to the romanticized vision of well-off New Yorkers who own sophisticated apartments or have exotic careers. They also don't live in a swanky Manhattan neighborhood, and instead reside in a bohemian section of Brooklyn.

In the course of their entertaining conflicts with society over their own narrow-mindedness, the four recent Oberlin graduates and their male counterparts grow as individuals but always fail to achieve success. While most comedies on TV have story lines that end in happy resolutions, "Girls" provides a fresh perspective in describing the drama that ensues when there is not such a bright conclusion.

"Girls" is so intriguing for that reason: it depicts the bleak reality in which members of our generation do not all have glorious lives even if they attend a great college like Oberlin.

Hannah Horvath, the main character, is an aspiring writer who was recently cut off from her parents. In addition to short stints as a minimum wage paid worker, Hannah attempts to write quirky pieces for different magazines. The writing projects, however, rarely give her enough money to pay her rent. Hannah endures this erratic lifestyle in hopes of one day achieving the "big break" of having a novel published or securing a permanent writing position. But, over the course of the show she continues to live in a constant state of uncertainty.

On Career Day, I had the opportunity to attend a session with an alumnus who has gotten his "big break." Gideon Lewis-Kraus '98 recently wrote a memoir entitled "A Sense of Direction: Pilgrimage for the Restless and the Hopeful," which has received ample critical acclaim.

In spite of his "big break," Mr. Lewis-Kraus described his life as quite turbulent. As a freelance writer, he has such an inconsistent schedule that at any given time he is unsure of what projects he will be working on in the next few weeks. He writes pieces for many notable publications like "The New York Times Magazine" and "The Nation," but like Hannah he is usually uncertain of whether they will provide him with financial security. In the session, he revealed that certain articles can feed him dinner for three nights and others can pay his bills for three months.

When I heard this, I have to be honest that I was a bit taken aback. Maybe it is the captivating story of J.K. Rowling or something, but up until recently I had always been under the impression that writers—especially those who graduated from Pingry—live glamorous lifestyles in high-rise Manhattan lofts.

For someone like me, who is thinking of possibly pursuing writing as a career, the bitter truth is that being a professional writer in this day and age is hard and often unrewarding—just ask Hannah Horvath, Mr. Lewis-Kraus, or Andrew Gottesman '88, the former journalist who's now in real estate (See Matt Fromm's article on p. 6).

If I do decide that writing is something I really love, I am conflicted over whether or not I should follow through with that dream despite all of the risks.

However, I have recognized that even if a writing career doesn't work out financially, it can be enjoyable in other ways. In his presentation, Mr. Lewis-Kraus talked about travelling to Japan in the next few days to cover a hole-digging competition. He also described being able to visit places around the world to write a wide range of articles. In "Girls," Hannah is able to explore the wonders of life in Brooklyn with her friends as a basis for her articles.

It seems to me, thinking about Hannah, that we should retain our optimism: whatever careers we want to pursue—even if they are potentially unprofitable like writing—if we are passionate about them, they can still be entertaining and worthwhile. And as Lena Dunham, the actress who plays Hannah and is the creative genius and producer of the show proves, sometimes those passions still pay off. That's reality too!

—Ben Kaminoff



M. Aliamer (VI)

## Faculty's Thoughts on New Schedule

*Continued From Page 1*

cited about having only four classes a day. "With the new schedule, I won't have to focus on so many things each day," Tomas San Miguel (IV) said. Billy Biers (IV) agreed that "more time between classes and the flex time will allow for less homework when I get home." Many of the faculty members are also excited about the increased instruction and contact time they will have with their students.

According to Mr. Leef, "teachers will have to carefully construct their 65 minute class, and will need to incorporate different types of activities." With the implementation of the 1:1 laptop program next year as well, teachers will be able to engage their students with many interactive and group activities to keep students involved and interested.

