

COMMENCEMENT 2014



Mrs. Castaldo Retires After 36 Years Teaching French

By JACQUIE JAKIMOWICZ (IV)

French teacher Mrs. Gail Castaldo is retiring after 36 years of teaching. Mrs. Castaldo, who started working at Pingry teaching Spanish 2, has taught French 1, 2, and 3. She has also been an advisor to both juniors and seniors.

Raised in Staten Island, Mrs. Castaldo studied at St. John's University in New York City, St. Peter's University in Jersey City, and the Catholic Institute in Paris. For the first ten years of her marriage, she and her husband lived and worked in France, where she led American and French trips for teenagers. The couple then returned to the tri-state area, and Mrs. Castaldo worked for a French brokerage firm on Wall Street for two years.

Before she started working at Pingry, Mrs. Castaldo taught at Scotch Plains Middle School for five years.

When asked about Mrs. Castaldo and her contributions to the Language Department, Chinese teachers Mrs. Hao and Ms. Yu said that she has always maintained "a reassuring, 'things will work out' personality." Mrs. Hao added that Mrs. Castaldo "has

experienced 36 years of Pingry's growth," and the department "will lose so much valuable information next year."

Mrs. Hao and Mrs. Yu describe how, in preparation for last year's China trip, they consulted Mrs. Castaldo, knowing that she was a well-versed traveler and has taken many students abroad in the past. "She has an incredible memory," they added, and "didn't forget one thing about

live without." Most importantly, Dr. Dickerson said that Mrs. Castaldo is honest with herself.

Reflecting back on her time at Pingry, Mrs. Castaldo noted that one of her favorite experiences was serving as the Prom Coordinator. She said, "Everyone was beautiful and well behaved" and added that Prom nights were "truly perfect."

Although she said she "will miss the community and the



who did what." When asked about Mrs. Castaldo's retirement, they joked, "We are panicking!" German and English teacher Dr. Ann Dickerson said that Mrs. Castaldo is "incredibly warm" and someone "you can't

L. Kim (V) school," Mrs. Castaldo is looking forward to the "freedom that comes with retirement." She hopes to visit New York City's

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Seniors Explore Their Interests During ISP

By ABHIRAM KARUPPUR (V) and LORI KIM (V)

Beginning May 3, all 132 seniors completed their classes in order to pursue their Independent Senior

month of high school.

Arts, Design, and Film

To expand upon his love of photography, **Matt Barickman** traveled to Honduras

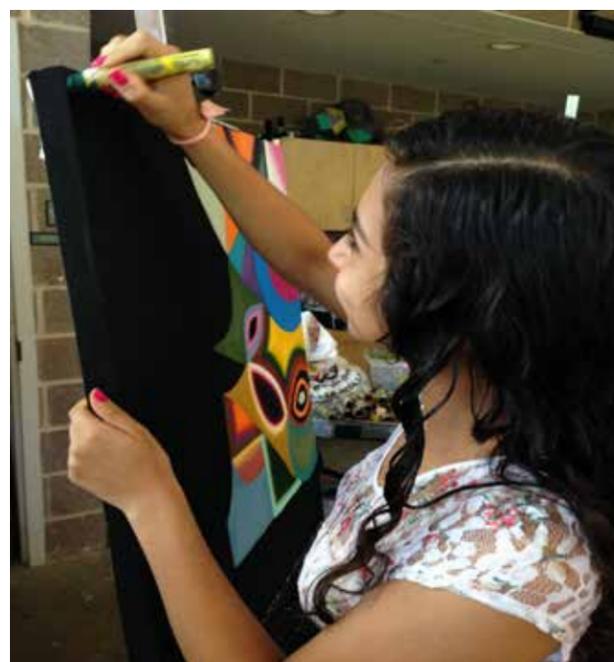
who traveled with the group. He displayed his collection of photographs in the art gallery.

Isabella Barrionuevo and **Jessica Gluck** worked with photographer Jon DeCola '01 to complete his book on 9/11. In addition, Barrionuevo further developed ideas in her photography journal and displayed her photos in the gallery. Gluck and **Sofia Deak** toured Germany and kept a log of their photos. Deak also worked with a charity organization in New Jersey.

Looking to enter the field of architecture, **Brandon Chung** and **Ian Edwards** studied buildings in London. They explored historic buildings like Westminster Abbey and took photos of the different styles of architecture.

Zac Cohen, **Kendal Foster**, **Maulin Hemani**, and **Caleb Ho** worked with Clayworking teacher Mr. Rich Freiwald and displayed their works in the gallery. They tested new glazes and

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C. Zee (VI) created artwork.

R. Davis (VI)

Projects (ISPs). Projects ranged from building a working quadcopter to hiking the Appalachian Trail and allowed seniors to explore their interests and take full advantage of their final

ras and photographed the poverty and landscape of that country. He went with his church to the Hearts for Honduras school in La Entrada and shadowed a professional photographer

EDITORIAL

The Big Picture Becomes Clear

After pressuring my classmates for a month to write senior reflections, I thought it would be easy for me to write an original one of my own. In typical procrastinator fashion, however, I'm sitting here writing this piece—my fourteenth and final editorial for *The Record*—right before the deadline.

There are a thousand and one things I want to say about my Pingry experience, but I have struggled to express them. Last year, I was too stressed out about AP's and finals to talk about it. Last semester, I was too worried about college, and even last month, I was too excited about starting ISP. Whenever someone brought up graduation or going off to college to me, I would acknowledge that while it would definitely be weird, I was excited to experience the rest that the world has to offer. Now that graduation is less than a week away and I can finally take pause and reflect on my time here, it's hitting me that I'm genuinely sad to be leaving Pingry.

As cliché as it sounds, this school has been a second home to me. I've grown up inside these maze-like walls. I entered Pingry a bit socially awkward, went to the library after class, and was afraid to speak up when Mr. Corvino asked a question in our World History class.

I remember being assigned my first *Record* article on the freshman retreat to Bryn Mawr. When I took the issue out of my mailbox and scrambled through the pages to find my article, I was shocked to learn that it wasn't there. It turns out that the staff did not publish it because the trip happened a long time before the issue came out. Despite this initial disappointment, I took a risk and continued writing for *The Record*. I soon found my niche somewhere in between the realms of arts and athletics when I joined the staff as a Copy Editor.

As a junior, I became the Editor-in-Chief of the publication and have really had an amazing time working alongside Dr. Dineen and some of the most talented writers in our community. I'm sure it's difficult for our ten-person staff to imagine that four years ago I was afraid to answer questions in history class when I can now scream out orders to them (with love, of course) on a daily basis without batting an eyelash.

Friendship is one of the first things that comes to mind when thinking about my time here at Pingry. What really made my experience a great one are the relationships with my classmates and teachers. Years down the road, I'll remember struggling through a math problem together with Mrs. McGrath, finding out my co-leader during the Peer Leadership retreat at Camp Bernie, listening to friends' jokes during our Calculus class or at the Senior couches, and the conversations about life with the staff and my advisory in the old *Record* office. I know that it's memories like these—not the hours spent studying—that I'll associate most with the past four years.

As a community, we tend to spend so much time obsessing over the grades going on our transcript and the number of leadership roles we can put on our resume. Now, I'm not saying that those things don't matter. It wouldn't be fair for me to do so considering that I pulled my fair share of all-nighters and will be attending a great school next year. But, they are definitely trivial in comparison to the relationships you form inside the community. I guess what I'm trying to say to underclassmen is slow down and enjoy your high school experience instead of speeding towards graduation. Before you know it, you'll be in the same position that I am. And your grade in AP US won't matter anymore. I take comfort in knowing that ten years from now, I'll only be able to reminisce about the fun times I had with my classmates and won't be able to remember the grades on my transcript.

Thank you to every member of the Pingry community—whether I have expressed this to you in the past or not. To those classmates and teachers who have helped me, challenged me, inspired me, supported me, and comforted me, words cannot describe how grateful I am to you. To the Class of 2014, thank you for always being there for me. All of you are fabulous individuals and the journey has only just begun. I will truly miss you all, and don't forget to stay in touch!

—Ben Kaminoff

I've Learned to Embrace My Nerdy Side

By ALYSSA BAUM (VI)

When I was a freshman, I thought that I wanted to be a writer. I was so excited for high school English classes, jumped on the opportunity to be a Writing Center tutor, and went to every *Record* assignment meeting, as I figured that those would be my main extracurricular outlets in the Upper School. But before I knew it, my plans changed drastically.

At the end of freshman year when it was time to pick my elective for sophomore year, I was torn because none of the art classes seemed appealing and I didn't know what else to take. My advisor suggested that I take his class, Introduction to Computer Programming, and after doing some research, I ultimately decided that this was my best option and enrolled.

One year later, I was signing up for AP Computer Science and applying to be a member of the Student Technology Committee. I loved the computer science class I had taken and wanted to continue to learn more, but I wasn't ready to give up my goal of being a writer.

Eleventh grade proved to be very difficult, as I was trying to balance so many different commitments at once. On top of a rigorous Junior Year course load, playing for the Soft-

ball Team, and being very involved with my youth group outside of school, I was writing, editing, and doing layout for the *Record* and trying to be an active member of the Student Technology Committee. By the end of Junior Year, I was not only burnt out, but also realized that I had to make some decisions about which activities to continue in order for Senior Year to be

a senior I would just write for the paper instead of editing as well. Academically, instead of signing up for an AP history course, I chose to take Advanced Topics in Computer Science.

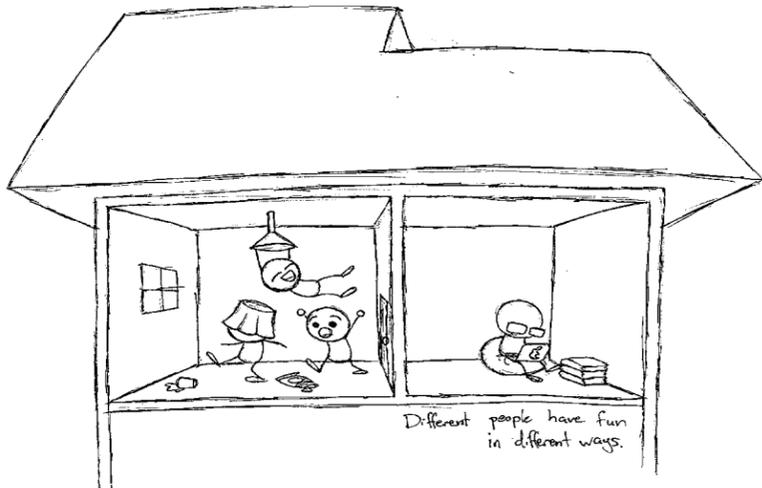
Looking back to freshman year and even before, I never would have thought that I would be heading to Brown to study Computer Science. But of course, I now know that these plans

enjoy what I am doing. I understand that many people may be shocked to see the words "work" and "fun" used in the same sentence, but when I am learning about something I find interesting, I genuinely look forward to going to class and sometimes even enjoy doing my homework. This year, for example, I often forced myself to do my psychology reading last because it motivated me to finish my work for my other classes sooner so I could then read about something I found very intriguing.

At Pingry, I have been given so many opportunities to take interesting classes, meet a

diverse group of people, and be mentored by some incredible teachers. I will truly miss everything about this school next year, and encourage everyone to take advantage of their time in high school and be open to new experiences. You never know when you might find your passion.

B. Tiggs (VI)



as manageable as possible.

Ultimately, I chose to pursue the activities that made me happy. I was selected as one of the heads of STC and have really enjoyed the work I have done for it this year during the transition to 1:1. To compensate, although I liked working for *The Record*, I decided that as

may completely change again at some point over the next four years. As I start my life at college, I will try my hardest to be open to new experiences, not worry about what other people think, and most importantly, embrace my nerdy side.

During my last ten years at Pingry, I have found that work is more fun when I

Why I Chose Not to Drink in High School

By ALLIE MCMANUS (VI)

Every spring since my freshman year, I've seen the seniors in their final days of high school go up on stage or publish articles in "*The Record*" reflecting on their time in high school. I've always imagined that I would eventually share my experience. I have decided to share with you all a decision I made—a decision that has impacted me from the very first day I set foot in this school, a decision that has shaped my social life and individual growth, and a decision which I hope some of you will take to heart: my decision not to drink. Now, as a disclaimer, I'm not writing this to talk about "the dangers of alcohol." You know them, I'm sure. And I certainly don't want to shame anyone who has chosen to drink in high school. Simply, I would like to offer my perspective to all of you — my fellow seniors and underclass-

men—and let you all know that it has been more than okay for me to deviate from the traditional high school experience.

Reasons why I haven't drunk:

- 1. Character building.** For many, alcohol is liquid courage. For me, courage is something I have wanted to find within myself. I never wanted to use alcohol as an excuse to be more outgoing, crazier, or candid with my feelings. If I wanted to be any of those, I would just do it. I also knew that if I didn't drink, I would be forcing myself to always be the *real* Allie. I knew I wouldn't ever be able to hide the parts of myself that I didn't like with drunkenness. If I were sober, I reasoned, I would sit with these flaws, reflect upon them, and grow as a person. It may have been tough at the start, but at this point, I feel comfortable just being myself.

was like totally gone." Sunday morning regrets are something I never wanted to experience. Alcohol gives too many people an excuse for their actions. Without drinking, I have been able to be completely responsible for all the decisions I make. I want to be able to own up to all of my mistakes, and there's a whole lot less to own up without alcohol.

- 3. Memory.** I wanted to remember my time in high school. As the seniors all know, our moments in high school are ephemeral. I knew that every second I have had with my friends was real and not distorted in any way. There are a lot of people who have great memories drinking with their friends in high school, and that's totally fine, but that just wasn't what I wanted.

- 4. Taste.** I hate the taste of alcohol.

- 5. A desire to prove some-**

younger self.

Although there has clearly been much more involved in my education and time at Pingry than simply holding to my own personal code on this issue, I think Pingry has been about individual growth and questioning the societal norm. That isn't always easy. I have definitely experienced my share of being called out on my personal beliefs, but I still don't find that to be much of an incentive to start drinking or engaging in any behavior simply because my friends do. I also know I have a few good friends who are secure with themselves, are personally accountable, remember their time in high school, and have proved themselves in other ways whether they drank or not. What I want to impart to you all is that being different is not inherently bad. Just having the guts to question a societal norm is courageous in the first



T. Lin (VI)

- 2. Personal accountability:** I never wanted to be one of those people who said "OMG I cannot believe that I hooked up with Susie's boyfriend last night. But, in my defense, I

thing to myself. So many people told me "oh everyone says that... but literally everyone drinks." I wanted to prove that I could stick to my beliefs and keep a promise to my

place. So please, don't be afraid to seek out and make the choice that's best for you. In the end I'm grateful that Pingry became a place I could become my best version of myself.



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Follow Me On a Tour, And Watch Your Step

By ERIN BUTRICO (VI)

Every time I give a tour, I want to say a few things.

Here we have the Admission Office. Everyone there looks really nice and has some pretty firm handshakes. I haven't been in Miss Brunhouse's Office since I was thirteen. I was wearing a really ugly white polo shirt, black pants, and Mary Jane's the day I went in there, and I was way too sweaty for my own good. I've come a long way since then, luckily! I've had a quite a ride here at Pingry. Feel free to ask me questions along our tour.

I'd like to take you up to the Library first. It's a climb, I know. This was where I spent the majority of my Sophomore and Junior years. See that little cubicle in the back? That was my home turf. If you look real close you can see

"I've had quite a ride here at Pingry."

"Jack +Helen" inscribed on the side. Well Jack, Helen, and I were quite a team. There, I cranked out many APUS cram sessions, finished papers, and stared confused at my Physics homework. That cubicle was the best tutor I could have had—it taught me how to work through my confusion and fight for my understanding.

Watch your step, now. We are now walking into the Freshman area. I loved be-

ing a Freshman. Everyone is friends; everyone is excited to talk to each other. This might be the loudest place on campus Monday morning. Poor Mr. Keating. If you look to the far left you will see his desk. I think his strategic location in the hall kind of describes his personality. He's out in the open. Accessible, one of the most amazing individuals I have ever come into contact with. He has a story for every occasion, and somehow managed to be a friend and an unshakable, honest mentor.

Follow me, please. If you look down you will see the Sophomore area. What an interesting year. This was the year of the dreaded Cancer project, the year of enduring long, painful silences with a driving instructor. It was the year that I joined

Student Government, joined Blue Key, and actually learned how to play field hockey. (Freshmen year I had failing attempts of swinging my stick like a golf club, desperately sprinting from end to end, hoping the ball would miraculously come to me.)

Now we're heading into the 300 Wing. See the room on the corner? That's the history office. That's where I had an all-out celebration after hearing I finished with an A- in Dr. DeSimone's APUS class. I honestly think I scared him—all my relief and excitement

culminated in an explosive "Gahh!!!" and a "Thank you!" before I skipped out. I've never felt so victorious.

Now we're going to loop around and head downstairs. That large room there is the Science office. I have been in there a time too many—working with Mr. Jenkins on Physics, "talking Track" to Mr. Grant (G Money, as Anna calls him), before practice, and struggling to describe to Mr. Coe, Mr. Burns, and Mr. Bourne about the difference between sweatpants and "jeggings." I'm going to miss those guys.

Follow me, please. Welcome to the Senior couches! This is my favorite place on campus. I think the small couches are there for a reason: to physically pull our grade closer together. I loved walking up to this area, coffee cup in hand, debating if fifteen minutes was enough time to run to O'Bagel. I loved all-out BuzzFeed quiz exchanges, 2048 attempts, and general venting. With the new schedule, I felt like I could hang out all the time.

And here's the Lunch Room. This is where I got asked to Prom with a teddy bear, where I made a "wrap" that completely disbanded and fell on the floor, and where I was serenaded by Button-downs. I was awkwardly holding a bagel at the time, and I'm pretty sure I looked terrified the whole way through.

Down that hall—that's the Arts Wing. Home of the Peer Leader meeting spot.

I've never felt so included or welcomed as I did in there. Or silly—reciting a homemade badly-rhymed poem, characterizing myself as an animal and defending it, and playing a type of "Dating Game" with

after Anna and I switched classes on April Fool's Day Freshman year. I was terrified that we would get in huge trouble—yet surprised when she laughed and encouraged us to finish the prank.

might mention that Pingry pulled me out of my shell, gave me a voice, physically pulled me from Anna and made me an individual. I'd mention that it challenged me immensely, brought me stress,



C. Zee (VI)

the co-leaders. I loved every second of it.

Upstairs and around the corner? That's the Upper School and College Counseling office, the place where my dreams became reality. I'll never forget sprinting in there after an increased AP score, struggling with my essay (trying to make my Wendy's experience sound as graceful as possible), and having Mrs. Cooperman take a picture as I clicked "Send" on my Duke Early Decision Application. That office is also the home of our Dean of Students, Mrs. Markenson. I had to go in there to apologize

If I gave the same tour again, I'd probably say something different. I'd probably mention how Mr. Thomson is the man, how I had crêpes at the end of every year in French (with nutella), and how I bumped into a half-dissected cat (in Mrs. O'Mara's office) during a Lockdown drill. I might mention the crazy pep rallies and how awkward the balloon-popping game is, how lame Sophresh was (but how awesome Prom is), and how I never understood Dr. Parv's usage of the word "filanges" or Mr. Thomson's "finagle" but find myself using them in my normal vocabulary. I

tears, and sleepless nights, but also led me to progress, triumph, and both academic and athletic success. Maybe I'd mention how it opened my lungs on the field, opened my stride on the track, and opened my eyes to the world.

I'd mention that this place was my home; its people inside are my family. I'd mention that I'm sad to leave.

On my tours, we always end up back at the Admission office. I feel like I will end up back here some day, encouraging my kids to embark on their own crazy ride here. Because I know one thing is certain: it's worth it.

Take Risks, And Don't Underestimate Yourself

By CHARLOTTE ZEE (VI)

Buzzfeed is a popular website among teenagers that serves as a social media and entertainment hub. Despite its appeal to many high school students and young adults across the globe, it has proved an especially faithful friend to me this year. I have found comfort in its sharp wit and entertaining captions while taking breaks from intense study sessions or college application writing at the beginning of this year, and I relied on its pointless quizzes to compare answers with my peers (because Neapolitan and Cookies and Cream can say a lot about someone's personality in the "What Ice Cream Flavor Are You?" quiz, right?)

