

COMMENCEMENT 2013



After 36 Years, Adored School Counselor Mrs. Lionetti Retires

By BEN KAMINOFF (V)

After thirty-six years as a member of the faculty, beloved School Counselor Mrs. Patricia Lionetti is retiring. Throughout her years at the school, she has held many positions, including English teacher, advisor to the Record, psychology teacher, Peer Leadership advisor, and school counselor.

In September 1977, Mrs. Lionetti first came to the Hillside campus as an English teacher. At the time, she was a faculty wife living in faculty housing on the old campus when her neighbor, the Chair of the English Department, offered her a position as a substitute teacher for someone on sabbatical. The next year, Mrs. Lionetti was hired full-time as a middle school English and linguistics teacher.

While there, the administration asked her to do something extra and they put her in middle school P.E. "You can just imagine what it was like in a tiny basement gym with 60 boys and 30 girls," Mrs. Lionetti joked. "Never having been a team-sport athlete, I was not helping these kids improve their basketball skills at all. The girls played Duck Duck Goose a lot."

Mrs. Lionetti soon became an English teacher in the upper school. She was the editor of both her college and high

school newspapers and when the position opened up, she became the advisor to the Record.

She said that putting the paper together was very different back then and that "We would get the articles on long strips of paper and have to paste them onto a board." Mrs. Lionetti added, "It was one of my favorite experiences at Pingry. The group of kids who worked on the paper was phenomenal."

While she became more

involved in advising her students, Mrs. Lionetti realized that she wanted to "learn more about the mind." She began taking psychology courses and workshops on the side when she learned that "Counseling was something I really wanted to do." Mrs. Lionetti obtained a Masters degree in Counseling Psychology and deciding that she wanted the ability to

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R. Davis (V)

Seniors Explore New Activities During ISP

By ABHIRAM KARUPPUR (IV), MATT FROMM (IV), and CHARLOTTE ZEE (IV)

Beginning May 3, all 132 seniors completed their classes in order to pursue Independent Study Projects (ISPs). Projects ranged from musical endeavors to hiking trips and allowed the seniors to explore their interests and take full advantage of their final month in high school.

ARTS, DESIGN, PHOTOGRAPHY, FILM

Michaela Scudato and **Sarah Mullery** interned at Dyanne Belle Jewelry shop, shadowing a personal mentor and working heavily in advertisement.

Nicole Blum wrote about and visited various places in New Jersey and in New York City. She visited the Metropolitan Museum, Central Park, and other sites in and around the area. She took photos of the places she visited

and reflected upon the history and her impressions. She put all of her journal entries together into one final volume of journals and photographs.

Dani Temares split her



A drawing by S. Li to fund her ISP.

time between making a documentary about her grandparents and volunteering at the Cancer Support Community in Bedminster. She interviewed her grandparents to learn more about her lineage and

used the film programs at school to construct her video.

Andrew Zola and **Claire Chen** experimented with photography, taking different types of pictures in New York City. Chen also learned about different film techniques.

Hoping to gain experience in the fashion industry, **Catherine Ding** interned at the Susanna Monaco Company in New York City. In addition to splitting her time between the retail portion of the clothing store and the e-commerce department, she helped out with various tasks around the office.

Kelly Mao studied the history of art at Pingry and at New York City art museums. She also created artwork to add to a portfolio she had been building beforehand.

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EDITORIAL

Oh, the Places We'll Go

I remember the first time I saw Pingry's Upper Campus. I was five years old. I was sitting in a booster seat in the back of my car. The car ride felt like a lifetime. I stared up at the clock tower, and my parents told me, "This is going to be your school!"

A few months later, I started kindergarten at the Lower Campus. I did not see the Upper Campus again until the Winter Festival in December, so I was confused from September through December as to why my school was not the place my parents had said it would be, the place that felt like it was on the other side of the world, with a really big clock tower in front. There must've been a change in plans, I thought.

Actually, there was no change. I was going to the Upper School... a few years later, I eventually learned the difference between elementary, middle, and high school, and realized that I wouldn't go to the place with the clock tower until I was as old as the girls that came to babysit my sister and me, maybe even older.

Now, I am a babysitter. Now I made it through elementary, middle, and high school; I made it through all one hundred and seventeen months, all thirteen years. Now the Upper Campus isn't a daunting maze, and the clock tower isn't as tall as it used to seem.

Oh, and now, Pingry is just a quick trip down I-287. (I mean, it always was, but for years, it didn't feel like it.) It doesn't take a lifetime to get there; if anything, the trip is too short in the mornings, especially when I've got a first-period test I'm not super excited to take.

Pingry is different now, and I am different. I felt so small at the beginning of my Pingry career, but by the end, I felt huge. I felt as if I had conquered it, as if I had squeezed every drop out of Pingry.

I squeezed every lesson out of my education, every task out of my extracurricular activities, and every party out of my social life. Especially senior year, when I knew it was almost over. I wasted nothing, let nothing slip through my fingers.