Spanish teacher Mrs. Malla Godfrey said that her goal "is to provide the best possible learning experience for my students in 65 minutes." As an advisor, she "will talk to [her] students about how they use their flex time, and how they can help each other make the best possible use of that time." Another Spanish teacher, Mrs. Margi Dillon, agreed that she is very excited about the new schedule, as it will allow her "to engage the

students in different types of activities, such as interactive videos followed by short grammar exercises."

Mrs. Victoria Grant, Head of the English Department, reported that English teachers are excited about "the opportunity for longer discussions and the variety of writing, reading, and research activities we can pursue in one period, particularly as all students will have laptops."

However, some have criticized the new schedule. Teachers worry that classes will not meet as frequently as in the current schedule. "I would like to see my students every day," Mrs. Dillon said. She is also concerned that students who miss a day of school will have to make up much more material than before.

In addition, most departments will gain around 13-18% more teaching time, but the science department will lose some. "My biggest concern is that we are the only department losing time with our students," Physics and Chemistry teacher Mr. Jeffrey Jenkins said, "and restructuring how labs fit in with the flex period will be difficult." Biology teacher Mr. Luke De added, "I will have to get creative with the new schedule and challenge my students" while adapting to new constraints.

On the bright side, "one of the positive aspects of

## Students Dine and Dance Together at Sadie Hawkins-Style Snowball Semi-Formal

By MARK SHTRAKHMAN (III)

On the evening of Saturday, January 26, students came together for the annual Snowball dance held for



M. Werner (V), N. Witte (VI), L. Ulker (VI), M. Mangini (V), R. Carver (V), and S. Mullery (VI) before the Snowball dance.

the second year in a row at the Dolce Hotel in Basking Ridge.

As always, this year's dance was eagerly antici-

ated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

The dance is unique in that it is "Sadie Hawkins style," which means that girls ask boys in contrast to the traditional boys-ask-girls type of dance.

As always, this year's dance was eagerly anticipated, as it is the only semi-formal dance for the underclassmen and somewhat of a lead-up to prom for the upperclassmen.

thought "it was fun getting to see all of the girls ask the guys in creative ways."

Boys were asked in a variety of ways ranging from a simple chat in the hallway to being asked on a jumbo

dance floor was very crowded throughout the night.

This year's dance was DJed by Sam Ricciardi (VI). The music was enjoyed by students across the grades, and most importantly by Sam himself who said he "had an incredible time playing music for my friends of four years." He also encouraged all students to try and learn to DJ.

Thanks to his excellent choices in music, the majority of students spent their evening on the dance floor.

Memorable songs included dance regulars such as "Teach Me How to Dougie," along with newer songs such as "Don't You Worry Child" by Swedish House Mafia and "Thrift Shop" by Macklemore and Ryan Lewis.

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

Steph Wilf (VI), having already attended three snowballs, said that she believes that "every year it gets better." Like most of her fellow students, she loved "being able to have a fun night with friends."

## Annual SAC Assembly Kicked Off Winter Break Making Students, Faculty Laugh

By HANNAH CREE (V)

Julian Chartouni (IV) summed up the SAC 2012 Winter Assembly best: "Did I actually just see what I think I just saw?"

The annual assembly is a fun tradition that marks the start of winter break. As Neil Holman (V) said, "It isn't winter break unless I have seen the winter SAC assembly."

Run by SAC presidents Justin Sullivan (VI), Will LaCosta (VI), and Conor Malloy (VI), the assembly kicked off with a skit where SAC members thwarted Mayans from ending the world. The rest of the assembly included a skit about the theft of charity presents (where students impersonated teachers) and the annual eggnog-drinking and spicy chicken wing-eating

contests. The juniors won the eggnog contest, while the seniors won the spicy chicken contest.

This year, the presents given in the traditional "Giving of Gifts" ceremony included a heart, a brain, courage, a stop sign, and a ladder. The recipients were good sports about receiving their gifts, as they were simply meant to be in good humor.

Also in the assembly was an impromptu student dance performance to the pop tune "Gangnam Style" by PSY. Despite the fact that Steve Sun (VI) had absolutely no idea he would be performing, he knew every step of the choreography and performed it flawlessly. He even threw in a gasp-inducing jump into a split at the end of his performance. Students were impressed, to say the least.