Many teens post BuzzFeed articles to their friends' Facebook walls, ones that usually entail cute cat pictures or other ridiculous Internet paraphernalia. So, evidently, my sister and I often communicated our mutual feelings for things by sending BuzzFeed article links to each other on iMessage.

One article I received from her that I took particular interest in is about our favorite TV show, HBO's "Girls." The author of the article describes everything she learned about the critically acclaimed dramedy, including the female characters' experiences living financially independently and learning important life

lessons from relationships and friendships.

After reading this article, the writer in me naturally felt inclined to create a BuzzFeed post of my own. With the end of senior year slowly creeping on the horizon, I found myself opening the "Notes" App on my iPhone and furiously typing

away at my own version of the BuzzFeed article, entitled "Lessons I learned from Pingry (and High School in General)."

Topping the list is "Have an open mind." I picture this header accompanied by a GIF—a muted, looping video clip of students ex-

changing questioning looks concerning the cafeteria's specialty, pork loin with pineapple (which actually is quite good!).

Pingry has also taught me to remain optimistic even during unfortunate circumstances. During Accepted Students' Day when I was making the transition to Pingry from public middle school, I had many preconceived notions about how I was going to be terrible at making friends or how I was going to be so academically challenged that I would not be able to keep up.

However, as graduation is swiftly approaching, I can see images in my head of my former freshman self, struggling over proofs in Math 2A. I can now compare that timid girl to the stark contrast of myself now after learning how to be open to trying things that were formerly foreign to me, such as seeking help from teachers outside of the classroom. With college ahead of

me, I believe it is safe to say that wanting to experience different opportunities and being open to change is a life skill with which Pingry has equipped me.

Next on the list is "Don't have expectations." The college process exemplifies this—enough said. But in all seriousness, I was lucky to have the process work in my favor, after being accepted to my first choice school early decision. However, many of my deserving friends faced disappointments this year. Even though the process can be brutal, I believe that everyone eventually ends up where he or she is meant to be. Not everything turns out as planned, but I don't doubt that any of my Pingry friends will be successful and happy.

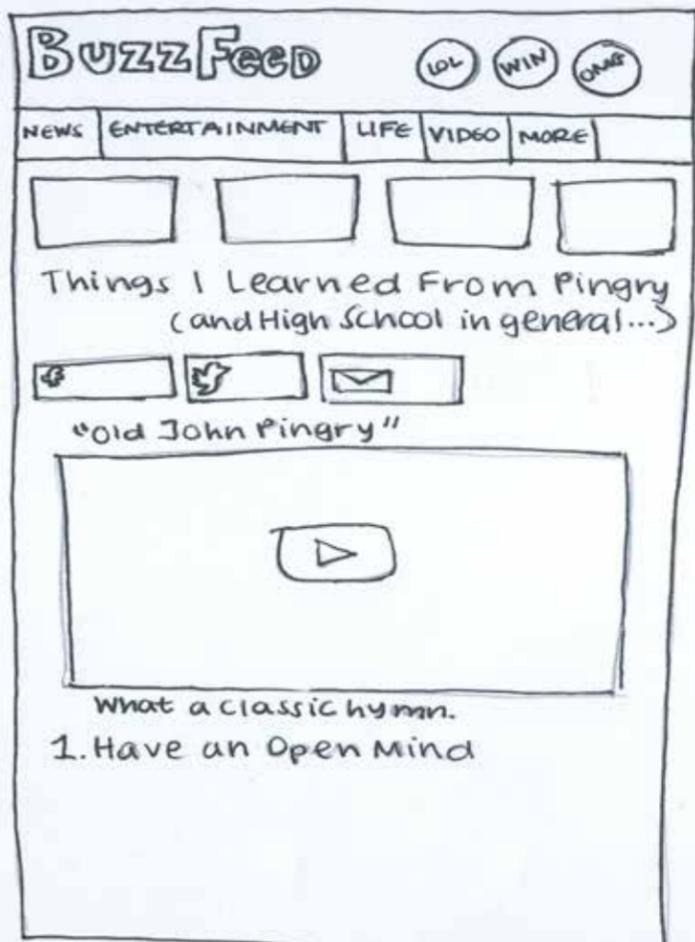
I don't think my BuzzFeed article would be complete without "Take risks!" I started writing for The Record my sophomore year because the idea of sharing my thoughts to the entire school intimidated me as a freshman. After writing for the paper for nearly three years, I can say I'm glad I decided to participate. I met new friends and became closer with old ones while learning how to participate in a publication staff. Although putting myself out there was scary at first, it helped me find my niche at school and exposed me to a great group of classmates.

My last piece of advice on the list would be "Don't underestimate yourself."

Going to an academically rigorous high school for four years taught me a lot about academics and about myself as a student, friend, and person. Though at times the competition was overwhelming, and the close-knit community felt too insular, I learned that comparing myself to my peers was not the right way to think. I had let myself grow and evolve as an individual. Most importantly, as cliché as it may sound, I had to believe in myself. This allowed me to meet so many amazing classmates, teachers, and administrators, all of whom I will be sad to leave once I graduate.

It's safe to say I learned a lot from Pingry. All the life lessons, friendships, knowledge, Rufus Gunther community service activities, SAC assemblies, winter concerts, senior pranks, and long conversations with Mr. Keating cannot be summed up in one article.

My Pingry experience was truly unique and special, and I learned more than I could have ever imagined. I cannot thank my peers and teachers enough for being there for me and for allowing me to have a positive high school experience. College will throw me into a completely different routine, yet it will allow me to solidify and change some of what I discovered in high school. As the main "Girls" character, Hannah Horvath, once said, "I am busy trying to become who I am."



C. Zee (VI)

Surprise Yourself: Embrace Your Shortcomings

By MATT BARICKMAN (VI)

Pingry is my second home. I spend more time here during the day than I do at my own house. I'm here at 7:30 every morning, and I leave at around 8 pm after my club-swim team practice.

I practically live here, and next year I can't imagine what I will do without this place. I have made my closest friends here and established awesome relationships with my teachers, many of whom I consider part of my family.

More importantly, however, this place has made me the person I am today. Pingry has encouraged me to take chances, try new things, and push boundaries whenever I can. I'm still the nerdy boy that came to Pingry his freshman year, but I've also become so much more than that.

My first day of high school is still fresh in my mind. The front entrance was closed due to construction on the clock tower, I knew absolutely no one in my grade, and, of course, I was unsure of how Pingry would change me over the next four years.

At the time, I told myself that I was going to focus solely on my studies and nothing else. I was determined that I would be well

prepared when it came time for college applications. I was wrong.

If there was one piece of advice I could offer any incoming freshman, it would be to avoid planning out the person you want to become. Naturally, my "perfect student plan" did not work out, and my parents, friends, advisors, and coaches pushed me to try new things and discover different sides of myself.

I joined my first real swim team in November of 2010 when I tried out for the school team. To be honest, I wasn't excited about trying out; I only joined to get out of gym that trimester, and my mom was pushing me to try something new. Despite my reluctance, Swimming soon became the most important sport of my life.

I spend more time in the pool than I do on my homework. Even though waking up at 5:45 to attend morning practice was grueling at times, I have enjoyed every waking moment of my swimming career. Were it not for my supportive Pingry coaches Mr. Bill Reichle and Mr. Steve Droste and the world's greatest teammates, I would not have been able to discover my love for the sport, which has taken me to unexpected places.

Pingry has also helped

me discover my passion for art. At the end of my freshman year, I constantly debated whether I should take photography with Mr. Boyd my sophomore year. However, I am so pleased that I chose to do so.

I'm still taking photo-

graphs now, on my own

practically, experimenting with different subject matters, trying out different lighting techniques, and even dressing up as a grandma with clothes bought from the thrift shop.

Before photography, I had no real way of expressing myself. I am a relatively shy person, but Mr. Boyd helped me find an artistic outlet. In my images, I found myself taking chances and developing a new inner voice that I never knew I had. Sometimes, even,

the most awful moments at Pingry ended up shaping me for the better.

To any rising senior out there, I understand that getting rejected from Peer Leadership is one of the worst feelings ever. I was there once. But everything

that happens to you at this school happens for a reason. Mr. Boyd doesn't know this, but if I had gotten into Peer Leadership, I would not have taken Portfolio Development this year—the course in which I have produced some of my best images.

When I look back on it now, I realize that not getting into Peer Leadership actually helped me for the better. Had I become a peer leader, I would have left behind that artistic side of me that I enjoyed so much

in my sophomore and junior years. Thankfully, I was able to rediscover my talents this fall, and I am now planning to continue photography through college.

Finally, if there's one thing that surprised me most about this school, it is the

I have developed some awesome relationships here that I will never forget. People tell me all the time that college is the place where you discover yourself, but I also believe that you can do just that Pingry. I came here thinking that I was going to limit myself to my studies so that I could be "successful," but there is so much more to success than getting straight A's.

If anything, I would advise underclassmen to try something new with their courses—even if they are skeptical at first. I would advise freshmen and sophomores to take a variety of courses and explore different options. Try art classes, try out for a sport—you may just discover something about yourself that you never knew was there.

Most importantly, embrace your mistakes and shortcomings. Even when you think that your world is ending because you didn't get the A or you didn't get into Honor Board, you've also been given a chance to try something new. Don't let a rejection define you.

And, of course, keep your friends close. They will ultimately be your support system when all else fails, and they will be the people that form your lasting memories of Pingry.



B. Tiggs (VI)

What You Can Learn From Eight Year-Olds On Your ISP

By ANNA BUTRICO (VI)

8:05: No teacher.

8:10: Still no teacher. Second grade class smells blood in the water.

8:15: Morning recess. Still no teacher.

8:30: End of recess. Kids line up behind me, the 18 year-old assistant teacher at the Lower School for her ISP. Still no real teacher.

8:31: Panic.

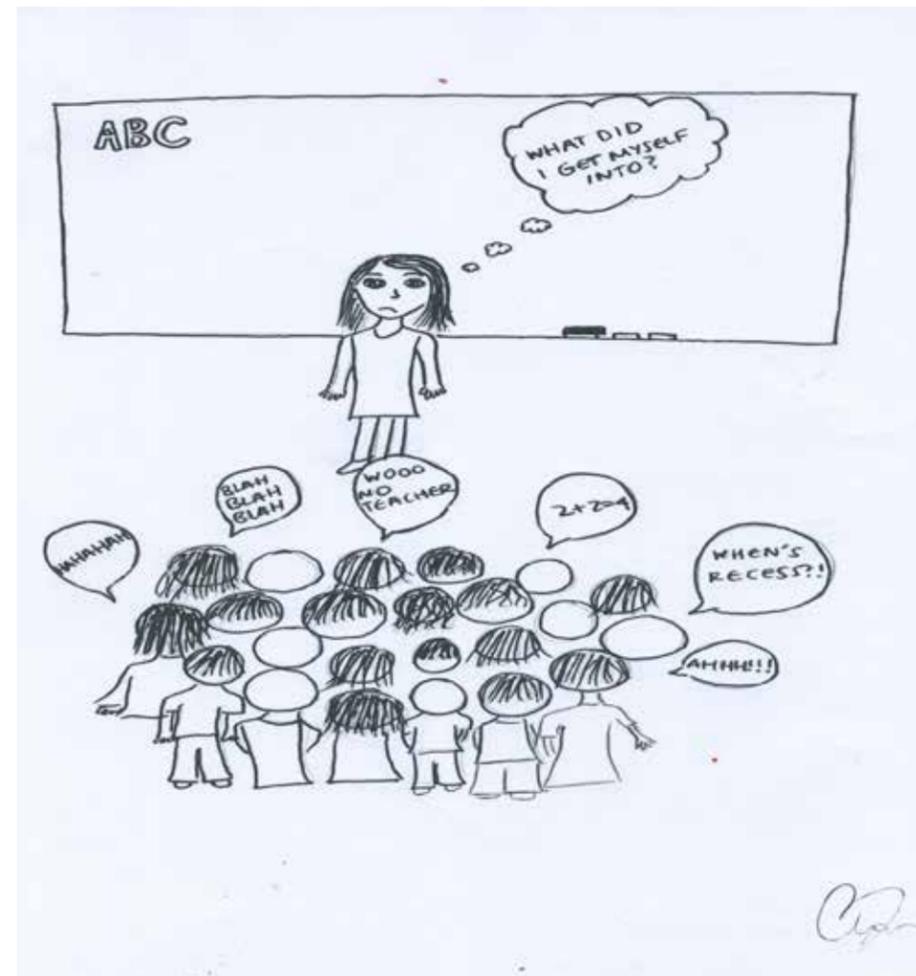
Sixteen eight-year olds. One very, very inexperienced senior, with lesson plans in her hand (meant to be given to the substitute teacher). Realization: *Well, looks like I'm teaching the class by myself.*

Recipe for disaster? I originally thought so.

When my parents recently asked me what my greatest Pingry accomplishment was, I surprised myself with my answer. It wasn't getting into college, managing to score a spot in the first line of cars in the parking lot, or even winning the Sectional Track title a few days before. It was successfully keeping control of and teaching a second grade class solo.

Let me give you some background. This group of sixteen adorable eight-year olds is a sweet bunch. They listen, are attentive, and work diligently when the wonderful Ms. Dugan (the teacher I am working with) takes over.

They are smarter than I was in second grade, tackling words like "idiosyncrasy" and reading *Charlotte's Web*, a novella suited for students in the grade above them. I had spent the last few days playing four-square with them, putting stickers in their notebooks after they solved



C. Zee (VI)

equations, letting them braid my hair during recess and sitting on the floor with them during morning announcements.

But when neither Ms. Dugan nor a substitute came into the classroom, they underwent a "Doctor Jekyll and Mr. Hyde" transformation. Their respectful "hand-raising" selves turned into loud-talking creatures, oblivious to my kind instruc-

tions. I was just a "big kid" in the classroom who they didn't have to listen to. I was sweating, nervous, and for some reason kept picturing that the kids would somehow find a way to stuff me into one of their cubbies, find torches/clubs/other dangerous objects, and burn the school down.

But if there is one thing that Pingry has taught me, it's how

to take control. With the millions of AP requirements, homework expectations and leadership positions, both around a Harkness table and on the track, I have learned to take responsibility and own the situation I'm put in.

Forgetting my hesitation to order the kids sternly and raising my voice loud enough to command respect, I somehow managed to get the students quiet

with their Word Study books in front of them, as they glued words with similar "I" sounds to their designated areas on the pages. They read a chapter of *Charlotte's Web* aloud (using the appropriate character voices, of course), and even did some math work on the overhead projector (even though I couldn't figure out, for the life of me, how to increase the tiny font, leading to all the kids crowding four inches away from the screen). There was even a fire drill that day, to put icing on the cake, but the substitute who came in eventually, as well as the other Lower School teachers, were very helpful and led me through the rest of the day.

When I first started helping out at the Lower School, I was originally taken aback by how strict the teachers were. The students didn't have a whole lot of wiggle room to make noise or comments during a lesson, and were constantly monitored by adults to stay on their best behavior.

I never understood this technique until my maiden voyage controlling a classroom. I realized that out of strictness blooms obedience. The kids will listen and raise their hands quietly if they are enforced to behave this way.

I know I can speak for the majority of the student body when I wonder if all the hard work here, from the in-class DBQ's to the "Big Mama" BC exam, from AP Chemistry killer tests to long BBoards, was worth it. But after putting my skills to the test and being thrown in a pit of second-graders (who I swore did have torches in their backpack, ready for lighting and destruction), I can say with

confidence that out of Pingry's rigor has flourished my own understanding, knowledge and success. I feel equipped and ready for college and the unexpected crazy world that lies beyond. I know that many late nights, breakdowns, and help from my teachers and fellow students has made me more than prepared for what's ahead.

Just as my second graders sent me off with giant (hopefully inaccurate) depictions of my face, as well as colored origami boats (one's I taught them to make) with their names signed on them, I know I am leaving Pingry with more than a preparedness for the "flipping pages" of my life yet to come. I am leaving here stuffed to the brim with funny memories, from Mr. Grant's stories about how he broke his prom date's leg, to playing Ninja in the back lawn with my peer group, or to making (and forgetting) my entire Lebow speech my junior year.

I'll never forget saying, "Haaallo!" to Mr. Burns in the hallways, the Pep Rally where Matthew sang *My Heart Will Go On*, or dressing up the Pingry statue for one of the many cross country scavenger hunts.

I feel so blessed and undeserving to have been a part of this Pingry community, to have worn that blue and white and have had the privilege to cheer for my favorite team and school, as my second graders did on their Field Day. Thank you for the craziest, most difficult, funniest, most amazing four years of my life, years to which this short reflection does not do justice. I can't believe I'm leaving...but who knows? Maybe you will see me as a teacher here some day. A real one, this time.

Even Though I'm Not A Lifer, I Feel Like I Am

By SAM KORN (VI)

I still think of myself as a five year old in kindergarten—sort of. Nonetheless, I definitely do not think of myself as someone who is old enough to graduate from high school. While I may not see myself as someone who is old enough to leave home and go off to college, I do look back on my past, both here at Pingry and before that, and realize just how much I have done and accomplished in the past seventeen years.

Though I'm not a "lifer," I feel like I've spent the majority of my life at Pingry. I started school here in sixth grade, coming from an extremely small school that was different from Pingry in almost every way imaginable. I was scared for the new environment and the potential challenges lay ahead. But once I started school, I was pleasantly surprised to find that Pingry wasn't as daunting as it had seemed.

Over the years, I have become interested and involved in so many things on campus that I could have never imagined enjoying. I'm not going to list every club that I have joined or every class that I have taken, but I am going to say that if Pingry gives you an opportunity, take it. When I say Pingry, I don't necessarily mean the school itself.

I mean clubs, friendships, academics, etc.

For example, I didn't know that I liked art when I started high school. Honestly, I considered myself one of those people who could barely draw a stick figure. I took Art Fundamentals freshman year mostly because of the one-year art requirement. However, I discovered in that class that not only was I able to draw a pretty great stick figure, but also that art was something I wanted to pursue. I signed up for Drawing and Painting sophomore year and fine arts slowly but surely became "my thing." My love for art eventually also spiraled into a passion for film. That love of art and film has not only shaped my high school experience but also my personality and future aspirations.

Pingry's impact on my life was especially visible my senior year. I started senior year thinking that it would be the best year of my life, because that is what everyone told me. Unfortunately, that wasn't necessarily the case. First semester senior year is rough—anyone who has been through it can tell you that. But for some reason, it hit me especially hard. I had more schoolwork than I could have ever imagined possible, I was stressed out thinking about college, and my dad got into a bad bi-

cycle accident the day after Homecoming. The months between September and December of 2013 were by far the most challenging of my life thus far. Through all of that, though, Pingry was by my side.

My friends, my teachers, and the entire community were so helpful during the fall, and I'm certain that I'm not the only senior who felt that way. I was going through a lot during that time period, but I know that other people were dealing with similar and maybe even worse stresses in their lives as well.

Over the seven years that I have spent here, I've definitely learned that life isn't easy. But Pingry has taught me how to deal with the curveballs that are thrown at me, and that's a skill that I will bring with me after graduate and use for the rest of my life.

When I came back to school after winter break, my attitude toward my senior year experienced a 180-degree transformation, because college applications were in, classes were less stressful, and my dad was healthy. I had an amazing second semester, and looking back I wish I had worried less about my future during the fall and focused a little bit more on the present. Yes, things were really stressful, but now that senior year is ending I

feel like it flew by and wish I had appreciated it more while it was happening. So, I guess what I'm really trying to say is when you're a senior, don't let the stress of first semester get you down because the fun and excitement of being a second semester senior isn't very far away.

Lastly, Pingry will certainly help shape my future. If ISP is any indication of the future, I'm both terrified and beyond excited. Going into ISP, I knew that I wanted to intern in the entertainment industry. I began my search in December and did not finalize my internship until three days before I actually started the job. I thought I had an internship finalized in March, but it fell through. Then, I thought I had another in April, and that one also fell through. It was really difficult to wrap my head around no one wanting a free worker for a month—I just didn't understand it. I kept hearing that I was "too young" or that I needed "to be able to receive college credit." Obviously, I could not argue with either.

I finally landed an ISP

with a great media agency in New York City's West Village that didn't care about my age or my ability to receive credit. They just cared about my motivations. It was a long road to get to my in-

teractions with really great people who could potentially help me in the future.

As I end my time here at Pingry, I feel bittersweet. I am excited to move on to a new chapter in my life, but I



T. Lin (VI)

ternship, but it was certainly worth the wait. Once I finally found the job, I counted how many different people I had connected with, emailed, and interviewed up to that point. I had sent countless emails and connected with over 25 people. As frustrating as it was hearing "no" from a majority of those people, I created a network and rela-

am also sad to see this chapter close. Pingry has taught me so much more than just math, science, history, and English, and I will never forget all of the amazing experiences I have had here. So, thank you to everyone who has made this journey through high school so enjoyable for me. I love you all and I'll see you soon.

13 Years: From Tying My Shoes to Loving Learning

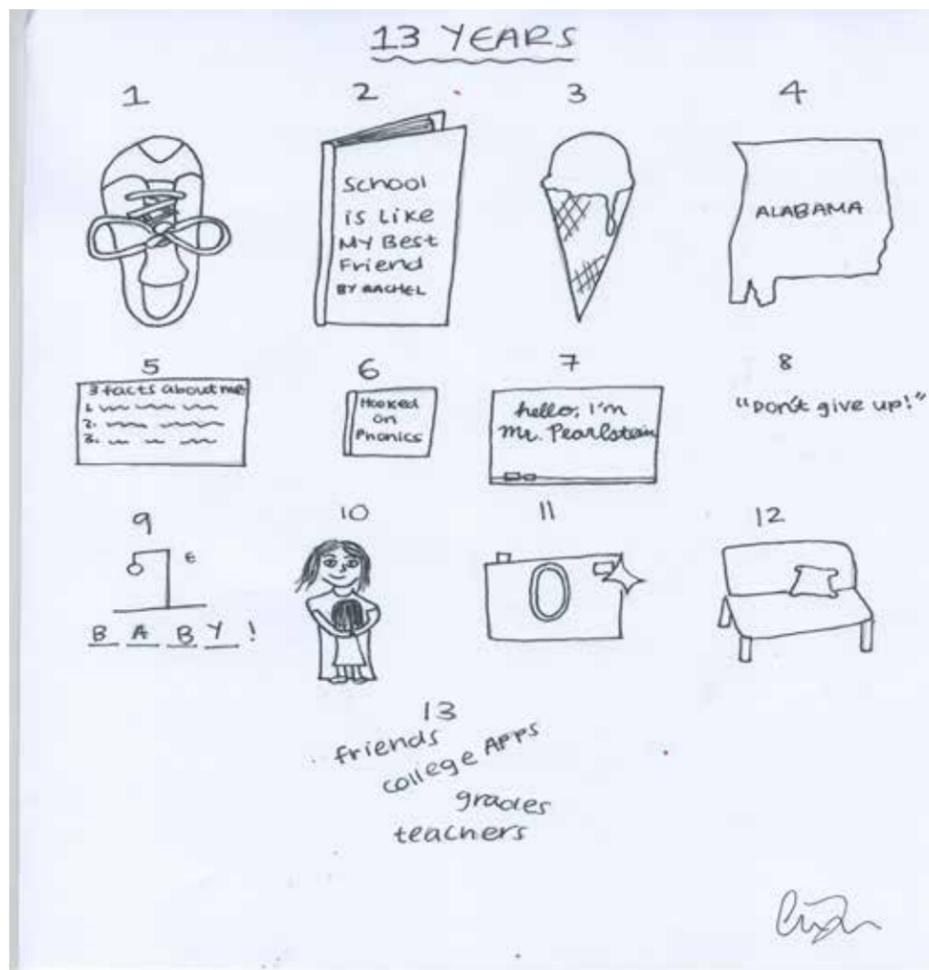
By RACHEL DAVIS (VI)

Kindergarten: In kindergarten, we had to learn how to tie our shoes. Me being the stubborn and silly six year old, I did not understand the need to tie my shoes because I had Velcro sneakers so I figured that for the rest of my life, I would wear shoes made with Velcro straps or something like my ballet slippers, which I could slip on and off. I was the last person to learn how to tie my shoes, and I particularly remember that when Mrs. Doggett placed my name with everyone else's on the giant shoe hanging on the glass wall that signified who knew how to tie their shoes, she used a Velcro strip.

First grade: I wrote a book entitled "My School is like my Best friend" for/because of Ms. Ogden. 'Nuff said.

Second grade: We had an end-of-the-year pool party at Kyle Casey's house, and everyone, including Ms. Dugan, was there. Mr. Corvino's son had an Italian ice truck and brought us Italian ice. It was awesome.

Third grade: In third grade, we were assigned a state. I was assigned Alabama, and I remember freaking out because I could not find the state color. I frantically emailed Mr. Buckley at 10 PM (an unheard of time to a nine year old), who promptly reassured me that Alabama may not in fact have a state color, and we can say the state color is red. I remember thinking that learning all fifty states and capitals would be the "hardest thing I'm ever going to do," and I'm thankful that I had



C. Zee (VI)

Mr. Buckley to get me through "the hardest thing ever."

Fourth grade: On the first day of fourth grade, we played a "snowball" game in Ms. Martin's class to get to know one another. Basically, we wrote on a piece of paper a few facts about ourselves, threw them to the opposite side of the room, ran around for a bit, and then stopped to pick up a "snowball" and

learn something about our classmates. I picked my own snowball. I also thought that Ms. Martin was secretly a model.

Fifth grade: This was the year I actually learned grammar and spelling, all thanks to Dr. P. It was the year I really began to think learning was cool, and I now realize how ridiculously important that year was to me.

Sixth grade: We were the first sixth grade in the new middle school, and I had this wonderful advisor named Mr. Pearlstein. I luckily had him in high school as well, and I continue to enjoy talking about ballet, art, and life with him.

Seventh grade: This was a hard year for me but I'm very thankful that Ms. Kelleher helped me through it by teach-

ing me how to push through the rough and tough moments because there are always happy, rewarding times ahead.

Eighth grade: Mr. Facciani is the man. Period. I remember him announcing to our advisory, with a goofy grin and peppy step, that his wife was pregnant. He made us guess through a game of hang-man but I remember that he told Chris DeVito beforehand because he could not contain his excitement. Now, every time I get to see him in the hallways, he shows me the newest adorable video/picture of his girls. He also taught me loads about history (and about life as most of my teachers have) but I will never forget how happy, proud, and slightly nervous he looked when he announced he was going to be a father.

Ninth grade: The beginning of high school was made much easier by my advisor, Dr. Artis. She always offered me a shoulder to cry on, which I gratefully accepted.

Tenth grade: Sophomore year was when I began to meet people from the grade above and below me. It was also the year I discovered photography and the dark room (thank you Mr. Boyd).

Eleventh grade: I have had very meaningful and deep conversations on the very-comfy couch located in Mrs. Grant's office. She is one of my role models. I will miss her dearly next year.

Twelfth grade: As stressful and scary fall of senior year was, I really got to know fantastic people this year—both teachers and students. I'll always cherish the many hours I spent at Mr. Keating's

round table in the middle of the hallway, in the college counseling office to talk to Ms. Cooperman or Mr. Lear about college or just life in general, and sitting on the senior couches surrounded by friends.

I started my reflection by writing specific memories down from each grade, but I found it harder and harder to isolate a specific memory as I got older. I believe this is because as I grew up at Pingry, I found more and more things memorable, important, and awesome. It became hard to isolate one memory because there were so many good ones.

I focused on specific teachers, particularly my advisor/homeroom teachers, in this reflection but in all honesty and as cliché as it is, every single teacher at Pingry has influenced me in some way—even teachers I've never had have had some sort impact on me—whether it is in the way I dress, the way I talk, the way I write, or the way I think. I decided to write about my teachers because without them, I would not be a graduating senior who has learned to love reading, enjoy writing, and speak relatively eloquently but most importantly, love learning.

In my opinion, Pingry is truly made great by the people—students, faculty, everyone. Although it's exterior may be odd (being that it is pink and shaped like a V), the interior is filled with people whom I love very much and who will love you back, and I cannot be more thankful for the past thirteen years.

2014 Senior Class Will Attend 69 Different Schools

By **ABBY BAUER (IV)**

The Class of 2014, consisting of 132 students, will be attending 69 different colleges in the fall, the highest number since 2006. Overall, students applied to 184 different colleges and universities, a significant jump from the 140 last year and the highest number in over ten years.

According to Director of College Counseling, Mr. Timothy Lear '92, applying to colleges "early" in some form continues to be an increasingly popular trend in the college application process. The "early" program includes Early Decision I, Early Decision II, Restrictive Early Action, Early Action, Rolling Admission, and Priority Admission.

95 percent of the class of 2014 applied early to at least one school, a notable increase from

the 92 percent of last year's class that applied early. Of these applicants, 79 percent received at least one acceptance to one of their "early" schools.

Early Decision I and Early Decision II were also popular with 67 percent of the class of 2014 applied using a binding application this fall. Of these students, 68 percent were successfully admitted.

Overall, 43 students applied to only one college and were accepted. Excluding those students who only applied to one college, each student submitted an average of ten applications, a slight rise from last year's average of 9.6.

"Far and away the biggest 'story' of the admissions cycle was the continuing importance of applying early," Mr. Lear said. "With highly competitive schools

filling a greater percentage of their incoming classes through Early Decision, students need to carefully weigh their options earlier and more seriously than ever before."

Recruited athletes account for 19 percent of the graduating class, a slight decrease from last year's 22 percent. An additional 2% have indicated they will play on a team, meaning that 28 students will be playing 13 different sports on 21 different campuses. Three of these students will be playing at a Division I school that required a letter of intent, while many others will be playing for both Division I and III schools.

Mr. Lear also commented that the class of 2014 will attend a more diverse group of schools than past classes. Many students applied to schools that Pingry students have not matriculated

to in recent years, including Case Western Reserve, Colorado College, University of Georgia, College of the Holy Cross, Marist, Marymount Manhattan, and Sewanee: University of the South.

The highest matriculation schools for the class of 2014 are Bucknell, Cornell, Dartmouth, Tufts, University of Pennsylvania, and Vanderbilt. With seven students matriculating to Vanderbilt, the senior class has the highest number of admits to Vanderbilt and the highest number enrolling in Pingry history.

In addition, 23 percent of the class will be attending an Ivy League school this fall, compared to 20 percent last year. At least one Pingry student will be at-

tending each of the Ivy Schools.

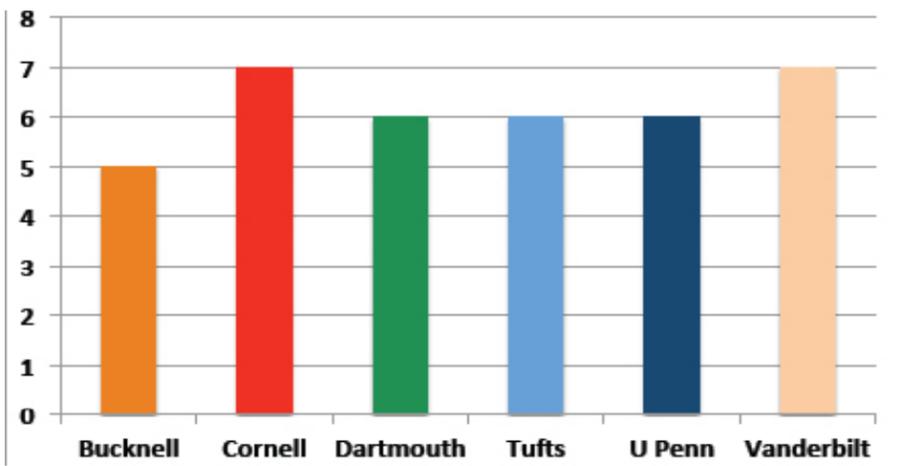
Overall, Director of College Counseling Mr. Lear was very impressed with the graduating class. He applauded the seniors for doing "a superb job managing the stressful part of the college process, and the many impressive acceptances they earned speak to their hard-work, research, and follow through."

Mr. Lear also noted that stress levels were particularly high during this year's college application process as students attempted to use the electronic Common Application unveiled last fall. While the electronic application was "extremely difficult to navigate at times," colleges extended deadlines to accommodate the "tens

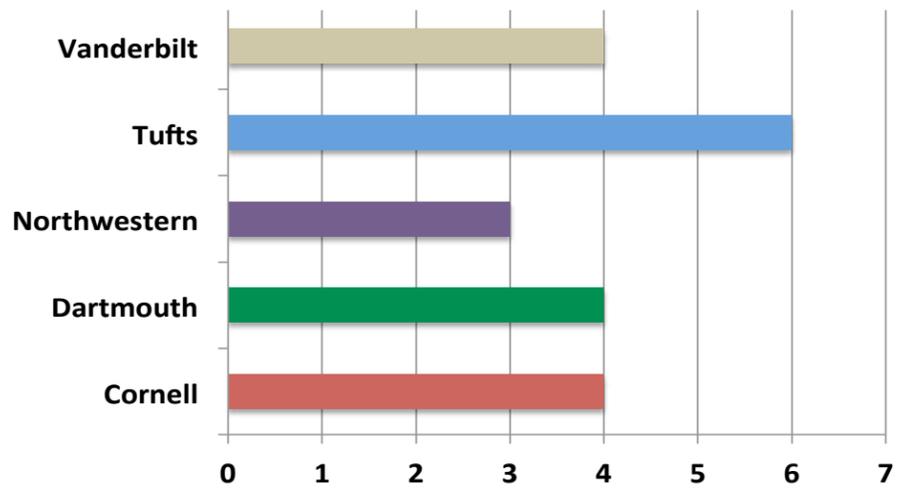
of thousands of frustrated and confused students worldwide." Pingry seniors were lucky to have Mrs. Cooperman guiding them through the process and putting their minds at ease.

When asked if he had any words of advice for rising seniors, Mr. Lear said that students should "continue looking for ways to get involved in the community and share their talents and interests. Colleges want enthusiastic students on their campuses, individuals who are willing to try new activities and support their classmates, whether in the lab or on the stage. If they continue pursuing what matters to them, they will truly own the college process and end up at a great school."

Colleges with the Highest Pingry Matriculation in 2014



Hot Schools (Change in Pingry Enrollment Since 2004)



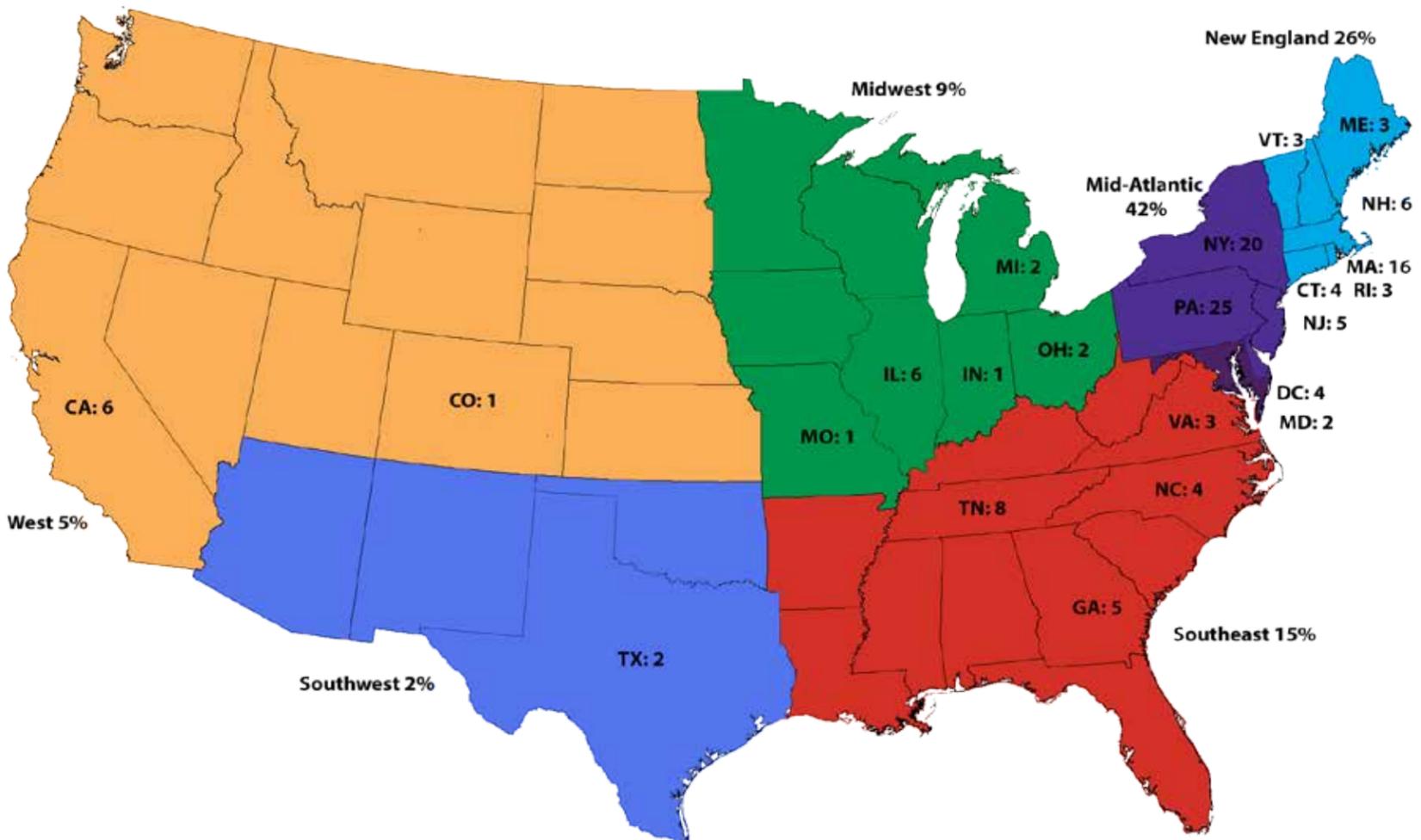
New Schools for 2014:

- Case Western Reserve
- Colorado College
- University of Georgia
- College of the Holy Cross
- Marist College
- Marymount Manhattan College
- Sewanee: University of the South

Highlights:

- Vanderbilt: Highest number admitted (12) and matriculating (7) ever.
- Tufts: Highest number admitted (8) and matriculating (6) ever.
- Emory: Highest number enrolling (3) in a decade.
- USC: Highest number enrolling (4) in over a decade.
- Dartmouth: Highest number enrolling (6) in over a decade.
- U Michigan: Highest number admitted (10) in over a decade.
- UC Berkeley: Highest number admitted (3) in over a decade.