The students' impressions of the teachers were definitely a crowd-pleaser. As Tatiana Oliveira (IV) said, "I think this assembly was a great way to start winter break. The best part was definitely Conor's impressions of Mr. Maharaj." Cecilia Sanborn (III) agreed, commenting, "It was really fun! I liked how the teachers let the students make fun of them."

All in all, the winter SAC assembly was thoroughly enjoyed by both the student body and the faculty. The assembly was a great way to end the year 2012, and added to the holiday spirit and excitement already running high throughout the school, as well as hype about "the end of the world," which was supposed to have happened on December 21, 2012.



S. Sun (VI), E. Rogers (V), R. Salamon (IV), and B. Rigby (III) compete in spicy chicken wing-eating contest. S. Korn (V)

## Green Group Continues Its Efforts

By JACK BARRAL (V)

Lately, the Green Group has been especially active in a number of projects around campus. While the hostile weather has deterred most of us from venturing outside, the Green Group has been hard at work improving Pingry's environment.

Recently, the group has been working with horticulturalist and ethical landscape designer Rick Darke. According to the Green Group advisor Mr. Peter Delman, "Mr. Darke has made several visits to Pingry to work with students in Green Group, the Environmental Art class, and interested community members."

Mr. Delman said that he



Emily Kamen (VI) and Conor Malloy (VI) in the kitchen garden. Courtesy of Mr. Delman

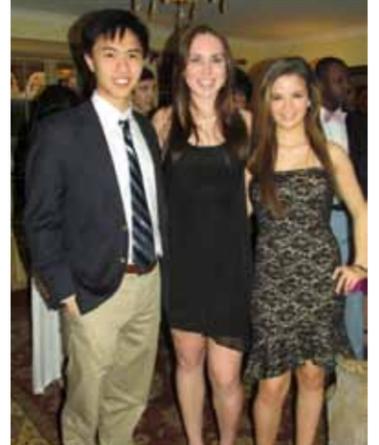
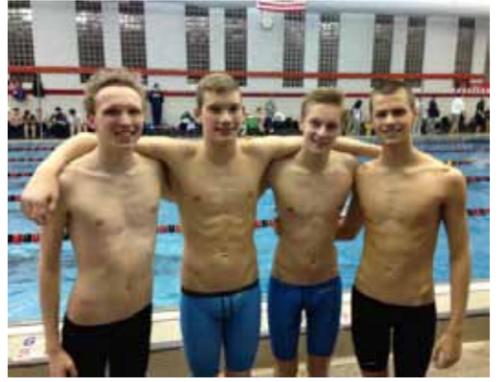
remembers Brian Hochberger (VI) describing Mr. Darke as being "an environmental detective, assembling evidence through observation to understand the history and evolving ecology of our campus landscape." He also said that the group was observing the environmental changes occurring at diverse locations throughout the Pingry campus.

Mr. Delman also emphasized the cooperation between the Green Group and the broader Pingry community. Specifically, he brought up a display of environmental art by students Alec Kaisand (VI), Tammy Gu (V), Josiah Taylor (V), and Emily Kamen (VI). He also mentioned "an interdisciplinary poetry station" that was created by Raven Mickens (V), Kathleen Zhu (V), and Josiah Taylor (V).

One of the ways the Green Group has been reaching out is through parents. Mr. Delman said, "Many parents are on our e-list this year for the first time." He added, "Parents have been instrumental in initiating some new programs including Green Group volunteer work at the

Reeves-Reed Arboretum in Summit. We also have a hike in the Pine Barrens planned in April which will be arranged and led by ecologist and parent Hazel England and her husband."

He applauds his environmentally focused students for their positive contributions to the lives of Pingry students, now and in the future.



# Judge Fullilove '63 Discusses Law

By LORI KIM (IV)

Judge Harold Fullilove '63 had his entire career planned out while he was still a student at Pingry. He planned to get an engineering degree from Lehigh University and go on to become an engineer. After graduating from Lehigh, however, he matriculated to Columbia Law School and was later appointed as a judge to the Superior Court of New Jersey.