Where Graduates Are Heading Next Fall



College Placement

ELIZABETH ABBOTT
WASHINGTON UNIVERSITY IN ST. LOUIS

ARUSHI AGARWAL
TUFTS UNIVERSITY

ANDREW ALDER
BUCKNELL UNIVERSITY

CARTER ALLINSON
HARVARD UNIVERSITY

NADIA ASIF
BOSTON UNIVERSITY

MATTISON BARRICKMAN
TUFTS UNIVERSITY

JACK BARRAL
TUFTS UNIVERSITY

ISABELLA BARRIONUEVO
SYRACUSE UNIVERSITY

ALYSSA BAUM
BROWN UNIVERSITY

MADELINE BOONE
THE UNIVERSITY OF GEORGIA

HARRISON BOYAJIAN
CORNELL UNIVERSITY

BRIAN BRUNDAGE
LAFAYETTE COLLEGE

ANNA BUTRICO
VANDERBILT UNIVERSITY

ERIN BUTRICO
DUKE UNIVERSITY

C. REEVE CARVER III
CORNELL UNIVERSITY

SEAN CARVER
CORNELL UNIVERSITY

KYLE CASEY
UNIVERSITY OF NOTRE DAME

ALEXIS CHANG
LEHIGH UNIVERSITY

STACEY CHEN
CORNELL UNIVERSITY

ERICA CHEUNG
RICE UNIVERSITY

BRANDON CHUNG
SEWANEE: THE UNIVERSITY OF THE SOUTH

ZACHARY COHEN
VANDERBILT UNIVERSITY

RACHEL CORBOZ
GEORGETOWN UNIVERSITY

HANNAH CREE
VILLANOVA UNIVERSITY

JOSHUA CREELMAN
GAP YEAR

SAMUEL CUMMINGS
YALE UNIVERSITY

KATHERINE CURRAN
UNIVERSITY OF MICHIGAN

RACHEL DAVIS
WESLEYAN UNIVERSITY

SOFIA DEAK
UNIVERSITY OF SOUTHERN CALIFORNIA

MAXIMILLIAN DEDEKIND
BABSON COLLEGE

CHRISTOPHER DEVITO
PENNSYLVANIA STATE UNIVERSITY,
UNIVERSITY PARK

JEFFREY DONG
BUCKNELL UNIVERSITY

ALLISON DORNEO
TUFTS UNIVERSITY

CHARLES DURYEE
BUCKNELL UNIVERSITY

IAN EDWARDS
VANDERBILT UNIVERSITY

ADEDIRE FAKOREDE
BATES COLLEGE

ANGELINA FLUET
UNIVERSITY OF CHICAGO

KENDAL FOSTER
VASSAR COLLEGE

SARA GAGNON
DARTMOUTH COLLEGE

REBECCA GEVER
UNIVERSITY OF PENNSYLVANIA

NATALIE GILBERT
COLLEGE OF WILLIAM AND MARY

JESSICA GLUCK
BOWDOIN COLLEGE

LAUREN GRAVES
LEHIGH UNIVERSITY

JULIAN GREER
VANDERBILT UNIVERSITY

TAMMY GU
UNIVERSITY OF CALIFORNIA AT
BERKELEY

JENNIFER GUO
PRINCETON UNIVERSITY

TANAY GUPTA
UNIVERSITY OF ILLINOIS AT
URBANA-CHAMPAIGN

AVERY HATFIELD
NORTHWESTERN UNIVERSITY

MAXWELL HELFMAN
EMORY UNIVERSITY

MAULIN HEMANI
NORTHWESTERN UNIVERSITY

ELIZABETH HERMAN
BOSTON COLLEGE

CALEB HO
SWARTHMORE COLLEGE

NEIL HOLMAN
UNIVERSITY OF VERMONT

DEREK HONG
BROWN UNIVERSITY

DEREK HSUE
UNIVERSITY OF PENNSYLVANIA

JASON JIN
UNIVERSITY OF SOUTHERN CALIFORNIA

BRIANA JOHNSON
UNIVERSITY OF PENNSYLVANIA

BENJAMIN KAMINOFF
TUFTS UNIVERSITY

AMOL KAPOOR
COLUMBIA UNIVERSITY

EVAN KEY
DARTMOUTH COLLEGE

RABIA KHAN
PRINCETON UNIVERSITY

ISABEL KIM
UNIVERSITY OF PENNSYLVANIA

ERIC KLAWITTER
GEORGIA INSTITUTE OF TECHNOLOGY

SAMANTHA KORN
UNIVERSITY OF SOUTHERN CALIFORNIA

ROSHNI KOTLA
HIGH POINT UNIVERSITY

JEREMY KWAN
BUCKNELL UNIVERSITY

JONATHAN KWAN
BUCKNELL UNIVERSITY

HALEY LA FONTAINE
MIDDLEBURY COLLEGE

ISABELLA LALONDE
PARSONS THE NEW SCHOOL FOR DESIGN

JUSTIN LEANDRE
WILLIAMS COLLEGE

EDWARD LEITHEAD IV
DARTMOUTH COLLEGE

MIKAELA LEWIS
CARNEGIE MELLON UNIVERSITY

TRACEY LIN
STANFORD UNIVERSITY

STEPHANIE LIPPER
COLGATE UNIVERSITY

RYAN LISTER
UNIVERSITY OF VIRGINIA

WENRUI LU
UNIVERSITY OF PENNSYLVANIA

MATTHEW MANGINI
PRINCETON UNIVERSITY

MATTHEW MARVIN
MARYMOUNT MANHATTAN COLLEGE

WILLIAM MCDONALD
GEORGETOWN UNIVERSITY

ALEXANDRA MCMANUS
JOHNS HOPKINS UNIVERSITY

CHRISTOPHER MELLIGON
SKIDMORE COLLEGE

RAVEN MICKENS
URSINUS COLLEGE

AIGNER MIZZELLE
EMORY UNIVERSITY

LOUIS MONTEAGUDO
CORNELL UNIVERSITY

CHARLES MOORE-GILLON
HOBART AND WILLIAM SMITH COLLEGES

MAYA SIMONE MOTEN
DARTMOUTH COLLEGE

REBECCA MULLER
LEHIGH UNIVERSITY

LIAM MULLETT
PRINCETON UNIVERSITY

KUNAL NABAR
VANDERBILT UNIVERSITY

RAHUL NAIR
UNIVERSITY OF MICHIGAN

MELANIE NARATIL
VILLANOVA UNIVERSITY

LILY NEIBART
GETTYSBURG COLLEGE

KORYNA O'BESSO
COLLEGE OF THE HOLY CROSS

LAUREN O'CONNOR
BOSTON COLLEGE

RYAN O'REILLY
UNIVERSITY OF RICHMOND

OSAKHARE OMOREGIE
BOWDOIN COLLEGE

KISHON PINCKNEY
UNIVERSITY OF MARYLAND, COLLEGE PARK

BRANDON PREZIOSI
VANDERBILT UNIVERSITY

JULIAN RAJAN
BOSTON COLLEGE

AKSHAY RAO
EMORY UNIVERSITY

VINEETA REDDY
DARTMOUTH COLLEGE

ERIC ROGERS
MIDDLEBURY COLLEGE

LAUREN RU
NORTHWESTERN UNIVERSITY

GAVRIELLA SHANDLER
OBERLIN COLLEGE

NEERAJ SHEKHAR
YALE UNIVERSITY

MICHAEL SILBERT
FRANKLIN AND MARSHALL COLLEGE

MADISON STEVENS
CORNELL UNIVERSITY

RYAN STORMS
HOBART AND WILLIAM SMITH COLLEGES

ANDREW SUPRON
RICE UNIVERSITY

MICHAEL SUZUKI
UNIVERSITY OF SOUTHERN CALIFORNIA

ADRIANO TAGLIETTI
BROWN UNIVERSITY

JULIA TARANTINO
COLORADO COLLEGE

JOSIAH TAYLOR
HOWARD UNIVERSITY

BRYAN TIGGS
CARNEGIE MELLON UNIVERSITY

ABIGAIL TIZZIO
MARIST COLLEGE

DREW TOPOR
GEORGETOWN UNIVERSITY

ANDREW TULLOCH
HAMILTON COLLEGE

CAMILLE VANASSE
NEW YORK UNIVERSITY

AVERY VELLA
YALE UNIVERSITY

MORGAN WAHBY
VANDERBILT UNIVERSITY

KYLE WALKER
RUTGERS, THE STATE UNIVERSITY OF NEW
JERSEY AT NEW BRUNSWICK

KYRA WALKER
CASE WESTERN RESERVE UNIVERSITY

MICHAEL WERNER
FRANKLIN AND MARSHALL COLLEGE

CHARLES WOLLMUTH
TUFTS UNIVERSITY

R STEWART WOOD
DARTMOUTH COLLEGE

STEPHANIE YEH
WELLESLEY COLLEGE

ALLISON YU
UNIVERSITY OF CHICAGO

GEORGE ZACHARY
HARVARD UNIVERSITY

CHRISTINA ZAJKOWSKI
UNIVERSITY OF PENNSYLVANIA

CHARLOTTE ZEE
HAMILTON COLLEGE

NICOLE ZEZZA
ELON UNIVERSITY

KATHLEEN ZHU
CORNELL UNIVERSITY

as of
June 3, 2014

Senior Awards

Academic Awards

John R. Whittemore '47 Biology Award
Ernest C. Shawcross Chemistry Award
Antoine du Bourg Physics Award
Science Book Award
Science Research Award
Whitlock Prize for Math
Advanced Math Prize
Computer Science Award
Economics Prize
Union College Casimir A. France Award for Excellence in English
Paul H. and Sarah Rouslin Excellence in English Award
Martin B. O'Connor '26 Journalism Award
Yearbook Award
Justin Society Award Competition

Jean S. MacDonald History Prize
Psychology Prize
Fifth Year Language Prize

Advanced Language Prize

The DeGryse Prize in Modern European Languages

Adriano Taglietti; Charles Wollmuth
Vineeta Reddy; Neeraj Shekhar
Jennifer Guo; Eric Klawitter; Tracey Lin
Amol Kapoor; Maya Simone Moten
Avery Hatfield; Derek Hong
Tracey Lin; Neeraj Shekhar
Rabia Khan; Vineeta Reddy
Alyssa Baum; Eric Klawitter
Wenrui Lu
Anna Butrico
Rachel Davis
Benjamin Kaminoff
Sofia Deak
Fiction: Allison Yu
Flash Fiction: Isabel Kim
Performance Poetry: Osa Omoregie
Poetry: Erica Cheung
Liam Mullett; Andrew Tulloch
Jack Barral; Brandon Preziosi
Chinese: Allison Yu
French: Erin Butrico
German: Eizabeth Herman
Latin: Briana Johnson
Spanish: Elizabeth Herman; Adriano Taglietti
French: Jennifer Guo; Vineeta Reddy
German: Maulin Hemani
Latin: Derek Hong; Andrew Supron
Spanish: Carter Allinson; Neeraj Shekhar
Elizabeth Herman; Alexandra McManus

Arts & Drama

Director's Award for Achievement in Dramatic Arts
Pingry Drama Prize for Musical Theatre
Michael E. Popp Photography Prize
Brendan J. Donahue '79 Memorial Prize for Fine Arts
Brendan J. Donahue '79 Memorial Prize for Pottery
Barbara Berlin Prize in Art History
Music Award

Stephanie Lipper
Matthew Marvin
Isabella Barrionuevo
Samantha Korn; Isabella Lalonde
Zachary Cohen; Kendal Foster
Sara Gagnon
Matthew Marvin; Camille Vanasse

School Service and Leadership

Michael Jupka, Jr. '76 Blue Key Award
Community Service Award
Paul R. Leary '90 Award
John Taylor Babbitt '07 Award
Student Government Achievement Award
Stifel Award

Maulin Hemani
Anna Butrico; Erin Butrico
Adedire Fakorede; Drew Topor
Madeline Boone; Michael Suzuki
Akshay Rao
Tatiana Oliveira '15

Special Awards

Special Prize to AFS Student
Pingry School Parents' Association Women's Sports Award
Centennial Cup — Gift of the Class of '61
Class of '26 Reese Williams Award
Cipriano Family Scholar-Athlete Award
Faculty Prize
Charles B. Atwater Valedictory Award

Anouk Chocron
Drew Topor
Evan Key
Michael Silbert
Anna Butrico; Evan Key
Isabella Barrionuevo
Vineeta Reddy

Cum Laude Society

Arushi Agarwal	Jennifer Guo	Tracey Lin
Carter Allinson	Avery Hatfield	Wenrui Lu
Alyssa Baum	Caleb Ho	Liam Mullett
Anna Butrico	Derek Hong	Vineeta Reddy
Erin Butrico	Amol Kapoor	Neeraj Shekhar
Erica Cheung	Rabia Khan	Adriano Taglietti
Angelina Fluet	Isabel Kim	Drew Topor
Sara Gagnon	Eric Klawitter	Avery Vella
Tammy Gu		Allison Yu

Advanced Placement Scholars

Elizabeth Abbott*	Katherine Curran*	Elizabeth Herman*	Rahul Nair*
Arushi Agarwal	Rachel Davis*	Caleb Ho**	Akshay Rao
Carter Allinson	Sofia Deak	Derek Hong	Vineeta Reddy*
Jack Barral*	Jeffrey Dong	Derek Hsue*	Lauren Ru**
Mattison Barickman	Allison Dorneo	Jason Jin**	Neeraj Shekhar***
Isabella Barrionuevo	Ian Edwards*	Briana Johnson	Madison Stevens*
Alyssa Baum	Kendal Foster	Benjamin Kaminoff*	Andrew Supron*
Anna Butrico	Sara Gagnon**	Amol Kapoor**	Adriano Taglietti
Erin Butrico	Rebecca Gever*	Isabel Kim*	Julia Tarantino
Sean Carver	Natalie Gilbert	Jeremy Kwan	Drew Topor
C. Reeve Carver III	Jessica Gluck	Tracey Lin**	Avery Vella**
Kyle Casey*	Lauren Graves*	Stephanie Lipper	Charles Wollmuth
Alexis Chang	Julian Greer	Ryan Lister	R Stewart Wood
Stacey Chen*	Jennifer Guo***	Wenrui Lu***	Stephanie Yeh*
Erica Cheung	Tanay Gupta	Maya Simone Moten	Allison Yu
Zachary Cohen	Avery Hatfield	Liam Mullett	Christina Zajkowski
Hannah Cree	Maulin Hemani**	Kunal Nabar**	Kathleen Zhu**

* With Honors **With Distinction *** National Scholar

Designation based on 2013 testing

National Merit Scholarship Program Commended Students

Mattison Barickman	Tammy Gu	Samantha Korn	Brandon Preziosi
Jack Barral	Tanay Gupta	Jeremy Kwan	Vineeta Reddy
Alyssa Baum	Avery Hatfield	Justin LeAndre	Lauren Ru
Stacey Chen	Maulin Hemani	Stephanie Lipper	Gavriella Shandler
Erica Cheung	Caleb Ho	Ryan Lister	Neeraj Shekhar
Hannah Cree	Derek Hong	Wenrui Lu	Andrew Supron
Katherine Curran	Derek Hsue	William McDonald	Adriano Taglietti
Rachel Davis	Jason Jin	Rebecca Muller	Bryan Tiggs
Ian Edwards	Amol Kapoor	Liam Mullett	Avery Vella
Rebecca Gever	Eric Klawitter	Kunal Nabar	Stephanie Yeh

National Merit Scholarship Finalists

Carter Allinson	Elizabeth Herman	Edward Leithead IV
Sara Gagnon	Isabel Kim	Tracey Lin
Jennifer Guo		Kathleen Zhu

National Merit Scholar

Jennifer Guo

National Hispanic Recognition Program Scholars

Julian Greer	Alexandra McManus
Louis Monteagudo	Morgan Wahby

National Achievement Program Outstanding Participants

Andrew Alder	Briana Johnson	Maya Simone Moten
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National Achievement Program Semifinalist

Justin LeAndre

National Achievement Program Winner

Bryan Tiggs

Presidential Scholar Candidates

Carter Allinson	Vineeta Reddy
Wenrui Lu	Neeraj Shekhar

The Elizabeth Allan Smith '83 Memorial Pingry-Duke Scholarship Prize

Erin Butrico

C. B. Newton Pingry-Princeton Scholarship Prize

Rabia Khan

Pingry-Princeton Scholars

Jennifer Guo	Matthew Mangini	Liam Mullett
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Athletic Awards

Girls' Cross-Country Award	Anna Butrico; Camille Vanasse
Boys' Cross-Country Award	Liam Mullett
Andrea Montague Field Hockey Award	Erin Butrico
Tom Boyer Football Award	Evan Key
Michael Jupka, Jr., '76 Football Award	Christopher Melligon
Timothy C. Cornwall '64 Boys' Soccer Sportsmanship Award	Matthew Mangini; Louis Monteagudo
Dick Gradwohl Boys' Soccer Cup for Most Team Spirit	C. Reeve Carver III; Sean Carver; Charles Moore-Gillon
Elizabeth Allan Smith '83 Girls' Soccer Award	Rachel Corboz; Drew Topor
John R. Dufford, Jr. Tennis Trophy	Madison Stevens
Water Polo Award	Jason Jin
Frank L. Romano Boys' Basketball Award	Maxwell Helfman
Joe LaValley Boys' Basketball Award	Evan Key
Virginia Nazario Fencing Award	Erica Cheung; Avery Vella
Varsity Boys' Ice Hockey Award	Eric Rogers; Kyle Walker
Girls' Ice Hockey Award	Haley La Fontaine; Melanie Naratil
Girls' Ski Team Award	Charlotte Zee
Boys' Ski Team Award	Andrew Tulloch
Girls' Squash Team Award	Elizabeth Herman
Boys' Squash Team Award	Derek Hsue
Boys' Swimming Award	Mattison Barickman
Ashley G. Marsh and Family Swimming Award	Allison Dorneo; Sara Gagnon
Michael Jupka, Jr., '76 Wrestling Award	Charles Duryee
Girls' Winter Track Award	Erin Butrico
Boys' Winter Track Award	Justin LeAndre
Class of 1935 Graham Churchill Baseball Award	Kyle Walker
Girls' Golf Award	Mikaela Lewis
Boys' Golf Award	Christopher DeVito
Richard C. Weiler Boys' Lacrosse Award	Evan Key
Girls' Lacrosse Sportsmanship Award	Avery Hatfield
Pingry Girls' Lacrosse Cup	Alexis Chang
Pingry Softball Award	Alyssa Baum; Natalie Gilbert
Boys' Tennis Award	Maulin Hemani
Boys' Track Award	Adedire Fakorede; Justin LeAndre
Richard G. Gradwohl Girls' Track Award	Angelina Fluet
Twelve Varsity Letter Award	Anna Butrico; Sara Gagnon; Evan Key; R Stewart Wood
Somerset County Scholar-Athlete	Liam Mullett; Madison Stevens
NJSIAA (State)	Erin Butrico; Kyle Walker
NJSIAA (Independent Schools)	Avery Hatfield
	Drew Topor; Avery Vella

The 1902 Emblem

The Class of 1902 Emblem is awarded to Adedire Fakorede of the Class of 2014, who, while at The Pingry School, by the efficiency and the amount of service and loyalty of attitude has done the most for the school, and who has been judged therefore by school-fellows and faculty to have shown of them all the greatest amount of school spirit.

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



ADEDIRE FAKOREDE E,M

Years at Pingry: 4

Trademark Characteristics: I am very friendly; I love to make friends and meet new people.

Activities: Football, Wrestling, Track, Peer Leadership, and Senior Class Giving Committee

Summer Plans: I plan to lift, train, and throw three times a week with former Pingrian Chris Ju, who was generous enough to take me under his wing.

College Plans: Bates College

Career Possibilities: Right now I'm stuck between business and medicine. Both areas really appeal to me, so moving forward I plan to do internships in both areas to figure out which one I will ultimately go into.

Faculty Mentors Mrs. Marotto, Mr. LaValette, Mr. Shilts, Dr. Brown-Allen, Mr. Facciani, and Mr. Romano

Favorite Pingry Memory: My favorite Pingry memory was running for Student Body President.

The Magistri Laudandi Award



C. REEVE CARVER E,M

Years at Pingry: 13

Trademark Characteristics: Funny, Humble (get it, it's ironic/funny that I'm saying humble), kind

Activities: Soccer, Blue Key, Student Government, Peer Leadership, GLP

Summer Plans: hanging with my girlfriend(s) S&P (job), also with my family, but they might not want to hear that

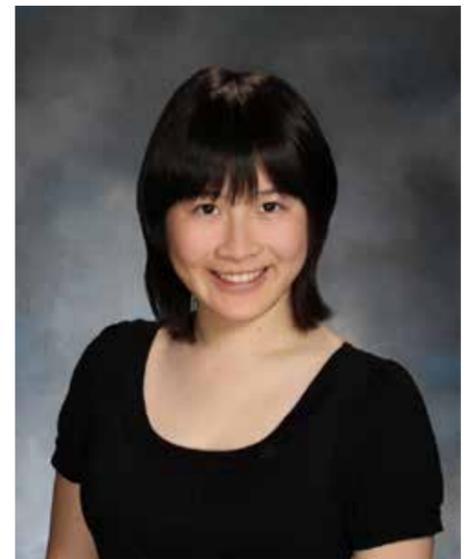
College Plans: Gap year, then Cornell University

Career Possibilities: undecided, hopefully I enjoy it

Faculty Mentors: Mr. Poprik (who is not only a mentor but a friend), Mr. Keating and Mrs. Newman

Favorite Pingry Memory: Having the opportunity to go to Pingry. I really have to thank my parents, especially my dad, for giving me this chance. Also, Emma, Chloe, and Sean I'm lucky to have you guys through my Pingry years, and hopefully later on in life.

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



TRACEY LIN M

Years at Pingry: 13

Trademark Characteristics: "Worryworryworry," "meow," and "female." Taken from a convenience sample.

Activities: Art, dance, reading comics, playing text adventure games
Summer Plans: Sleep? Meeting up with friends that I haven't seen in years, I guess.

College Plans: Stanford

Career Possibilities: I want to do math! I don't know where that would take me, though...

Faculty Mentors: Mrs. Kinney

Favorite Pingry Memory: That's like asking what my favorite memory from my whole life is! I have a lot of memories. Perhaps my favorite was when I went cloud watching in the field where the buses pick up kids and realizing the sky was really, really huge. Or maybe when we found out that Derek plus Photoshop equals terrifying.

Nominees for 1902 Emblem (E)



ANDY ALDER
M

Years at Pingry: 4

Trademark Characteristics: Highly sensitive, Open, hugs people too much
Activities: Phone-a-Friend Club, SDLC, Jazz Ensemble, Vital Signs, Gay-Straight Alliance
Summer Plans: I'd like to see my friends a lot, so that means I need to get my license. Or I'll just stay home and eat everything.
College Plans: Studying management at Bucknell University
Career Possibilities: I've always wanted to be a comic book writer but who knows where life will lead me. I could be a superhero.
Faculty Mentors: Dr. Dineen, Dr. Artis, Mr. Li, Dr. Moore, Mr. McAnally, Sra. Godfrey, DBA, Mrs. Romankow, Mrs. Kehoe, Mrs. McGrath, Trem, Mr. Jaqua, Mrs. Grant
Favorite Pingry Memory: On the first day of my freshman year, I walked into a staircase and got a black eye. Then, it was mortifying. Now, it's HILARIOUS to me.



CARTER ALLINSON
M

Years at Pingry: 7

Trademark Characteristics: Caring, helpful, occasionally funny
Activities: Cross Country, Quiz Bowl, Buttontowns, Winter Track, Spring Track, Student Government
Summer Plans: Exploring, spending time with friends, going to the beach, and hopefully getting a job
College Plans: Harvard University
Career Possibilities: Finance, Entrepreneurship
Faculty Mentors: Mr. De, Mr. Lear, Sra. Godfrey, Dr. Murray, Mr. Poprik
Favorite Pingry Memory: While one specific event doesn't stand out in my mind, my favorite memories of Pingry involve a sense of community and belonging. What has made my Pingry experience so enjoyable is that no matter what activity or class I found myself participating in, there was always someone who would go out of their way to be inclusive and helpful.



ANNA BUTRICO
E,M

Years at Pingry: 4

Trademark Characteristics: Friendly, Talkative, Dedicated, "Are you Anna or Erin?"
Activities: Varsity Cross Country, Winter and Spring Track, Record Editor, Blue Key, Peer Leadership
Summer Plans: I'm working at a little farm shop in my town. My family is also going to Italy for 10 days.
College Plans: Vanderbilt!
Career Possibilities: Possibly a Journalist. I'm guessing something in the writing field.
Faculty Mentors: Mr. Grant (\$G Money), Mr. Coe, Dr. Edwards, Mr. Burns, Mr. Lear
Favorite Pingry Memory: I have never laughed so hard when Mr. Grant cannonballed off the high tower on one of our cross country training trips. I loved Serenade month, the Intergenerational and Pingry proms, and group hugs after AP exams.



ERIN BUTRICO
E

Years at Pingry: 4

Trademark Characteristics: Quick to smile/laugh, Hard-working, and Supportive
Activities: Varsity Field Hockey, Varsity Winter and Spring Track, Blue Key (tours), Pingry Record, and Peer Leadership
Summer Plans: Going to Italy, working at a pizzeria, trips to the Thousand Islands with family
College Plans: Duke University!
Career Possibilities: Undecided, but I'm leaning towards Medicine. I'm really interested in Neuroscience.
Faculty Mentors: Mr. Thomson, Mr. Keating, Madame Geacintov, Mrs. Kinney, and others.
Favorite Pingry Memory: Spirit Week, Having way too much fun at the Freshmen Bryn Mawr Dance, Singing to Celine Dion in the Locker Room with the Field Hockey Team.



AIGNER MIZELLE
E

Years at Pingry: 7

Trademark Characteristics: an open-minded, outspoken humanist with a love of life
Activities: Dance, Poetry, Theater
Summer Plans: working — maybe at a camp or for a dance group; attending a dance intensive camp. Hanging out in New York.
College Plans: Oxford College of Emory University
Career Possibilities: Actress, Dancer, Poet, Philanthropist
Faculty Mentors: Dr. Artis, Sra. Godfrey, Mr. Romano, Mrs. Romankow, Mrs. Hartz, with special thanks to Mrs. Sinclair
Favorite Pingry Memory: meeting, talking, and writing with Thuli Zuma at the Creative Writing Festival; spending time talking to Andre Barat on Career Day.



LOUIE MONTEAGUDO
M

Years at Pingry: 4

Trademark Characteristics: Friendly, outgoing, open-minded, creative
Activities: Varsity Soccer, Student Government, Peer Leadership, Blue Key
Summer Plans: I plan on getting a job this summer and taking an online computer science class.
College Plans: I'm studying engineering at Cornell next year. I plan on being very active in the student life at Cornell and will definitely try to explore my interests.
Career Possibilities: I want to get an engineering degree and work for a technology firm after I graduate. I also hope to eventually get an M.B.A and become an entrepreneur.
Faculty Mentors: Mr. Keating and Mr. Nazario
Favorite Pingry Memory: Winning the Soccer State Sectional title in overtime during my junior year.



AKSHAY RAO
E

Years at Pingry: 4

Trademark Characteristics: Fun-loving, energetic, happy, always sprinting to class at 8:09am
Activities: Student Government, Peer Leadership, Senior Giving Committee, Blue Army, Pingry Finance Club, Model UN, Soccer, Basketball
Summer Plans: Working, relaxing, playing soccer, traveling to Dominican Republic
College Plans: Emory University
Career Possibilities: Finance- investment banking, entrepreneur, career in finance sector
Faculty Mentors: Mrs. Newman, Dr. Edwards, Dr. Jones, Mrs. Markenson, Dr. Brown-Allen, and many others
Favorite Pingry Memory: The whole experience of senior year. Convocation. During the faculty entrances, my speech and other speeches Hauser had an eerie feel. It marked a great start to a great year, but it also marked the beginning of the end of my Pingry career.



NEERAJ SHEKHAR
M

Years at Pingry: 13

Trademark Characteristics: Optimistic, Helpful, Nerdy (in a good way).
Activities: Quiz Bowl, Math Center, Tennis.
Summer Plans: Working, traveling with my family, hopefully an internship and relaxing before college.
College Plans: Yale University
Career Possibilities: Very much undecided. At this point, most likely finance or academia.
Faculty Mentors: Mrs. McGrath, Sra. Godfrey, Mr. Burns, Mr. Poprik, Mr. Keating, Mr. Pearlstein, Mr. Lear, Mr. Tramontana, Mr. Thomson, and many more.
Favorite Pingry Memory: Winning the National Academic Championship with the Quiz Bowl team in New Orleans. It was a really fun experience participating and winning was a really unexpected bonus. It was a fantastic way to cap off a great Quiz Bowl season and school year.

& Magistri Laudandi (M) Awards



RACHEL DAVIS
M

Years at Pingry: 13

Trademark Characteristics: Smiling, laughing, hyper, friendly, passionate, and a hugger.

Activities: Semi-professional dancer, Photo editor for The Record, Photographer, Writer, Writing Center

Summer Plans: Learning how to surf in Hawaii

College Plans: Wesleyan University

Career Possibilities: Something artsy and creative: museum curator...film director... gallery owner... choreographer...

Faculty Mentors: Mrs. Grant, Mr. Keating, Mr. Boyd, Dr. Dineen, Mr. Pearlstein, Mr. Lear, Mrs. Cooperman, countless others

Favorite Pingry Memory: It is hard to pick one memory from my thirteen years at Pingry. Most recently, my favorite memory is Senior Prom but I will always cherish Dr. Pearlman teaching me all the prepositions to the tune of "Yankee Doodle," Mr. Facciani's advisory in 8th grade, and Mr. Corvino shaking my hand each morning in the lower school.



TANAY GUPTA
E,M

Years at Pingry: 4

Trademark Characteristics: Enthusiastic, moderate to severe fascination with planes, love for the outdoors, changing seats in every class

Activities: Vital Signs, Working Backstage for the Winter Musical, Soccer, Tennis

Summer Plans: Chilling with friends, meeting family in Chicago and India, perhaps interning with a private jet company.

College Plans: University of Illinois

Career Possibilities: Civil Engineering, Aeronautics, or something transportation-related.

Faculty Mentors: Specifically Mr. Poprik, Mr. Li, and Mrs. Asch, but it really has been a privilege to be taught by such intelligent and passionate people.

Favorite Pingry Memory: Throwing down the vines from the catwalk at the end of "Little Shop of Horrors" and sprinting down for bows, three years of high energy classes with Mr. Thomson, and being amazed by the wealth of talent during every morning meeting.



BEN KAMINOFF
E

Years at Pingry: 4

Trademark Characteristics: "The Record guy," friendly, hardworking, focused, an amateur sense of humor, and my distinctive wave.

Activities: The Pingry Record, Peer Leadership, Bridges, Student Diversity Leadership Club, and Tennis

Summer Plans: Counselor at my sleep-away camp

College Plans: Tufts University!

Career Possibilities: Law, journalism, or maybe even politics – I'm really all over the place.

Faculty Mentors: Dr. Dineen, Mrs. Finegan, Dr. Dickerson, Mr. Coe, Dr. DeSimone, Mrs. Hartz, Mrs. Lionetti, and countless others.

Favorite Pingry Memory: It's difficult to pick out a single memory from a great four years here, but the Peer Leadership Retreat was really an amazing start to an enjoyable year. What will most stay in my mind are the times working on The Record with an amazing staff.



MATTHEW MARVIN
E

Years at Pingry: 7

Trademark Characteristics: Sense of humor, general loudness

Activities: Fall Play, Winter Musical, Blue Key, Peer Leadership, and President of The Men's Glee Club and Buttondowns

Summer Plans: Working in Visitor Services at the Nantucket Whaling Museum and Historical Association, and performing in "Oklahoma!" at Theatre Workshop of Nantucket

College Plans: Pursuing a BA in Theatre Arts with a Concentration in Theatre Performance and a Minor in Musical Theatre at Marymount Manhattan College

Career Possibilities: Actor, singer, dancer, choreographer, writer, director, and producer on stage, film, and television

Faculty Mentors: Mrs. Newman, Ms. Fung-Kee-Fung, Mrs. O'Mara, Mrs. Grant, Dr. Dineen, Sra. Godfrey, Mr. Romano, Mrs. Romankow, Dr. Moore, and countless others.

Favorite Pingry Memory: Singing "My Heart Will Go On" at the Pep Rally last fall.



DREW TOPOR
E,M

Years at Pingry: 10

Trademark Characteristics: Hardworking, friendly, approachable, loyal

Activities: Varsity Girls' Soccer, Honor Board, Peer Leadership, Theater Tech for 2 years

Summer Plans: I'm going to be a counselor at a soccer camp, and I plan on taking a summer course in Economics, and spending time with my friends and family.

College Plans: Georgetown University—McDonough School of Business

Career Possibilities: I plan to focus on math in the business school, but I hope to explore many career paths.

Faculty Mentors: Mrs. Markenson, Mr. Bourne, Mr. Crowley-Delman, Miss Walker, Mr. Grant, and Mr. Thomson

Favorite Pingry Memory: This past soccer season was an incredible experience that I was able to share with amazing teammates.



CAMILLE VANASSE
E

Years at Pingry: 8

Trademark Characteristics: Red hair, can't stop singing, spontaneous, optimistic, all-state athlete turned performing artist

Activities: Balladeers, Winter Musical, Peer Leadership, Cross Country Captain, Track and Field, Guitar

Summer Plans: Audition and perform, Pingry's Mega V Day Camp Counselor

College Plans: NYU Tisch School of the Arts for Musical Theatre

Career Possibilities: Performer, Actress, Singer, Journalism, or Marketing

Faculty Mentors: My Dad, Mr. Keating, Mrs. Marotto, Mrs. Childs, Mrs. Livak, Mr. LaVallette, Dr. Dineen, Mr. Romano, Mrs. Romankow, Mr. Lear, and especially Mr. Winston

Favorite Pingry Memory: The Peer Leadership dance at Bryn Mawr, Performing Taylor the Latte Boy, The Eiffel Tower on the spring break trip to France, Balladeers, and Girls' Cross Country.



AVERY VELLA
M

Years at Pingry: 7

Trademark Characteristics: I am very relaxed, Canadian, and hardworking.

Activities: iRT, Track and Field Capt., Fencing Capt.

Summer Plans: Working as a camp counselor while living with my grandparents up in Toronto.

College Plans: Yale University

Career Possibilities: I could try becoming a Research Scientist but I really don't know what I want to study in college let alone what I want to do with my career.

Faculty Mentors: Mr. De, Mr. Shilts

Favorite Pingry Memory: Helping lead the track and field team to a state championship. It took a lot of hard work, it was a lot of fun, and I love this team.

Mrs. Castaldo Looks Forward to Retirement

Continued From Page 1

theaters, cinemas, and museums more often.

Aidan Zola (IV) said that Mrs. Castaldo is "one of those

teachers who genuinely cares about all of her students." She added, "Madame will always manage to make you laugh, no matter what."

Katie Coyne (IV) agreed, say-

ing that Mrs. Castaldo is "always there for her kids, whether for pronoun help or life in general. Walking into Madame's class feels like coming home and relaxing after a long day."

After 24 Years of Advising And Teaching, Mrs. McGrath Retires

By ABHIRAM KARUPPUR (V)

After 24 years of teaching at Pingry, Math teacher Mrs. Virginia McGrath is retiring.

Upon graduating from the University of New Hampshire with a degree in mathematics, Mrs. McGrath worked for various construction firms in New York, specializing in finances and bookkeeping. She helped these companies in cost analysis and moved several times before settling down in New Jersey.

When her oldest son entered the second grade, Mrs. McGrath decided to become a teacher in order to spend more time at home with her children. She obtained her teaching certificate in math and taught at Bernards High School for six years.

When her son applied to Pingry for ninth grade in 1990, Mrs. McGrath also applied to become a math teacher. "It was a package deal; if my son was accepted, I would join Pingry," she said. Her son was accepted and Mrs. McGrath joined the community that fall.

While at Pingry, Mrs. McGrath worked on obtaining a master's degree in guidance and counseling from Seton Hall University. During her tenure, she has taught Algebra 2, Geometry, and Algebra 3 & Trigonometry at various levels.

Outside of class, Mrs. McGrath has advised the Yearbook club, coached cheerleading and Middle School Girls' Lacrosse, and directed many community service opportunities such as Special Olympics. Having chaperoned "about 1,000 different activities," Mrs. McGrath said she enjoyed every single one of them.

Around campus, students often saw Mrs. McGrath taking photos of sports team for the Yearbook. In the past, she was the official photographer at assemblies, sports games and events before the school hired Mr. Bruce Morri-

son '64. "Taking photos has always been my hobby, and I really love giving amazing photos to the kids and watching their reactions," Mrs. McGrath said. This year, the Yearbook dedicated the 2014 Bluebook to her, as a testament to her photography and presence around campus.

Her favorite experiences at Pingry, however, have always involved interacting with her

will be on campus to tutor students in math. Once she sells her house in New Jersey, she plans to move to the Washington D.C. suburbs in Virginia, where she has already purchased a home.

In her spare time, she will be traveling across the country to visit friends and family. "We've planned a trip to Hawaii, and I plan to visit Alaska as well," she said. She also intends to stop by New Mexico to



Mrs. McGrath with her advisory at her house.

R. Corboz (VI)

students. "I have loved getting to know every single one of them," she said. Her advisee, Tanay Gupta (VI), said, "Mrs. McGrath is so kind and is passionate about helping students. She is a real pleasure to be around."

Mrs. McGrath also said that she will miss her colleagues, many of whom are her close friends. She added that she will miss attending SAC assemblies and chaperoning trips, times during which she got to know her students better. Mrs. McGrath's favorite memories of Pingry include the school's 150th anniversary celebration and the annual school dances. She said, "I really loved when the dances were held outside with all the bands playing."

Although she is retiring from teaching full-time, Mrs. McGrath

visit former Art teacher Mrs. Laurinda Stockwell. As French teacher Mrs. Gail Castaldo is also retiring this year, Mrs. McGrath plans to visit museums and go out to lunch with her. She is also looking forward to enrolling in photography and cooking classes in order to further develop her hobbies.

Mrs. McGrath plans to keep in touch with her former students and advisees. "My advisees this year were the best, since we've been together all four years," she said. Since many of her advisees plan to attend schools in the Virginia area, she intends on visiting them frequently. Gupta spoke for his advisory when he said that "Mrs. McGrath is a really helpful and caring individual, and we could all trust her to resolve any of the issues we were having."

French Teacher Mrs. Roxbury Embraces The Next Chapter

By DILLON NOONE (IV)

After 36 years of teaching at Pingry, French teacher Ms. Jane Roxbury is retiring.

Some may be surprised to learn that Ms. Roxbury did not study French until the seventh grade.

"Originally, I had wanted to take German because my family is of German descent," she said. Her school, however, did not have a German program. She developed a love for French, which she continued studying in high school.

Mrs. Roxbury then went on to study at Elmira College, which was then a women's college, in upstate New York. "I had the mistaken notion that it would be good for me to go to an all girls' college," Ms. Roxbury joked.

When it was time for her to declare a major, French was the natural decision. "I was good at French, and I liked speaking it," she said. Her desire to become fluent in French coupled with her dislike of an all-female environment motivated Ms. Roxbury to study abroad in France.

While in France, she worked as a teaching assistant, which helped her gain fluency in the language. "The best way to learn a language, if you want to really become fluent, is to go to a place that speaks it," she said.

Upon graduating, Ms. Roxbury wanted to be a translator for the UN. Unfortunately, she didn't get the job. "It was really hard competing with people who grew up speaking French," she explained. Realizing her love of teaching during her time in France, she decided to continue her work in the field.

Prior to teaching at Pingry, Ms. Roxbury taught for a year in New Hampshire and for three years at Rye Country Day School in New York. "My husband's job eventually brought us to New Jersey," she said. "While I was turned down by

a few schools, I was lucky to get a position at Pingry."

She explained how her first few years at Pingry required major adjustments. Though she had always taught French, Ms. Roxbury also taught Spanish

and to her profession is admirable. She is a true model of what Pingry expects from its teachers, scholarship, honor and excellence.'

In addition to teaching, Ms. Roxbury also has coached ath-



I. Zinn (V)

for five years and German for one year. Over the years, she has taught in both the Middle and Upper Schools.

Upon the construction of the Middle School building, however, Ms. Roxbury had to make the decision to teach either middle school or high school students. In the end, she chose to stick with the Middle School. "Some people probably thought I was crazy," she said, "but I just really liked the energy the younger kids have."

They have appreciated her as well. In the words of her long-time colleague and friend, Mrs. Lydia Geacintov, "Jane has been the 'rock foundation' of our French language program. She is the one who instilled a love of the French language and French culture in the early years of language study, and all of us who followed had an easier task to build upon that solid foundation. Her dedication to stu-

letic teams, advised her own group of students, and headed the Academic Judicial Board, a precursor to the Honor Board. Perhaps her greatest achievement, however, was becoming the first female head of a department at Pingry.

"You have to do something else besides teaching," she explained. "Otherwise it gets stale."

After retiring, Ms. Roxbury plans on finally becoming fluent in German, something she has desired all her life. She also plans to spend time in Austria, learn how to play the viola, and continue playing the flute.

Ms. Roxbury will surely take with her the fond memories of a few specific classes. One class in particular would "all speak to each other in French," she said. "I remember one class where I couldn't stop giggling. We didn't get any work done, but we spoke French the entire time."

Beloved Latin Teacher Mrs. Forrester Moves to Virginia

By ABBY BAUER (IV)

After 22 years at the school, Latin teacher Mrs. Susan Forrester is retiring. In addition to serving on various committees and leading trips to Italy, Mrs. Forrester has held many positions, including Form Advisor to the Class of 2016 and Faculty Editor of Polyglot Magazine.

Prior to teaching, Mrs. Forrester was a Latin major at the Sophie Newcomb College of Tulane University. She then obtained a Masters degree from the University of Virginia.

She first acquired a love for Latin in high school and built upon her passion for the Classics while studying Latin and Greek abroad in college.

Mrs. Forrester began teaching Latin classes part-time in Charlottesville, Virginia. When her family moved to New Jersey, she volunteered at the gift shop at Overlook Hospital in Summit. In 1992, Mrs. Forrester replaced Pingry

legend, Mr. Albert Booth, as an Upper School Latin teacher. Mr. Booth started working at Pingry in 1929.

positive thing for me. I love working with the students, and I love teaching." The students in her Latin 3 class expressed

inspires her students to excel. Bryce Weisholtz (IV) said, "You can tell she really loves what she does. She is just a great person in general."