Most Pingry students today would describe their school life as a balance between academics and extracurricular activities. This was no different for Judge Fullilove, who played

Judge Fullilove graduated from Columbia University Law School in 1973 and then went on to become a Municipal Court Judge for Orange, New Jersey, in 1988. In 1991, he was appointed to the Superior Court of New Jersey. Although he tried to always be a fair and impartial judge, he admitted that, at times, it was difficult.

It certainly didn't help that most of the cases he covered were criminal trials. "When you are talking about the criminal division," he said, "you are dealing with criminals who have either been found guilty previously or have admitted to a crime." Judge



R. Davis (V)

football in high school and was determined to become an engineer.

Judge Fullilove, who studied here during the early years of the Civil Rights Movement, was proud to be the only African-American in his graduating class.

"Civil Rights back then were very different from what they are today," he said. "Getting over that racial barrier was the biggest obstacle for me."

After graduating, Judge Fullilove attended Lehigh where he quickly realized that he was no longer passionate about engineering and opted for a Psychology major instead.

While deciding between possible career paths after graduating from Lehigh, Judge Fullilove was drafted into the army and fought in the Vietnam War.

Students who fought in the war and wanted to attend college the upcoming school year were released early, so in order to limit his enlistment time, he "decided to apply to law school so I could get out of the army six months earlier."

Fullilove also said that during his one-year stint as a judge in juvenile court, he found it extremely difficult "finding an appropriate disposition for those who either pleaded guilty or were found guilty after a trial given the scarcity of programs available."

Since retiring in 2010, Judge Fullilove has been on recall to the Superior Court of New Jersey. He sits on the Intensive Supervision Program, which is a resentencing panel. In addition, he is an Adjunct Professor at Rutgers Law School.

Judge Fullilove's biggest advice to today's high school students is to "read as much as you can. The more you read, the more things you discover about yourself." He also recommends keeping an open mind. "Be open to all possibilities and opportunities," he advised.

"The only way to find things out about yourself is to experiment. If you are a pre-med student, don't just take biology and organic chemistry. Take a fine arts class as well," he said.

# Lyric Winik '84 Chosen to Help First Lady Michelle Obama Write Memoir

By ANNA BUTRICO (V)

Ms. Lyric Wallwork Winik '84, former Editor-in-Chief of The Pingry Record and award-winning journalist, stood on the other side of an interview on Career Day.

Hailed as an extraordinary journalist and called a "gifted crafter of sentences" by the "Washington Post," she was the Washington Correspondent for "Parade Magazine" for over ten years and recently was the writer chosen by Michelle Obama to work with her on her "New York Times" best-seller, "American Grown." She also collaborated with former First Lady Laura Bush on her memoir, "Spoken from the Heart," and former Senator Scott Brown on his memoir, "Against All Odds."

Ms. Winik remembers "writing a lot at Pingry." While on the Record, she covered the move from Elizabeth to the Martinsville campus, even interviewing architects in New York to better inform her classmates about the building's design.

As a student, she recalls a "tremendous amount of work" and "going non-stop with lots of coffee." She has fine memories of Mrs. Lionetti and Mr. Li, adding that Pingry looks very similar to how it did back

then, apart from the Middle School and additional wall decorations. However, "the cafeteria looks exactly the

commend Pingry's English Department for helping students master analytic writing.

ness. She was a finalist for the Livingston Prize, a prestigious award given to the best U.S. journalist



Ms. Winik on location at the White House beehives.

Courtesy of Quintin Bacon

same," she said.

After graduating in 1984, Ms. Winik matriculated to Princeton University, where she graduated magna cum laude, Phi Beta Kappa. She then received her M.B.A. from Johns Hopkins University.

She feels that Pingry more than adequately prepared her for college and truly enabled her to "master writing" upon entering Princeton.