Mrs. Forrester has had the opportunity to work with some of the same students for several years, which has allowed her to become familiar with many of them. Holly Butrico (IV), who had her as a teacher for both her freshman and sophomore years, said, "Mrs. Forrester is a very special person. She truly cares about her students, and she wants them to

succeed. She has always been there for me."

Her colleagues concur. Mrs. Godfrey appreciated her "supportive understanding" of her fellow language teachers. Dr. Ann Dickerson emphasized Mrs. Forrester's "devotion" to her students, noting that "she adores her students, admires them, celebrates them, and makes her best efforts to support them in their low moments as best she can. Her retirement is a major loss to the school."

During her tenure, Mrs. Forrester's proudest achievement was introducing the Cambridge Latin Course to the school, a resource that has become an integral part of the Latin curriculum.

When asked what she will miss most about Pingry, Mrs. Forrester immediately answered, "My kids." Student Sharanya Pulapuri (V) said, "Mrs. Forrester is like my second mom. I don't know how I would have made it through

the year without her. We have never had a day without laughing."

Mrs. Forrester said she hopes her students and colleagues will remember her as a "dedicated teacher."

After retiring, Mrs. Forrester plans on relocating with her husband to Charlottesville, Virginia, where she hopes to enroll in archeology classes at the University of Virginia. "It is something I've always wanted to do," she said.

She still hopes to teach again after she and her husband are settled.

Mrs. Forrester relayed a final message not only to her own students, but also to all those who attend Pingry.

"I hope everyone can find their passion in life and be able to pursue it," she said. "Don't go to college 'set' on what you want to be. Explore various options, enjoy your education, and find something you're passionate about."



I. Zinn (V)

Reflecting on her Pingry career as a whole, Mrs. Forrester said, "It's been such a

their appreciation for Mrs. Forrester's devotion to teaching, unanimously agreeing that she

Mrs. Stockhoff Retires After Assisting Four Headmasters

By MATT FROMM (V)

Mrs. Barbara Stockhoff, Assistant to the Headmaster, will be retiring this year. She joined the staff in June 1986 and is ending her 28 years at Pingry feeling proud and honored to have played an instrumental role at the Basking Ridge Campus.

When Mrs. Stockhoff joined the faculty, Mr. David Wilson was Pingry's headmaster, and the first few days of her tenure here were eventful ones. "I only worked for him for a year," she explained. "The day after I was hired, Wilson delivered a speech saying he was leaving, so the administrative office did a search for a new headmaster that year."

Once John Hanly came to lead the school, Stockhoff worked as his assistant for thirteen years from 1987 to 2000.

"Then, after Mr. Hanly left," she continued, "John Neiswender came to the school. I worked for

him for five years until 2005, when Headmaster Nat Conard took over. I've worked nine years for him.

"I worked for four headmaster bosses during my time here, and each was completely

different from the other. All the headmasters were great to work for," she said.

In the Pingry of decades past, Mrs. Stockhoff, recalled, she used to type the PSPA publications on a typewriter because

"There were no computers when I started out. Everything was a list, and you could make no mistakes. The year after I got here, in 1987 I got a word processor, which was a big help preparing mailings and sorting addresses."

Because there was also no full time admissions staff, nursing staff, or middle school secretary when she started, "There were a lot of things I did when I first came."

When Headmaster Neiswender came, he instituted the school day calendar, and Mrs. Stockhoff was the first person in charge of the calendar for both the upper and lower campuses.

In recent years, Mrs. Stockhoff has spent most of her time helping Mr. Conard and the trustees, by coordinating the master schedule and helping the development office.

For the last 25 years, Mrs. Stockhoff has also served as the head of the Sunshine Fund, the

fund for Pingry faculty and staff that sends a gift or present to a faculty member experiencing some kind of life transition.

In addition, she has served as an advisor to the Green Group and plans to give money to them when she leaves.

"They might dedicate a row of lettuce to me," Mrs. Stockhoff joked.

On a more serious note, she added, "I never got to know many students, but I'm very close with the faculty and staff. I will miss them very much." She was especially close with Ms. Saburn, Mr. Leef, and Mr. Conard, as well as many other teachers she has gotten to know over the years.

Mrs. Stockhoff has been an important and cherished member of the school community throughout her tenure here. She has been instrumental not only in her administrative skills but also in promoting cohesion and friendliness across Pingry. Mr.

Leef recalled, "When I arrived here, I was 'the new guy' replacing an administrator who had grown up professionally at Pingry. There were plenty of folks who were not so quick to accept and welcome me, but Barbara was supportive right from the start." Mr. Conard added, "She is an institution. We will miss her pleasant smile, her accessibility, and her power to make people feel good."

When asked what she has learned from her time at Pingry, she said, "Without the students, the school is a shell. When the faculty is just here, the building is nice and quiet, but it's empty. You could have school in a barn, as long as there are students. It occurs to me that the reason that we have this school is that the children we're educating will understand that they're going to be running the world in a few years. Not us, not the teachers or administrators, but you guys."



L. Zimm (V)

German Teacher Mr. Jasinski Leaves to Pursue Ph.D in Philosophy

By LORI KIM (V)

German and Latin teacher Mr. Igor Jasinski will be leaving Pingry after five years of teaching to obtain his Doctorate in Philosophy at Montclair State University. Mr. Jasinski first joined the community as Dr. Ann Dickerson's temporary replacement during her maternity leave. Since then, he has served as an advisor, assisted the Middle School play productions, and introduced a co-curricular Philosophy class in the Middle School.

Born and raised in Germany, Mr. Jasinski began his study of the language at the University of Düsseldorf, where he also studied Philosophy. As a graduate student at the University of Tübingen, Mr. Jasinski came to the United States through an exchange program with the State University of New York at Stony Brook.

Mr. Jasinski has been participating in a graduate program for

the past five years as a part-time student at Montclair State. He is taking a break from teaching in order to complete his dissertation and continue his study of Philosophy full-time.

Mr. Jasinski brought his love of Philosophy to the Middle School when he introduced a sixth grade co-curricular Philosophy class this year. He based the class curriculum on the philosophical method of the community of inquiry, which is more conceptually based than the traditional, historically based methods. He said teaching a class so close to his own personal academic pursuits was "incredibly rewarding," and he appreciated the unique exchange of ideas among his young students.

Mr. Jasinski, who proudly embraces his German heritage, also inspired in his students a sense of culture. Tommy Westerhold (IV), Mr. Jasinski's German student and advisee, said he would especially miss "music freitag,"

or music Friday. He added, "Mr. Jasinski taught us not only the German language, but also the great German culture."

His colleagues have valued Mr. Jasinski as well. Dr. Ann Dickerson called him "one of the most generous colleagues I have ever had with his time, teaching materials, and meaningful exchange of ideas on a range of topics. He is a kind and witty person, in addition to being intellectually engaging. We will miss not only his humanity, but the substance he adds to our language department as well, and dearly hope he will return to the school one day."

Mr. Dennis Pearlstein, who shared a morning commute with Mr. Jasinski, considered him "a most lively friend. I loved talking with him in the car about philosophy, the preparation for, and results in, his classes," Mr. Pearlstein said. "He was very serious about teaching German and philosophy -- and, of course,

about lighter things. I think that his teacher creativity and collegial spirit will be missed by all."

When asked what he will take away from his experience at Pingry, Mr. Jasinski joked, "There are a few books I'm thinking about taking."

Most of all, Mr. Jasinski said he will miss his students, advisees, and colleagues, some of whom have become his close friends. "I've really bonded with my colleagues, and each one of them has a unique interest. Even our conversations at lunch are intellectually stimulating," he said.

Though Mr. Jasinski has taught at multiple schools, including Bergen Academy and Scotch Plains-Fanwood High School, he noted that he finds Pingry particularly unique. He said, "Some of the students blow me away with their responses in my Philosophy class, for example. It is really remarkable how the students and faculty are always alive and curious."



L. Kim (V)

Substitute Mrs. Biffen and Math Teacher Mrs. Irish Depart The Short Hills Campus

By MARK SHTRAKHMAN (IV)

Short Hills is losing two faculty members this year: Mrs. Helen Biffen, who served as a permanent substitute for six years, and Mrs. Chris Irish, who has been a math teacher at Pingry for 23 years.

Mrs. Biffen graduated cum laude from Hunter College and received her graduate degree from The College of St. Elizabeth. Prior to working at Pingry, she was a trainer in Corporate Human Resources.

When she decided to start a family, Mrs. Biffen served as head teacher in Warren, New Jersey and filled in for teachers on maternity leave.

Upon joining the Lower School faculty in 2008, Mrs. Biffen became the permanent substitute and has taught students in kindergarten through fifth grade. She has also been active as Yearbook Coordinator, a member of the Employee Benefits Focus Group and the multicultural team, and a camp counselor at Pingry's Big Blue Summer Camp for 6 years.

Mrs. Biffen hopes to be remembered as "a compassionate cheerleader who was approachable and upheld a standard of excellence."

One of her fondest memories was being part of the creation of

and leading classes in a cross-curricular China Unit for the fifth grade. She said, "I am happy that our Asian students had a face in leadership that they identified with." Mrs. Biffen will truly miss her students and looks forward to working as a private tutor.

Mrs. Irish, an integral member

After graduating, Mrs. Irish ran a training program at a television advertising company, but then left the company to stay home with her sons, Luke '96 and Brett '99, for ten years.

When she returned to work, Mrs. Irish taught at The Vail Deane School in Elizabeth, where she

plete the Mathematics Leadership Program at Bank Street College of Education. She then became the school's first math instruction specialist in 2003.

Reflecting on her overall career at Pingry, Mrs. Irish said, "I have made many changes in the math program at the school. I hope that my legacy shows that those changes were positive and will continue to be positive for the mathematical literacy of our past, current and future students. I hope that the math curriculum at Pingry not only creates strong math students, but also helps children feel excited by and love the beauty of mathematics."

After she retires, Mrs. Irish hopes to spend more time with her family and friends,

Lower School Director, Mr. Ted Corvino, had high praise for both departing faculty members. Mrs. Biffen, he noted, "taught in every classroom and in every co-curricular activity at the Lower School. As you can imagine, this position is a very challenging one because it requires a person to shift gears quickly and teach several different grade levels and subject ma-



Mrs. Biffen and Mrs. Irish.



A. Baum (VI)

of the faculty for many years, will be remembered for her love of teaching and her contributions to the math department.

Mrs. Irish graduated from Wells College in 1971 with a degree in philosophy.

led the school's public relations department. She joined the Pingry faculty in 1991. Throughout her Pingry career, Mrs. Irish has taught students in the first, third, fourth, and fifth grades. In 2000, she went back to school to com-

**Congratulations,
Honor Board Members!**

Seniors

Max Leef (Chairperson)
Taylor Dillon
Peter Rothpletz
Isabella Zinn

Juniors

Ursula Dedekind (Secretary)
Nia Gooding
Bobby Rigby
Maddie Temares

Sophomores

Emmaclaire Marvin
Sean Wang
Greg Naratil

materials during the course of a typical school day. Helen enthusiastically moved from classroom assignment to classroom assignment guaranteeing a normal classroom experience for all the students she taught."

As for Mrs. Irish, Mr. Corvino added, "She has been an outstanding teacher and an even better colleague and mentor. In her latest

role as the Math Specialist, she brought a vision and knowledge that allowed us to create a math program that is focused on a deeper understanding of math, is fluid across each grade level, and provides the vertical coordination that is essential for success. Chris's professionalism and warmth will be greatly missed by all at the Lower School."

English Teacher Mrs. Davlin Will Attend Leadership Program

By ANNA BUTRICO (VI) and BEN KAMINOFF (VI)

After eight fulfilling years, Mrs. Alisha Davlin will be leaving this year to participate in Columbia University's two-year School Leadership Program. She plans to also spend time with her daughter, Arielle, born this past December.

Mrs. Davlin has worked with hundreds of Pingry students, and will be remembered for her Freshman English courses, her Junior-Senior electives, her Creative Writing classes, and morning meeting poetry readings. In addition to these responsibilities, Mrs. Davlin also served as the head of both the Creative Writing Club and the Writing Center, and was an active member of the Justin Society.

Discovering that she "loved discussing literature and talking about great books and ideas" Mrs. Davlin decided to be an English major while at college. After receiving her MFA at New York University, she taught creating writing and moved into teaching freshman English at Lafayette College. Soon after, she began teaching freshmen English and Creative Writing courses at the Basking Ridge campus. "Pingry students are remarkably talented and intellectual, and on par with the freshmen that I taught at Lafayette because they're so advanced," reflected Mrs. Davlin. "It really is a testament to the Pingry education."

Commenting on the great differences between college freshmen, whom she taught at Lafayette, and Pingry freshmen, Mrs. Davlin said, "I love teaching freshmen because they have this beautiful ability to think abstractly,



Courtesy of Dr. Dineen

which is coupled with the innocence of childhood."

Mrs. Davlin recollected an "aha!" moment she had with a freshman student during a Harkness discussion, after he pointed out a small detail in "Catcher in the Rye" that she, and other students, had never noticed.

After that experience, Mrs. Davlin realized that Harkness "is the style of teaching I want to pursue for the rest of my life because everyone has a unique perspective and something new to bring to the table."

Mrs. Davlin also confessed to loving teaching her Creative Writing course. "I enjoyed working with students on their work and watching them develop over the semester," she said.

Creative writing is "just a breath of fresh air after working on analytical writing for so long," she added.

Mrs. Davlin, who speaks just as poetically and beautifully as she writes, continued by saying

that by writing creatively, her students get "to return to being a kid." She professed that it "takes a vulnerability and a courage" to write creatively.

"Children do that naturally because they haven't learned to judge themselves the way that we do in adolescence and beyond," she said. "It's lovely to rediscover ourselves as we all have the capability... there's something quite freeing being able to tap into that river of creativity that runs through all of us."

"The heart of Pingry," Mrs. Davlin said, is the "faculty-student connection."

"Even with the fancy sport fields, the technology, and all the rest of it, the student-teacher relationships are the school's strength." She believes the faculty is "a very special group of people." She hopes that they are "always treated and respected with care."

Her advice for students is to "use the time you have, especially as you move into college, to find

Ms. Walker Returns to Tennessee to Teach HS Science and English

By HALEY PARK (IV)

After a year of working at Pingry, Ms. Walker will be moving back to Sewanee, Tennessee to teach High School Environmental Science and English. She will also be teaching Middle School Earth Science and Adventure Education.

Before coming to the Basking Ridge Campus, Ms. Walker studied English and Environmental Studies at Sewanee: The University of the South. She also worked for Moondance Adventures, an outdoor adventure program where she led high school outdoor leadership trips throughout the summers.

Earlier this fall, Ms. Walker substituted for Mrs. Kooheli Chatterji, Middle School Dean and Eighth Grade English teacher, who was on maternity leave. She then covered for Upper School English teacher, Ms. Alisha Davlin, who was also absent due to another maternity leave.

In addition to teaching English, Ms. Walker helped lead the Outing Club and was the Assistant Coach for the Varsity Girl's Soccer Team. She was also involved with the Independent and International Film Series led by History teacher Mr. Crowley-Delman '97.

out what you love and go for it. Try not to be too swayed by money and all the rest of the trappings of our culture. Find what really fulfills your soul and carve out a path, because you only go around once. You want to feel you are doing meaningful work, work that makes a difference... not sort of slogging away for a paycheck."

She hopes her students and colleagues will keep in touch at [adavlin@gmail.com!](mailto:adavlin@gmail.com)



I. Zinn (V)

One of her students, Emily Jin (IV), said, "Her class was a lot of fun, and she was a great teacher who taught me a lot." Hannah Curtis (IV) added, "She really helped me grow as a writer. Because of her, I have improved so much and I am sad to see her leave."

Taraja Arnold (IV) added, "She was a fun and energetic teacher. I am really going to miss her next year."

Ms. Walker became such a familiar presence on campus that many of her department colleagues were truly disappointed she was leaving after a year. Ms. Judith Lebowitz voiced the sentiments of many when she said that Ms. Walker "has been a warm, witty, and refreshing presence in our department this year, and our community has fallen in love with her open, patient, and down-to-earth nature. In the classroom, on the sports field, or on the hiking trail, she takes a deep and genuine interest her students and gives all of herself, intellectually and personally. She is a very talented, special,

and multi-faceted teacher, and we will miss her greatly!

One of Ms. Walker's most memorable experiences was the Pingry Outing and Art trip to Manhattan. She said, "It was beautiful to see students taking advantage of the resources of the city, and I loved experiencing Pingry kids in the context of the bustling Big Apple."

As a guest faculty speaker at one of the Upper School morning meetings this past year, Ms. Walker made a speech about balancing the excellence in our lives while also remembering to honor ourselves. At the end of her speech she left the audience with a suggestion to "take a deep breath and try to figure out what all of this race towards excellence is for."

When asked about what she will miss most about Pingry, Ms. Walker said, "Definitely the students—they have so much energy and excitement both in and out of the classroom. I will miss picking on the freshmen in the halls and seeing this community every day."

Middle School History Teacher Mrs. Dlesk Enrolls in Harvard for Masters Degree

By ZAYNA NASSOURA (IV)

After four years at Pingry, Middle School history teacher Ms. Katherine Dlesk is leaving to pursue a Master's Degree at the Harvard Graduate School of Education.

She will be remembered for her friendly personality, willingness to help others, and passionate approach to teaching.

To make her history class more meaningful, for example, Ms. Dlesk relates topics students discuss to scenarios in everyday life. "As a history teacher we get to see how other people's actions

have consequences and how we treat others," she said.

Former student Emilia McManus (IV) said, "She was an amazing teacher right from the start. Pingry was lucky to have her and she will be an inspiration for all her students in the future."

Sabrina Tran (IV) remembered Ms. Dlesk for her teaching style. "As opposed to some other history teachers," Tran said, "she brings the content back to present day ideas to help us understand the information."

Not only has Ms. Dlesk contributed a great deal to her students, she has also learned

from the people around her. "I've learned as a teacher and also come to understand how schools work," she said.

In addition to teaching, Ms. Dlesk coached the middle school track team.

"I didn't have her as a teacher but she was a very good coach and encouraged me to continue hurdling in high school, which is what I ended up doing," Libby Lee (IV) said. Zack Trichas (I), one of Ms. Dlesk's current history students said, "She always makes the class interesting and it's never boring." Another one of her students, Gaby Preziosi (I) agreed and added, "She is extremely nice and is a great teacher."

Ms. Dlesk's optimistic at-

titude has positively influenced her colleagues as well. Science teacher Mr. Ramsay Vehslage said, "She's great, and we're all going to miss her. We're sorry to see her go." English teacher Ms. Gerard agreed and said, "She's one of my best friends here. She is one of the nicest, smartest, and most humble teachers I know. I'm going to miss her dearly, but I know she will do great things in education one day. We always joked we would open up a school together."

Ms. Dlesk felt the same way and her departure feels bittersweet. "Seeing my students and colleagues everyday—they're the reasons I come to work. The relationships I've built here are going to make it hard to leave."



I. Zinn (V)

CONGRATULATIONS, PEER LEADERS!

Boys

Girls

- Kyle Boylan
- David Braverman
- Fred Chang
- Hunter Conti
- Matt Dannenbaum
- Kamau Holston
- Doug Lachenauer
- Josh Lebowitz
- Max Leef
- Clay McCollum
- Garret McGregor
- Ricky Morash
- Charlie Muller
- Rahul Oza
- Peter Rothpletz
- Ryan Salamon
- Jamie Smith

- Evy Barnett
- Victoria Castillo
- Julia Friend
- Lily Graff
- Ugo Ikoro
- Claudia Jiang
- Lori Kim
- Annelise Kinney
- Liz Kraeutler
- Lauren McLaughlin
- Georgia Miller
- Kathleen Murray
- Tatiana Oliveira
- Carol Porges
- Cory Ransom
- Allie Ruggiero
- Kacey Weiniger

Congratulations, New Stud Gov Members!

Form VI

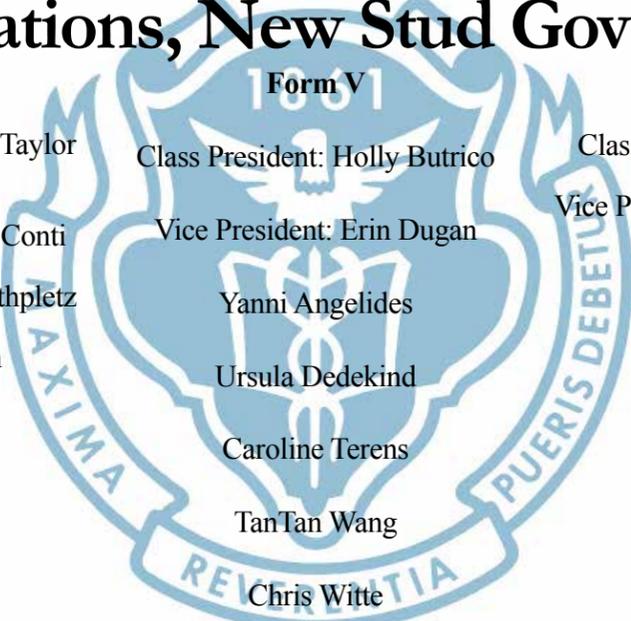
Form V

Form IV

- Student Body President: Taylor Dillon
- Class President: Hunter Conti
- Vice-President: Peter Rothpletz
- Matt Dannenbaum
- Tom Foreman
- Will Johnson
- Lori Kim
- Kacey Weiniger

- Class President: Holly Butrico
- Vice President: Erin Dugan
- Yanni Angelides
- Ursula Dedekind
- Caroline Terens
- TanTan Wang
- Chris Witte

- Class President: Zach Keller
- Vice President: Sophie Ricciardi
- Connor Beard
- Sandeep Biswas
- Will DiGrande
- Natalie Lucciola
- Jason Resnick



Seniors Embark On Unique Journeys During ISP

Continued From Page 1

increased their skills. Foster attempted to design the largest pot in Pingry.

Portfolio student **Katherine Curran** explored art and photography at various museums in New York City and New Jersey, including the Museum of Modern Art and the Guggenheim.

Rachel Davis interned at Jessica Lang Dance in New York City and helped with rehearsals and choreography in preparation for a performance at the Kennedy Center. She also interned at Christie's Auction House with Elizabeth Wight '02 and attended auctions and learned how to evaluate pieces of art.

In order to gain experience in interior design, **Angel Fluet** and **Matthew Marvin** worked with Dana Silbert of the interior design company Joy of Living. They visited a number of homes and created their own designs.

Lauren Graves built a to-scale model home with architect Michael Bazala. Graves, who has always been interested in architecture, fully decorated the model and designed the landscape.

Already a talented painter, **Isabel Kim** created a large mural at the Warren Tennis Courts and some large-scale paintings to be displayed in the gallery. She learned the techniques used to create larger works of art. Kim also worked with **Bryan Tiggs** to create a webcomic called Dreamscape.

Roshni Kotla worked with her aunt, an interior designer in Long Island, to help pick furniture and design clients' houses. She learned how to create plans and organize different styles, reflecting a range of cultures, in architecture. After exploring the various types of homes on Long Island and taking photos of the plans and buildings, she created an album of her findings.

Further expanding her love of photography, **Isabella Lalonde** took photos in New York City and asked strangers their opinions of style and fashion. She uploaded these photos and comments to her blog, "Humans of Style." She then interned at an online magazine, "Style Dabba," in London to take photos of street style. She uploaded these to another blog called "The Sartorialist".

Working in the music industry, **Raven Mickens** assisted the artist Grant Palmer.

Looking to explore the world of visual arts, **Aigner Mizzelle** worked with Art teacher Mrs. Jane Asch to enhance her perspective of

the art world. She created numerous paintings and displayed them in the gallery.

Eric Rogers worked with former Pingry parent John

Harrison Boyajian worked with Keith Urban at Comerica Bank and Ashish Vengsarkar at Nistica. He learned about marketing and advertising and then wrote a

company. He also learned how to deal with vendors and customers.

Interested in pursuing a business career, **Max Dede-**

Under the guidance of Mr. Tony Cuiffo, **Elizabeth Herman** worked at Arthur Rose Associates to learn more about candidate management and the recruitment process. After participating in projects geared toward business development and ongoing placements, she produced a report detailing the industry and improvements that could be implemented. She also gained a better understanding of the talent acquisition industry, while improving her communication and network skills.

Working with a mutual fund advisor, **Briana Johnson** learned about client management and stock research and analysis at Fifth Avenue Financial, an agency of a mutual life insurance company in New York City. She attended some advisory board meetings and created a short report on what she learned.

Twins **Jeremy** and **Jon Kwan** worked with Julie Nuttall, the CEO of New Millennium Bank. They learned about the accounting and loans departments and wrote a paper describing their experiences and the applications of their new skills.

Building upon her innate love for fashion, **Stephanie Lipper** worked with her aunt, Patricia Lipper, of I Do I Do Bridal Studios. There, she helped customers, took inventory, and organized the dresses. She improved her communication skills and learned more about the fashion and retail industry.

Under the guidance of Financial Literacy teacher Mr. Anthony Garcia, **Wenrui Lu**, **Mitch Suzuki**, and **Nadia Asif** constructed a model financial portfolio to learn more about management and the market. Given

experience in entrepreneurship **Will McDonald**, **Michael Werner**, and **Kunal Nabar** started their own company called LumaReel, which is intended to supplement the college process by giving schools a better understanding of prospective students. To learn more about entrepreneurship and how to market their product, they attended various StartUp workshops and events. LumaReel is still in its beginning stages, but McDonald, Werner, and Nabar, are quickly developing their product.

Interested in the investment banking industry, **Akshay Rao** and **Kathleen Zhu** interned at the healthcare investment firm Leerink Swann. They worked with Pingry parent Mr. Jim Boylan and participated in various entrepreneurial programs. They learned more about how startups raise the money needed to launch themselves and created a presentation about what they learned.

Communications

Hannah Cree and **Kishon Pinckney** worked with Lower School parent Eileen Ludden, who runs her own marketing firm. They focused on social marketing. In addition, Cree and **Charlotte Zee** worked at DirecTV in the digital marketing division in New York City to gain real-world experience in the marketing industry. Zee also created various paintings after visiting different exhibits in museums.

Record Movie Editor **Sam Korn** worked with Christine Papazicos at the Water Cooler Group, a media communications company headquartered in New York City. While there, she learned about marketing strategies



A. Agarwal (VI) dances during her cousin's wedding in India.

A. Agarwal (VI)

Beattie at an architecture firm to learn more about the field. He learned how to create plans and mastered the techniques of designing homes.

Allison Yu worked with Bridget Crowley at Crowley Cupcakes in Madison, NJ for her ISP. She learned how to bake various different cakes and learned about the importance of customer service in business.

Business

Pursuing her interest in the real estate business, **Arushi Agarwal** worked with Ms. Chris Joo, a realtor at Weichert Realtors in Watchung, New Jersey. She helped Ms. Joo organize open houses and schedule listings, learning the in-and-outs of the industry. For the second part of her ISP, she traveled to India to learn more about her heritage, exploring Indian culture.

Maddie Boone worked at Image Dynamics for two weeks, a seminar business that works with companies to help their employees better advertise their company. She screened incoming client calls and finalized seminar details. During the last two weeks of her project, Boone and **Rebecca Muller** worked with Boone's aunt to learn the basics of making jewelry. The two also worked with Chef Scott Alexander to develop a cookbook that provides guidance on eating well in college. For the second part of her ISP, Muller and **Allie McManus**, in partnership with Modern Guild, planned a charity concert for Hearts for Honduras. They arranged for renowned DJ Gazzo to perform, booked the venue, and attained corporate sponsors.

AP Economics student

paper outlining what he had learned.

To learn more about the restaurant business, **Erin Butrico** worked with Chef Corey Heyer at the Bernards Inn to learn new recipes and food preparation techniques. She helped organize the dining room and kept a daily journal of her experience.

Reeve Carver shadowed the client response team at Markit, Ltd.'s branch in New York City, a financial information and services company. He gained a better understanding of finance by observing meetings and shadowing executives, and he maintained a daily journal.

kind worked at Notch Partners, a company that specializes in matching CEO's to failing companies. Dedekind was excited to apply concepts from his Financial Literacy class to real world business and entrepreneurship.

Jeff Dong worked with Billy McFarland '10 at Magnises, a luxury credit and debit card company, in New York City. Dong, who took courses in economics and statistics, is interested in pursuing business once he graduates college. He also created a documentary video of his trip to the city.

Jennifer Guo worked in New York with Cato Partners to further her understanding



One of M. Barickman's (VI) photographs from his trip to Honduras, which is now on display in the gallery. M. Barickman (VI)

Joshua Creelman worked at Hot Bagels and Deli in Clinton, NJ, a relatively new small business. He witnessed the challenges new businesses face as well as the rewards of running a

of microeconomics. She learned about equity analysis and portfolio management, developing the ability to forecast and analyze how events impact industries.

a hypothetical \$1,000,000, they constructed a long-term investment plan that included stocks, bonds, and hedge funds.

In order to gain more ex-

perience for large entertainment companies.

Andrew Tulloch interned with David Ellis Events, a company that organizes parties and celebrations.

He wrote daily about what he did and his final piece discussed the impact of the internship on his future.

Looking to explore the field of marketing, **Kyra Walker** worked with Alan Danzis '99 at GolinHarris, a communications firm. She planned a PR around a fake assignment and met with Mr. Danzis' co-workers to learn more about marketing.

Community Service

A frequent churchgoer, **Kyle Casey** volunteered at the Church of Christ the King to work on fundraising events and other community outreach events. She organized meetings for the younger kids and sent out information about Confirmation events.

Stacey Chen and **Nikki Zezza** worked at Deirdre's House in Morristown, a cen-

ter that provides a nurturing, home-like environment for abused or neglected children. They answered phones and assisted with fundraisers and education programs.

Anna Butrico worked at the Lower School with Second Grade teacher Ms. Sally Dugan in order to see how teachers prepare younger students for a challenging high school curriculum.

Both interested in sports and education, **Lizzie Abbott** and **Sara Gagnon** worked with preschoolers at Far Hills Country Day School in Far Hills, NJ. They kept the students entertained during break and recess periods and assisted teachers in preparing activities and projects.

Lauren O'Connor assisted a kindergarten teacher at The Peck School, O'Connor's elementary school. She helped organize lesson plans and supervise students during recess and after-school programs.

technology in schools. a poster to display her research in the Science Wing.

Rabia Khan interned at the Mailman School of Public Health at Columbia University with Dr. Robert Fullilove '62. She observed his research on HIV and AIDS, and learned about the effects of these diseases on the world population.

Considering careers in medicine, **Mikaela Lewis** and **Vineeta Reddy** interned at a veterinary hospital in Levittown, Pennsylvania. Lewis worked in the Imaging and Clinical Pathology department and learned how to take and read X-rays. Lewis and Reddy worked together to create a poster outlining their work.

Rahul Nair volunteered at Mountainside Children's Hospital to shadow a doctor and interact with patients. He spent time with sick



One of C. Wollmuth's (VI) photos of churches around NJ.

C. Wollmuth (VI)

Taglietti built upon his familiarity with basic fractures and injuries by witnessing various surgical procedures and following recent medical journals. He will take his experience with Dr. Hunt as he goes on to study medicine in college.

Already familiar with psychology, **Morgan Wahby** worked with psychologist Dr. Marni Betlow, founder of study skills program The Marni Method, which Wahby herself has been using

and gained insight into of-fice work.

Furthering her interest in biology, **Avery Hatfield** conducted addiction research as part of her project on the Independent Research Team. Along with **Christina Zajkowski**, she gained a better understanding of organic food and the farm-to-table restaurant industry. Zajkowski also worked at JPMorgan Chase in New York City.

Using his skills as captain

students' learning experience at Pingry by developing this app.

Eric Klawitter built a quadcopter, which can take pictures from heights over 50 feet, from scratch. He used CAD and a virtual 3D modeling software to design his quadcopter and programmed the various sensors and microprocessors.

As part of his work for the Independent Research Team, **Teddy Leithead** conducted



One of A. Dorneo's (VI) photos from her trip to the Philippines.

A. Dorneo (VI)

children and learned more about the medical side of the healthcare industry.

Furthering her interest in surgery, **Lily Neibart** shadowed a cardiac surgeon at Jersey Shore University Medical Center. She witnessed surgical procedures and interacted with patients who were in the recovery process.

Koryna O'Besso shadowed general practitioner and Pingry parent Dr. Mitchell Mayer in order to learn more about the medical field. She focused on patients with high blood pressure, Type 2 Diabetes, and metabolic syndromes. She gained a different perspective in the field of medicine, a field in which she plans to pursue in the near future.

Education

Andrew Supron interned with ophthalmologist and Pingry parent Dr. Lawrence Najarian. He shadowed him as he performed check-ups, surgeries, and research. Supron maintained a regular journal after meeting with patients and watching procedures.

Law and Politics

Building upon his interest in legal studies, **Charlie Wollmuth** worked with Mr. Tom Ogden of Wollmuth, Maher, and Deutsch LLP. He learned about law and corporate finance and created a presentation of the various cases. Also as someone who is passionate about photography, he took photos of historic churches in the local area to further his knowledge of Christianity.

Under the direction of Educational Technology Specialist Mrs. Jill Driscoll, **Alyssa Baum** worked with in the Lower School Technology Department to learn more about the effect and role of

Medicine

AP Biology student **Natalie Gilbert** worked with her uncle, neurologist Dr. Neil Gilbert, in Michigan. She conducted research on multiple sclerosis and created

research with salmonella transcription factors. He created a formal scientific poster and paper documenting his findings. In addition, he traveled to Hong Kong to compare and contrast Eastern and Western teenage cultures.

Josiah Taylor studied aeronautical applications, such as aerodynamics and flight planning, in preparation for his private pilot exam. Taylor spent time reviewing flight operations and practicing in a flight simulator daily. He plans to obtain his pilot license in the near future, applying these new skills.

Sports and Fitness

Lexi Chang and **Julia**



A. Butrico (VI) with Mrs. Dugan's class in the Lower School. Courtesy of Pingry Communications.

of the Robotics team, **Neil Holman** built an A10 Thunderbolt II plane. He designed it using CAD and printed his parts on the 3D printer in the Robotics room.

Already proficient in computer programming and visual design, **Derek Hong**, **Amol Kapoor**, **Jason Jin**, and **Tracey Lin** designed their own video game called Project: FATE. The game uses puzzle-based concepts that were derived from other games such as Portal and BioShock. They 3D modeled the characters, landscape, and game design. Kapoor also worked on his whiteboard app called Frames, which will allow teachers to share notes with students in real time on tablets or laptops. He hoped to improve

Science, Math, and Technology

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C. Allinson, C. Duryee, D. Hsue, R. Storms, and L. Montegudo (VI) hiked the Appalachian Trail from NY to PA.

L. Montegudo (VI)

Tarantino worked with Sum It Up Lacrosse to help with advertising, summer programs, and coaching. They developed marketing campaigns and created advertisements for some of Sum It Up's athletic programs.

A member of the Boys' Varsity Football team, **Evan Key** worked with English teacher and football coach Mr. Chris Shilts to analyze Pingry football games on video. He compiled various statistics and breakdown tendencies in order to better help the team for next year. He also isolated videos that corresponded with drills the team used during practice.

Hoping to raise money for a worthy cause, **Brandon**

bio and scouting report. He determined the cash value of the draft slots and analyzed the change in value from last year.

Top Varsity golfer **Chris DeVito** worked with Jason Carbone, a highly ranked golf professional, at the Baltusrol Country Club. DeVito, a member of the Boys' Varsity Golf team, analyzed swings and fitness technologies pertaining to the sport.

A captain of the Boys' Varsity Fencing team, **Avery Vella** shadowed two coaches at the Medeo Fencing Club in order to learn to be a fencing coach and referee. As a captain of the fencing team and a recruit, Vella wanted to learn how to give lessons

understand the concepts of voice and pitch to enhance his acting ability.

Drama veterans **Simone Moten** and **Gavi Shandler** directed the play "The Fantastiks." **Camille Vanasse** participated in the play as the lead role and wrote the music and lyrics for her own song. Simone, Gavi, and Camille worked with Drama Department Chair Mr. Al Romano, who attended most of their rehearsals and offered tips. Shandler also assisted with the music program at the Lower School and helped students develop their musical skills and interests.

Rebecca Gever and **Abby Tizzio** saw a few off-

Melanie Naratil saw historical sites and posted their photos on a blog. Cummings re-learned Arabic, which he studied abroad in Jordan last year. Mullett also wrote reviews on films dealing with organized crime and connected them to his travels across New Jersey.

Combining his interests in music and black history, **Osa Omoregie** performed a one-man show about the Civil Rights movement, *Paul Robeson*, by Phillip Hayes Dean. Omoregie plans to pursue drama and musical theatre in college.

Travel, Adventures, and Study

Carter Allinson, Charlie Duryee, Derek Hsue, Ryan Storms, and Louis Montegudo hiked the Appalachian Trail in New York, New Jersey, and Pennsylvania. They learned the basics of camping and conducted a practice overnight. They all kept journal entries of their experiences. Montegudo made a video documentary about the trip and interviewed the participants. Hsue also interned at Goldman Sachs with Mr. Keith Zusi, in order to gain a firsthand experience in business before studying it in college.

Inspired by automobiles, **Sean Carver** worked with a mechanic at New Vernon

Traveling off the grid, **Alli Dorneo** visited the Philippines to learn more about her family's past. She stayed in Lucban during the St. Isidore festival and produced a series of underwater shots and photos of farm life.

Lauren Ru and **Madison Stevens** worked by Jeremy Jerschina of New City Kids. They also created blogs and commented on different foods and restaurants throughout New York City and New Jersey.

Writing

Andy Alder created a comic book titled "The Adventures of SuperAndy" as part of his ISP. For advice, he turned to journalist Mr. Gideon Lewis-Kraus '98 for advice on character sketches and plot.

In hopes of becoming a professional writer, **Stephanie Yeh** wrote a personal memoir and conducted some soul-searching by visiting local museums and parks. After experiencing the

Working at Pingry

Jack Barral worked at the Alumni and Development Office and interned with Kevin Korn in Nantucket to learn about commercial photography and marketing.

To help educate the community, **Rachel Corboz** and **Drew Topor** created an Honor Board video. They talked to students and alumni to learn how the Honor Code affected their time at Pingry.

With Mr. David Fahey '98, **Adedire Fakorede** worked in the Alumni and Development Office and helped run the Alumni Reunion.

To learn more about running a small company, **Ryan Lister** and **Julian Rajan** sold smoothies during lunch. Lister then reviewed various local golf courses and noted the facilities and value of the greens fees. Rajan, who took AP Art History, also traveled with his family to Greece and Turkey, where he wrote a journal on the various historical sites he visited.

Chris Melligon and **Ryan O'Reilly** sold burgers and other grilled items outside the cafeteria during lunch.

To help the Mathematics Department plan new courses, **Neeraj Shekhar** assisted



E. Cheung and T. Gu (VI) drove to the Grand Canyon.

T. Gu (VI)

Preziosi and **Mike Silbert** constructed a whiffle ball field, which was used for a pay-to-play charity event. They built upon their interests in construction and sports.

Kyle Walker worked with Dave Pepe at Pro Agents Inc, an agent for baseball players. He created a Draft Notebook that contained the profiles of 200 prospective players and wrote a short

on a one-on-one basis. In addition, he worked with Art teacher Mr. Rich Freiwald in order to learn how to carve and make sculptures.

Theater

Brian Brundage put on a play called "An Actor's Nightmare" after years of being involved in Pingry drama performances. He also did some voiceovers to

Broadway shows, which they critiqued and discussed in a blog. In addition, Gever traveled to Australia to meet with her relatives and learn more about her family history. For the second part of her ISP, Tizzio worked at Carlos Bakery in Westfield, NJ. She maintained a blog of her daily events at the bakery, which has gained recognition through its show on TLC.



M. Moten (VI) and C. Vanasse (VI) in their ISP play "The Fantastiks."

R. Davis (VI)

Coach and Motor Works to learn the ins-and-outs of cars. He also took flying lessons at the Morristown Airport in order to get his pilot's license.

Erica Cheung and **Tammy Gu** traveled across America by car and took photos of the different places they visited. They traveled all the way to New Mexico and visited Yellowstone National Park. Gu also interned with criminal defense lawyer Michael Stuzynski in Castle Rock, Colorado. She listened in on court cases and interacted with environmental lawyers.

Sparked by interests in history and travel, **Sam Cummings, Liam Mullett,** and **Stewart Wood** traveled around New Jersey to visit

process of revision and plot development, she delivered a 150-page manuscript.

Mathematics teacher Mr. Brad Poprik in developing the new math curriculum. He helped write packets for several classes and created brief summaries of major lesson plans.

Congratulations to the May Puzzle Solvers!