"When I arrived at college, I had better writing skills than many of the other students," she said. She

After college, Ms. Winik said, "Writing chose me. I love talking to people, hearing their stories, and telling those stories to others." She said that journalism's reputation for being a harsh business is pretty accurate, because "it is driven a lot by financial circumstances," and that journalism has become "less and less about finding great stories and telling them," and more about finding topics that "will have attention-grabbing headlines."

Nevertheless, Ms. Winik has thrived in the busi-

under the age of thirty-five. The recipient of the Simon Rockower Prize for Excellence in Feature Writing from the American Jewish Press Association, she has interviewed many notables, including Bill Gates, Nancy Pelosi, Dick Cheney and Hillary Clinton.

Her advice to today's high school students is simple: "Wherever you go to college, make it challenging and take interesting courses. That's the best choice. It's less about where you go, and more about what you do with it."

# Andrew Gottesman '88 Chooses Real Estate Over Journalism

By MATT FROMM (IV)

Mr. Andrew Gottesman '88, a speaker and visitor on Career Day, was a

journalist for nearly ten years before making a major career change. As an upperclassman, he took Mrs.

Lionetti's English class, and he wrote for The Record throughout his time at Pingry. Mrs. Lionetti, who was at that time the advisor to the Record, was influential in his development, "the person who originally got me interested in pursuing a career in journalism."

However, by 2000, his work in journalism was not as fulfilling as he had hoped. Mr. Gottesman described working long, tiring hours late into the night from Sunday to Thursday for little pay.

With his family having long been in the real estate business, he decided to make a career change. In his words, real estate was "the family business," and it had always been in the back of his mind that he might end

up working in it.

The greatest obstacle in transitioning into his new career, he said, was gaining experience. He needed to get used to being in "the deep end of the pool," adding that it can be nerve-racking when you're "just doing stuff without the confidence of how it will work out."

Mr. Gottesman's advice for today's high school students who are thinking about the future is to "try to study basic enough stuff that can allow you to do lots of different things once you get older."

He advised not deciding your career path when you're just 15 or 16, but instead "get good grounding in English and math and the real fundamental stuff."



Courtesy of Mr. Gottesman '88

## Special Thanks to All the Career Day Speakers!

John Anagnostis '04, Dr. Geoff Archer '90, Edward Barsamian '03, Scott Berson '88, Mark Bigos '79, Anthony Bowes '96, William Boyle '70, Joanna Brody '88, Richard "Bif" Brunhouse '00, Michael Chernoff '99, Dr. Matthew Chow '81, Thomas Diemar '96, John Dziadzio '88, Laura Zinn Fromm '82, Harold Fullilove '63, Adam Goldenberg '04, Andrew Gottesman '88, Miguel Gutierrez '89, Ashley Jackson '04, Thomas Kean '86, Peter "Chip" Korn '89, Gilbert Lai '86, Benjamin Lehrhoff '99, Gideon Lewis-Kraus '98, Steven Lipper '79, Scott Loikits '90, Dr. Jeffrey Lubin '77, Richard McGeehan '76, Frank J. Morano '97, Brian Neaman '00, Dalia Oberlander '99, Jane Sarkin O'Connor '77, Michael Page '05, Arianna Papisikos '00, Robert Polsky '98, Peter Rapp '99, Dr. Alicia Salzer '84, Ryan David Saniuk '90, Christopher Shahidi '94, Chris Spirito '89, Charlie Stillitano '77, Gordon Sulcer '61, Daniel Tarantin '85, Christa Tinari '92, Eric Turiansky '89, Rahul Vinnakota '96, Lyric Wallwork Winik '84

## Wrestling Team Remains Enthusiastic

By RUTHIE ADVOKAT (IV)

Led by Captains Tim Landers (VI), Adam Palmer (VI), and Ellis Flannery (VI), the boys' Varsity Wrestling team currently holds a record of 2-6.

Regardless of their record, Head Coach Mr. Mark Facciani said, "This year is going well so far." He also added that despite having to forfeit as many as five out of fourteen weight classes in the majority of their matches, "We managed to win two dual meets with clutch performances by our wrestlers. We know that we have little margin for error, so it only makes the team stronger as the guys understand they each have to raise their level of competitiveness."