Sudoku

Tracey Lin, Bryan Tiggs, Christina Ou and Sarah Wang, Mr. Jenkins

Crossword Puzzle

Thomas Foreman, Christina Ou, Leah Ajmani, Sarah Wang, Gladys Teng, Tiffany Yu

WORD IN THE HALL

Faculty: What Will You Miss Most About The Class Of 2014?



DR. EDWARDS

"They always made teaching interesting, and their positive spirit will be missed."



MR. KEATING

"They reminded me everyday of why I became a teacher."



MRS. KINNEY

"They made me laugh every time they came to college counseling."



DR. DINEEN

"Great times, great minds, great conversations."



MRS. FINEGAN

"How they welcomed and integrated me into the community."



MRS. MCGRATH

"Their energetic spirit."

Students: What Do You Admire Most About The Seniors?



NICOLE MO (V)

"The leadership they demonstrated at Pingry."



SIYU CAO (III)

"They are really friendly, and my peer leaders always say hi to me in the halls."



JASON RESNICK (III)

"Their humor and willingness to help others!"



EMMACLAIRE MARVIN & MEGAN O'REILLY (III)

"Our brothers!"



JAMES CHARTOUNI (V) & JAMIE BARKER (IV)

"Stewart Wood"



HOLLY BUTRICO (IV)

"My twin sisters."

Seniors: Why Is The Class Of 2014 The Best?



ARUSHI AGARWAL & NATALIE GILBERT

"Our can-do attitude."



ERICA CHEUNG & KATHLEEN ZHU

"Our ability to excel in multiple fields."



MATT BARICKMAN

"We are an outgoing and talented group of people."



MATTHEW MARVIN

"We are all beautiful!"



BRIANA JOHNSON & OSA OMOREGIE

"We are very unique."



ERIN BUTRICO, ALLIE MCMANUS, & BEN KAMINOFF

"Us"

Evan Key Will Play Men's Lacrosse at Dartmouth

By MATT FROMM (V)

A valuable member of the Pingry Boys' Varsity Lacrosse team for the past four seasons, Evan Key (VI) will be playing on the Men's Lacrosse team at Dartmouth University next fall. Key looks forward to the opportunity to further his athletic career at a top school.

First introduced to the sport in first grade, Key still remembers throwing a ball around in his backyard with his brother and dad throughout elementary school. Since then, lacrosse has been one of Key's favorite activities.

When asked about his time on the Pingry lacrosse team, Key said, "The four seasons I've played on the lacrosse team have been great. My favorite part has been spending time with the guys and going out to practice every day." He added, "I loved having fun with the players who have been here all four years, and I'm going to miss suiting up with the seniors."

Key's most memorable experience of his Pingry lacrosse career was the team's victory in the Bristol Cup in 2012. The Bristol Cup is an annual lacrosse game played between Pingry and Westfield High School. Playing alongside his older brother Dylan '12, Key helped the team defeat Westfield. "It was a great win, and I was proud of all the guys and their hard



E. Key (VI) steals the ball during a game.

Courtesy of E. Key (VI)

work," Key said.

During the past four seasons, Key scored 82 goals and 101 assists for a total of 183 points for the team. Key played his best game of his senior season against North Hunterdon High School. With three goals and three assists for a total of six points, Key led Pingry to a 14-3 victory.

Having benefitted from Key's skill and dedication on the field, the team knows it will be losing

losing a strong player next season. With his 6'3" 205-pound frame, Key has also been a major contributor to Pingry's football and basketball teams.

Key looks forward to playing with his older brother, currently a Dartmouth sophomore who also plays for its lacrosse team. "It's a young team," Key said, "so they have big expectations, and I'm looking to come on board and make a big impact."

Girls' Soccer Captain Drew Topor Will Play at Georgetown

By ABBY BAUER (IV)

Drew Topor (VI) is heading to Georgetown University this fall to continue her soccer career. A varsity player since her freshman year and co-captain her senior year, Topor looks forward to pursuing her athletic endeavors at the Division I school in Washington, D.C.

Although she started playing soccer at age six, Topor did not realize that she wanted to play soccer in college until middle school when she joined a competitive club team. Since then, she has accumulated many impressive athletic achievements.

During her Pingry career, the skilled defender has contributed to the team's combined record of 61-11-8 and two NJSIAA Non-Public "A" State Championships in 2011 and 2012. Topor personally earned First Team All Non-Public and Second Team All-Somerset County honors from The Star Ledger.

In addition to her role as co-captain of the Varsity soccer team, Topor is very active within the Pingry community. During her senior year, she served as a Peer Leader and as a chair of The Honor Board. She was recently inducted into the Cum Laude Society.

Topor described her time with the Pingry soccer team as "an incredible experience and one that I will never forget." Upon reflecting on her overall Pingry soccer career, Topor said that her most memorable experience was, without a doubt, winning the first state game this past season. Besides the excitement of winning on penalty kicks and the exhilaration of leading the team to a victory, Topor said that, "The celebration with my teammates after the game is something I will always remember."

Both playing with and leading an "amazing group of girls" has played an integral part in Topor's roles as a player and a captain.

She not only hopes that her teammates will remember her as an accomplished player but also as a "great friend and leader on and off the field."

legiate level since she signed a formal NCAA letter of intent with Georgetown University on February 5, 2014. "I am looking forward to being on a team with great ath-



D. Topor (VI) takes a free kick.

Courtesy of D. Topor (VI)

Maddie Temares (IV), who has been Topor's teammate for the past two seasons, commended her as both a player and a person. "Drew is not only one of my very close friends, but also a role model to me," she said. "She has an incredible work ethic and pushed everyone on the team to give their maximum effort. I know Drew will move on to do great things as a Georgetown Hoya."

While Topor will sincerely miss her teammates and the Pingry soccer program, she has looked forward to advancing to the col-

letes and bringing my game to the next level," Topor said.

When asked if she had any goals for her college soccer career, Topor said she hopes that she can contribute to "winning a Big East Title at least once in the next four years."

Topor's advice for other Pingry student-athletes intending to apply to top colleges is straightforward: "Work as hard as you can to be the best player and student you can be because someone will recognize that. Never give up and always stay positive."

Record-Breaking Liam Mullett Joins Princeton Cross Country

By LORI KIM (V)

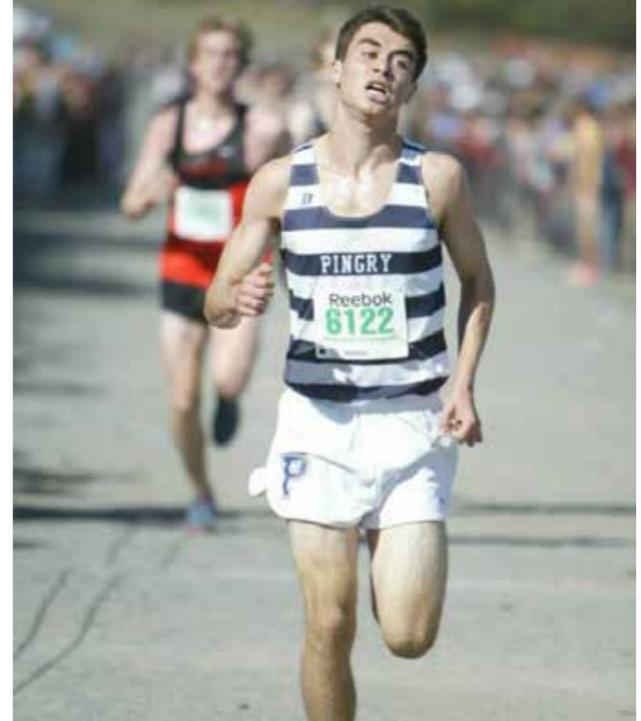
Boys' Cross Country team captain and All-American athlete Liam Mullett (VI) will be continuing his running career at Princeton University. Mullett, who holds multiple school records, has twice been named the Boys' Cross Country Runner of the Year by The Courier News, and in his most recent season, he led the team to its second consecutive Non-Public B State Championship.

Though Mullett only joined the Cross Country team his sophomore year, he had always exhibited great talent in running. A longtime soccer player, Liam and his teammates recognized his speed on the field, encouraging him to join the Middle School track team. During his eighth grade year, Mullett broke the Middle School mile record—a record that had been untouched since 2005.

Since then, Mullett has gained considerable recognition for his talent. This past December, Mullett was the highest New Jersey finisher at the Footlocker National Cross Country Championships in San Diego, CA. That same month, he earned a repeat honor as the Star Ledger's Somerset County Athlete of the Year.

A member of the Cum Laude society, Mullett is dedicated to both his athletics and academics, which led him to choose Princeton during the recruitment process. "Every other school I looked at was somewhat lacking in one of those two," he said, "But Princeton has one of the best running programs in the nation and is recognized for its prestigious academics."

Though Boys' Cross Country coach Mr. Matt Horesta admitted that Mullett has "a considerable



L. Mullett (VI) runs to the finish line.

Courtesy of L. Mullett

innate talent for running," he said that his success cannot be attributed to talent alone. "He has all the other ingredients necessary to be among the best of the state," Mr. Horesta said. "He is a student of the sport, fearless in workouts and races, and has never shied away from tough competition."

Mullett, who runs daily, will take on as much as 70 miles a week during his summer training. For him, running has become an essential part of his daily routine. "It almost feels as though something is wrong if I skip a run," he said, "so it's not very hard to stay motivated."

Mr. Horesta added that Mullett has "sustained tremendous focus, effort, and toughness over the past four years."

When asked about how being

on the cross country team has affected him, Mullett said, "Joining the cross country and track teams was the best decision of my life." "Without question, these teams are what I will miss the most about Pingry," he added.

He also attributed his athletic growth to his "incredibly dedicated coaches and mentors" and teammates, whom he called his "brothers-in-arms."

Mr. Horesta, who called Mullett the "best pure distance runner in the history of the school," said he would miss the "excitement and sense of possibility that accompanied Liam toeing the line." He added that he and Boys' Cross Country coach Mr. Tim Lear '92 are already planning trips to watch Mullett run at Princeton.

Tennis Veteran Madison Stevens Looks Forward to Cornell

By JOSH LEBOWITZ (V)

As a seven-year-old playing tennis for fun on the weekends, Madison Stevens did not expect that she would one day play Division I Women's Tennis for Cornell University. All she knew was that she had an aptitude for the sport. "I played a ton of sports when I was little, but tennis was the one that really clicked with me," she said.

Since then, Stevens has succeeded at every level in her sport, most recently as the first singles player of the Pingry Girls' Tennis team for the past four years. She finished her season with an individual match record of 15-1 and led the squad to a team county championship.

While Stevens has enjoyed her personal successes, her team comes first. "My most memorable moment on the team has to be winning counties this past fall," she said. Though I had won it individually in the past, the win was so much sweeter when I could celebrate with my whole team."

Despite her triumphs, maintaining her role on the team was not always easy. Like every serious student athlete at Pingry, Stevens had to balance the demands of her sport and a heavy academic workload.

Over the years, however, Madison learned to bring the focus she has on the court to her schoolwork as well. "There

were definitely some really long, exhausting nights along the way. I think the most important thing is prioritizing what is important on each given day and just channeling all your will power to get things done."

Since her freshman year, Stevens had her sights set on playing Division I college tennis. Now that she will be playing Division I, she knows that success will not come without continued dedication. Her college team has only six starting singles positions and three starting doubles positions, and she hopes to play both singles and doubles.

Her experience at Pingry winning the county championship will serve her well in helping her new team achieve its objectives. "I know that each year

the team's goal is to win the Ivy League outright, so I'm really excited to work towards that."

Though Madison has earned her success through hard work and dedication, she also acknowledges that she would not have had the opportunity for success without her friends and teammates. "My biggest influence would probably be the other kids that I train with who have really pushed me to improve and been through all of the competitions with me."

Madison is eager to get to know her new school and teammates. "I'm definitely looking forward to traveling with the tennis team and getting really close with them. I'm also excited about exploring different classes and seeing all that Ithaca has to offer," she said.



M. Stevens (VI) hits a serve.

M. Stevens (VI)

ATHLETIC RECRUITS

VOLUME CXL, NUMBER 6

The Pingry School, Basking Ridge, New Jersey

JUNE 8, 2014

Four Year Varsity Soccer Player Matt Mangini Heads to Princeton

By MARK SHTRAKHMAN (IV)



M. Mangini (VI) tries to pass the ball. M. Mangini (VI)

This fall, Matt Mangini (VI) will be joining Princeton University's Men's Soccer team to play under Coach Jim Barlow. Mangini lettered on the Pingry team all four years of his high school soccer career and led the team as captain his senior year.

When Mangini was five, his family had a garage sale, and his parents put him in charge of selling drinks and snacks. He was having so much fun that, when his father took him to his first recreational team practice a few hours later, he refused to put on his jersey and step onto the field. On the way home, Mr. Mangini called his wife and said, "Well it looks like soccer isn't going to be his thing." The following week, Mangini returned to practice and, without the distraction of a garage sale, enjoyed it. Ever since, Mangini has loved the sport.

For Mangini, the recruiting process began in June after his sophomore year. At a showcase in Dallas, Texas, players emailed college coaches to show interest. At this tournament, Matt established relationships with a handful of coaches and sent them his game schedule, results, grades and SAT scores.

Mangini explains, "SAT scores are very important. They help you to distinguish yourself in a way that is fair when comparing all potential recruits.

Grades are also just as important. If you have both strong grades and SAT scores, you will have so many more opportunities when it comes to choosing a college."

One of the coaches at the showcase represented Princeton. Mangini explained that he chose the school for a handful of reasons. "Princeton offers an incredible education as well as an amazing network of connections that I hope will put me on track to choose from many different opportunities. In addition, the soccer program has a successful history and a great coaching staff." He added, "Princeton's location will also allow my parents to attend all my home games

while still leaving me with some independence."

Outside of Pingry, Mangini has played with Players Development Academy (PDA). According to Matt, "I'm lucky because every day I will be playing with the best soccer players my age in the country which will help me be a better player myself." However, nothing compared to playing for the Pingry soccer team. "You get to play for your school with your best friends which is an experience unlike any other," said Mangini. "I will never forget playing in my biggest games at Pingry with the whole school cheering in the crowd."

Lexi Chang Continues Her Soccer Career at Lehigh

By DILLON NOONE (IV)

Ever since she was five years old, Lexi Chang (VI) has been kicking around a soccer ball. As a forward for the Girls' Varsity soccer team, Chang has been an important scorer for the past four years. This coming fall, Chang will be playing for Lehigh University, and hopes to be a strong, contributing member of the soccer team.

Chang has known from a young age that soccer was the sport for her. Speaking about her recruitment, she said, "I always knew soccer was my favorite sport. I've been playing since I was around five or six years old." Outside of Pingry, Chang honed her soccer skills by playing for PDA and competing with her club at the national level.

Coming into the Upper School, Chang was a very skilled athlete. She lettered all four years for soccer and Girls' Varsity lacrosse. Her athleticism, combined with her innate leadership qualities, allowed Chang to become captain of both the soccer and lacrosse teams.

Her skills on her feet, natural talent, and drive to put the ball in the goal made Chang a very attractive player. Chang scored the winning goal during states last year. "Winning States during my junior year was amazing. It was the best day of my life," she said.

Colleges were attracted by her success on the field and wanted her to play soccer for them. When asked about the college search process, Chang said, "I really wanted to go somewhere where there was a combination between

strong academics and a good soccer program."

She looked at many colleges, including Ivies, but Lehigh was

more," she said.

Rachel Noone (V), who was recently elected as next year's captain of the Girls' Varsity soccer



L. Chang (VI) gets ready to kick the ball. L. Chang (VI)

different. "I knew Lehigh was right for me," she said. "I looked at a lot of great schools, and Lehigh was the one that fit best." In March of her junior year, she received the news that Lehigh wanted her to play for them, and she readily accepted.

Despite her excitement about playing for a great school, Chang said that it will be sad and hard to leave Pingry. "The hardest part about leaving is that I won't be playing with my friends any-

team, said that she will definitely miss playing with Chang. "She was a great captain," she said. "She's shown me how to lead and I hope that I can follow in her footsteps." Noone also attributed Chang's success as a player to her quick feet and game sense.

Thinking about the future, Chang couldn't help but smile. "It'll be hard, but I'm excited," she said. "I'll definitely miss Pingry Girls' soccer. Can't stop, won't stop!"

Derek Hsue To Play Squash at Penn

By MARK SHTRAKHMAN (IV)

Next year, Derek Hsue (VI) will play squash for the University of Pennsylvania under Coach Jack Wyant. In addition to his role as co-captain this past year, Hsue started for the Boys' Varsity Squash Team during the last four seasons, playing at the top of the roster in every match.

More importantly, Head Coach Ramsay Vehslage said, "Derek has been a leader on and off the court during his four years on the team. He has made a lasting impact on the team and the program as a whole. He is the perfect example of the results of hard work and dedication."

Hsue started playing squash in sixth grade when a friend of his older brother first introduced him to the sport. He picked up the sport quickly and began to excel at it, with help from the coaches and staff at the Chatham Club. The Chatham Club and Pingry have a great history together, with many of the school's top players training there regularly.

Hsue credits the Chatham Club with much of his success, as he trained there four to five times a week throughout his high school squash career. After reflecting on the difficulty of balancing academics and squash, Hsue said, "I would return home at 8 or 9 PM, and just start my homework. I traveled all over the East Coast and occasionally to the West Coast, and it was sometimes tough to study for tests and complete assignments. I definitely missed more than my fair share of school days."

While Hsue's recruitment was largely based on the results of his squash career, his overall ranking position and tournament victories also contributed to his athletic success. In the past two seasons, Hsue was ranked as the number one player in the country in his age division.

Even though squash is generally an individual sport, Hsue enjoyed leading the Boys' Varsity team to its best season in the history of the program. According to Hsue, "Representing

from U.S. Squash, one of the sport's highest honors. According to U.S. Squash, "The award is given to one female and one male high school senior who display exemplary on and off court behavior while competing at a high level of squash." Hsue also received Pingry's squash award at the annual Athletics Awards Assembly.

Looking back on his legacy at Pingry, Hsue said, "I hope to be remembered as an athlete who loved the sport of



D. Hsue (VI) returns a shot. D. Hsue (VI)

my school in a competition is very important to me and I was very honored to be able to do so along with my co-captain George Zachary (VI)." The team finished eighth in the country at Nationals and enjoyed a strong regular season performance as well.

In addition to finishing first in the country, Hsue received the DeRoy Sportsmanship Award

squash. I always remember to enjoy every practice and match. Although I still try my hardest to do the best I can, I want to enjoy the ride as well." In August, Hsue will travel to Namibia to represent the United States at the World Squash Federation's Junior Championships. He looks forward to continuing his squash career at the University of Pennsylvania in the fall.

Rachel Corboz Joins the Ranks of Georgetown Soccer

By ABHIRAM KARUPPUR (V)

This fall, Rachel Corboz (VI) will join the Georgetown University Division I Women's Soccer team. Corboz has been a starter for the Girls' Varsity Soccer team at Pingry for the last four years, playing the center midfield position.

Corboz began playing soccer at the age of six with the encouragement of her dad and siblings, Mael '12 and Daphne. "My dad and siblings played soccer when they were younger, so I grew up

in a soccer environment," she said.

Last season, Corboz served as one of the captains of the Varsity team and scored 16 goals with five assists. She has won numerous awards from The Star Ledger including the First Team All State, First Team Non-Public B, First Team Somerset County, First Team All Area, and the New Jersey Girls Soccer Association Top 20 North II Region awards. In addition, she was selected to participate in the U.S. Soccer Under-18 Women's National Team Training camp.

"She's a great role model and will definitely be missed on the field next year," Rachel Jacob (V) said.

Corboz was also chosen for the inaugural Girls High School All-American game played in Raleigh in December. In 2011 and 2012, Corboz helped lead her team to victory at the NJSIAA Non-Public A State Championships.

Outside of soccer, she is a member of the Student Movement Against Cancer club and the John Taylor Babbitt '07 Memorial Foundation.

Girls' Varsity Soccer Coach Andrew Egginton said, "Rachel is a real student of the game. She is a soccer player you enjoy watching and her talent is a result of all the training and the dedication she has shown over the years."

Corboz chose to attend Georgetown after observing the emphasis placed on both athletics and academics. "I really liked the balance between great academics and a great soccer team," she said. "I'm looking forward to taking interesting classes while getting a good education and competing and training with the team."



R. Corboz (VI) goes for the goal. R. Corboz (VI)