Like their coach, the team captains share mutual enthusiasm for the team and where it is headed. Landers

which was held on January 12. "Although he didn't win," Coach Facciani said, "It was great for both Ellis and the team to represent Pingry with pride in a tournament final of that caliber."

Flannery is not the only wrestler with great success so far this year. "We also had a great weekend at the Rutgers Prep Tournament," Coach Facciani said. Flannery and Palmer were both champions, while Landers finished in second place. Michael James (III), Mitch Suzuki (V), and Mike Silbert (V) all took fourth place after making consolation finals.

The team also received many new wrestlers this year. Flannery said, "Although we lost a lot of seniors from last year, some newer and younger guys have stepped up to some



Courtesy of Pingry Communications

**T. Landers (VI) competing in a match.**

said he is looking forward to "the district tournament and the fresh new jackets they ordered." Palmer said the highlight of the season was beating St. Mary's High School with a shut out win. Flannery agreed, and said, "The proudest moment for me was beating St. Mary's again, whom we had narrowly defeated in the sectional semi-final last year, and every one of our wrestlers who had a match wrestled their opponent."

Flannery was the first wrestler in six years to make finals in the Somerset County tournament from Pingry,

leadership roles and filled a lot of the holes that we have had in our line-up." Kyle Boylan (IV), a new team member said, "It's harder to pick up than you'd think, but the coaching staff is great and everyone on the team is supportive. It's a lot of work but it's worth it."

The team championships in mid February will give the team a chance to be in the Sectional Finals, after last year's strong effort. Coach Facciani said, "We are an inexperienced team, but we are battling well and are looking forward to seeing everyone progress."

## Boys' and Girls' Squash Teams Looking Very Strong So Far in the '12-'13 Season

By WILL JOHNSON (IV)

Led by captains Michael Beck (VI), Justin Trousdale

4-1. Even though both teams consist mainly of fresh-



Courtesy of Pingry Communications

**M. Beck (VI) hitting a backhand.**

(VI), Stephanie Wilf (VI), and Elizabeth Herman (V), the Varsity girls' and boys' Squash teams have had an impressive start to the season.

So far this year, the boys have a record of 3-2, while the girls have a record of

men and sophomores, Head Coach Ramsey Vehslage believes that "the combination of a young squad and having a deep lineup will serve both teams well."

Beck also said that the Pingry Squash program has a bright future ahead of it.

Over winter break, ten squash players competed in the Individual New Jersey High School Championships.

Jonathan Zeitels (IV) won the boys' tournament, and Lindsey Stanley (III) was a finalist for the girls.

Derek Hsue (V), who won the tournament last year, did not participate in the tournament and instead competed in the British Open in Sheffield, England. He placed 19th out of 64 players in the U17 group.

Herman and Wilf's goals for the team are to work together as teammates and improve as squash players. Zeitels hopes the team builds off of last year's National Tournament, where the boys finished 58th.

For the season to be a success, Coach Vehslage wants the boys' team to

beat its main rival, Delbarton, as well as advance in the National High School Tournament.

For the girls, he would like to have a successful National Tournament at Yale.



Courtesy of Pingry Communications

**L. Stanley (III) playing in a match.**

## Despite the Cold, Winter Track Teams Work Hard to Have a Successful Season

By MARIA WERNER (III)

The boys' and girls' Winter Track teams have not yet won any meets, but they are working harder than ever to improve their performance and are determined to earn better results at future events. They look

forward to completing a successful season.

So far this season, they have attended four invitational meets at Lawrenceville, Lehigh, The New York Armory, and the Bennet Center in Toms River.

The Winter Track Team competes in the 55-meter, 200-meter, 400-meter, 800-meter, 1600-meter, and 3200-meter races. Additionally the team competes in four person relays including the 4x200 meter, 4x400 meter, and 4x800 meter races. They sometimes participate in the Sprint and Distance Medley relays as well.

To prepare for these events, sprinters do two hard workouts and three easy workouts per week, and also go to the weight room to lift three times per week, while long distance

runners participate in two or three hard workouts per week and may lift weights a couple times per week.

does not place in the meets. As Jackson Hoit (III) described, "Winter track is a very enjoyable yet ex-



Courtesy of Pingry Communications

**C. Gensch (VI) running with the baton.**



Courtesy of Pingry Communications

**Record-setting A. Fluet (V) pole vaulting in a meet.**

The challenge of running outside in the cold eventually pays off through increased strength and endurance, even if the team

is a very demanding sport. For those who enjoy running and don't mind the cold weather, winter track is the ideal sport."

## Girls' and Boys' Fencing Teams Fare Well in State Tournaments

By ALLISON YU (V)

Both the boys' and girls' Varsity Fencing teams have been doing very well this winter.

The boys' current record is 6-2; they have only lost to teams that are ranked in the Star Ledger's Top 10 Fencing Teams in the state

of New Jersey. The girls' team currently stands at 3-5, which "leaves room for improvement," admitted Erica Cheung (V).

Nevertheless, this year's captains, Stephen Rienzi (VI), James Gross (VI), Michaela Scudato (VI), and Sophia Feng (VI) have led the team to many victories and close matches. Head Coach Mr. Theodore Li added that even though the team has not yet reached its full potential, for the "given experience of the fencers, they're doing quite well."

Rienzi said that he would "love for the team to qualify for the state tournament, which requires a top four overall finish in the district



Courtesy of Pingry Communications

**A. Vella (V) lunging forward in a bout.**

competition." Though this may be an arduous goal, the team is comprised of hard-working athletes who are all equally motivated to work hard to improve their skills.

It is not just the team members that have to be fully committed. "The coaches work hard to maximize the results of the individuals while the captains work to build a cohesive team unit," said Mr. Li.

Overall, however, it has been an impressive season with noticeable improvement in the Santelli and Cetrulo Tournament results. And the team is not only improving in state tournaments; they are doing much better in general than they were last year.



Courtesy of Pingry Communications

**The Boys' team huddling together before a meet.**

## Swimming Teams Enjoy More Success

By GAURAV GUPTA (IV)

Led by a new Head Coach, Mr. Steve Droste, and captains Alex Tung (VI), Will LaCosta (VI) and Dorian Allen (VI), the Varsity boys' Swim team is off to a promising 9-1 start. Last year, the team went undefeated, winning each of its 13 meets.

Despite the retirement of veteran Head Coach Mr. Bill Reichle and the loss of seven seniors, Tung, along with the rest of the team, remains optimistic, saying, "I feel that the team will swim very strongly this year. I believe that we are all very

placed second overall at the meet. According to Tung, "our swimmers swam very well. We just have to hand it to Bridgewater for swimming an excellent meet as well." Bridgewater was the boys' only defeat this season. At the same time, the girls' swim team, led by Coach Judy Lee, and captains Jaime Ferns (VI) and Cara Hayes (VI) is wrapping up its season with a record of 3-6. The captains, however, remain optimistic. As Ferns explains, "I think we have had a successful season overall. I don't think our record reflects the



Courtesy of Pingry Communications

**L. Abbott (V) swimming backstroke.**

close to each other and that our teamwork is especially strong."

This year, the team's biggest rivals are Hunterdon Central, Lawrenceville, Bridgewater, and Scotch Plains. The team has already won against both Hunterdon Central and Lawrenceville.

While winning states is perhaps the team's biggest obstacle, all three captains are still hopeful they can win another championship. "Although it will be very tough, I still believe that our team will be able to push through and win states this year, as we did last year," Tung said.

At their Counties tournament on the weekend of February 3, the boys' team

strength and commitment our team has demonstrated over the last couple of months."

The girls' captains have high expectations for the



Courtesy of Pingry Communications

**D. Allen (VI) racing to the finish line.**

## Snow or No Snow: Ski Team Is Enjoying Its Season So Far

By CHARLOTTE ZEE (V)

Although the warm weather in the early part of the season proved a challenge, the boys' and girls' Varsity Ski teams look forward to finishing the season strong. The team is led by Coach Christine Larsen and captains Alec Kaisand (VI) and Raigne Adler (VI).

Long-term goals include improving combined times for both the boys' and girls'

teams.

First year team member Nicole Mo (IV) said, "Ski team is really enjoyable and I'm happy I got the chance to bond with people from all grades, especially people I would not have been able to meet otherwise."

Due to lengthy practices, racers often have to balance their schoolwork with skiing commitments. Adriano Taglietti (V) said, "Getting home late on a school night

can be rough, especially junior year, but I'm managing the workload and I enjoy being on the team."

So far, the ski team has completed their three giant slalom races for the season and is starting their three slalom races. Each season, the team gets to ski three races in each style. Then they get to ski two more races if they make it to states, which Adler said "we are certainly hoping to do."

## Boys' and Girls' Ice Hockey Teams' Records Do Not Reflect Their Efforts

By MARIEL SANDER (III)

Despite a tough start to the season and the absence of a Junior Varsity team, the girls' Varsity Ice Hockey team is working hard to succeed. The team collectively hopes to improve its record of 5-9, now that two of its key players, Haley



Courtesy of Pingry Communications  
**Sophomores J. Butler and J. Smith in a game against Montgomery.**

future.

"We think the team will be very strong next year," Ferns said. "Despite losing some strong seniors this season, we now have many freshmen who contribute to the team's success." She expects that "they will keep improving and be very influential for years to come."

Lafontaine (V) and Bella Walton (IV), have returned. Both sustained injuries at the beginning of the season but are fully recovered and playing as normal.

Captain Hanna Beattie (VI) leads the team in scoring, in addition to her co-captain Amanda Hulse (VI). "Our players are com-

mitted to putting in the work needed to get better," Head Coach Sean McAnally commented. "That's the most important component in team sports," he said.

The boys' Varsity team, led by Head Coach John Magadini and Student Coach Mac Hugin (VI), currently has a record of 6-9 with one tie. They also lack a Junior Varsity team this season.

A strong ice hockey player himself in high school, Coach Ma-



Courtesy of Pingry Communications  
**H. Beattie (VI) with the puck.** to win The Skylands Cup, which is hockey's league of the season. "Our goal is championship," he said.

## Boys' and Girls' Basketball Work Hard to Improve Records

By JULIA AXTELL (III)

Although the boys' and girls' Varsity Basketball teams had a rough start this season, it is starting to seem as though their luck has changed and their hard work is finally paying off.

The boys scored their first victory of the season against Belvidere, which brought their record to 1-6.

"After graduating five key seniors from last year, we definitely are a very young team, but as the season progresses and each of the players gets more experience, we are only going to improve," Captain Jack Galiardo (VI) said.

Co-captain Evan Key (V) added that even though



Courtesy of Pingry Communications

**E. Key (V) fighting off a defender.**

the team has suffered a few tough losses, the boys are far from giving up hope.

Galiardo and Key are looking forward to their rematch against Bernards,

where they will hopefully bring home another hard-

earned victory.

The girls, too, have recovered from their losing spell with a string of key victories. Led by Senior captains Lexi Van Besien, Erin Jensen, and Kate Sienko, their record now stands at 3-7.

Van Besien said the team's "record does not reflect its efforts or success of the season," since four of the team's losses came by only three points.

Jensen agreed, noting that "[the team has] all the talent and enthusiasm needed to win games, along with a knowledgeable coach." All that's left to do is connect the dots to bring home more wins.

Both the boys' and girls' teams are working hard in practice to improve their skills, build chemistry, and hopefully bring home the county and conference titles.



Courtesy of Pingry Communications

**L. McLaughlin (IV) catching a pass.**

Check out the Pingry Record's online video broadcast produced by Sam Korn (V) at [www.youtube.com/PingryRecordOnline](http://www.youtube.com/PingryRecordOnline)