At the beginning of any new chapter, we feel small, because a new chapter entails unmarked, unfamiliar territory. We're going off our own beaten paths and forging new ones. The only option we have is to dive right in and use the tools we gained in the previous chapter. What tools we lack, we'll adopt in the new one.

College is a new chapter. It's life after Pingry, which is where I have spent over half of my lifetime. But I'm not worried, and, hopefully, my fellow seniors aren't, either.

Pingry gave us the tools we need in this chapter to conquer the next one, to squeeze every drop out of each of our college experiences.

Pingry gave us the tools to create new tools in the future, and I, among many others, can't wait to see what my classmates and I will do with them. I can't wait to see what legacies we will create, what success stories younger generations of Pingry students will hear about us someday, and what kind of role models we will be.

You better keep up, guys, 'cause the Class of 2013 will not let you down.

—Kasia Axtell

Learning Self-Acceptance: Casagrande Reflects on Her Freshman Dreams

By YUMI CASAGRANDE (VI)

You know what? Heels are really painful. If you've ever asked me at the end of the day, "How do your feet not hurt?" and I've said with a calm smile, "Oh, I don't know, I guess I'm used to it," I have a confession to make: I was lying. Nothing is easy while being elevated six inches off the ground. Going down stairs is terrifying because you feel like you're going to tumble forward onto your face, and going up stairs feels like you've just exercised for two days straight.

So why put myself through the pain? Why not just embrace that I am, and forever will be, only five feet tall? Well, there are two reasons—the first reason is simple: heels are pretty. The second reason is, regardless of how creepy it may sound, I idolized a girl who was a senior my freshman year and she, without fail, wore high heels everyday.

For the sake of seeming less of a stalker than you now probably imagine me to be, I'll refer to her as Jackie Burkhart.

To me, Jackie Burkhart was the definition of perfect. She was the lead in the play, she was super smart, she was a Peer Leader, she was really pretty (she looked like a young Mila Kunis), she dressed fabulously every single day, and she got into her first choice college—early decision, no less.

Ever since the day when freshman Yumi first gazed upon Jackie in play rehearsal, she has been a huge motivation and inspiration for who I want to be. Now, that being said, I had a very clear image of how I wanted my senior year to turn out.

To be truthful, I had everything planned out: I would be a Peer Leader with a group of little munchkins that were the perfect balance of well-behaved and entertainingly quirky; I would grace the Pingry stage with a final performance in the center spotlight; I would dress like an effortlessly stylish Teen Vogue model, all while somehow managing to get straight As, and as a result, get into college ED.

Fortunately, none of this actually turned out as I'd

imagined. Everything I just mentioned from my "want list" never actually happened. I ended up turning in my Peer Leader application late, which automatically ended my Brady-Brunch-esque peer group dream before senior year even started. I quit the play after my freshman year, and I ended up skipping out on the winter musical this

If I've learned anything this year, it's that change isn't a bad thing.

year, too. My go-to look this year became leggings, not even pants, and oversized sweaters, and by the end of senior year, heels were a lost cause. My report card is scattered with more than one B, and, unlike the process of photosynthesis, which creates sugary sweetness, the college process was not too much fun for me. And while this sounds like the beginning of a very tragic sob story, it's actually the beginning of a really action-filled mystery, a celebrity gossip magazine that only prints the truth, or a heart-warming coming-of-age novel.

Thinking back and reflecting on my "plan," I cringe. I cringe not necessarily because everything turned out

differently from what I expected, but because it just seems so foolish and naïve to plan out my whole life based on a girl I sort-of-kinda knew my freshman year.

The thing is, I didn't know Jackie Burkhart at all. I was too shy to talk to her, so my perfect image is really one that I created myself. I don't blame myself for obsessively looking up to her though. It's easy to say that, "you should just be happy being you; you're the only Yumi Casagrande in the universe."

However, that's exactly it: I had no idea who Yumi Casagrande was. How was I to go about being this awesome individual when I didn't even know who she was? So, I see my obsession with Jackie as a necessary step in the "getting to know myself" process. Did I take it too far? Yes. Would I say I know who I am now? Definitely one step closer, but not fully: I still haven't decided what my favorite color is, but that's a conversation we can save for Mr. Li's class.

If I've learned anything this year, it's that change isn't a bad thing. If anything,

change is great. Even though little happened the way I planned, senior year was the best year of my Pingry career. Because I wasn't a peer leader, I was able to use that period to take drama with Mr. Romano. The time I would have spent being in musical rehearsal was spent enjoying my friends and doing nonsensical things, and I was able to put my focus on the Balladeers, who are like my second family. Not getting in early decision is the reason I'm now going to Tufts, which I can sincerely say is going to be the best place on the whole planet second to Pingry—and the huge Forever 21 in the Short Hills Mall.

In the end, those Bs didn't even matter. I'm getting so giddy right now thinking back on my whole year, and I'm just so happy. I went to prom with a K-Pop star this year. I don't feel like I have to wear high heels anymore, and I've subsequently saved my feet from future deformation. Since everything went the opposite of my plans, I was forced to finally let go of trying to be Jackie Burkhart and take an educated shot at being me.

So far, it's going pretty well.



C. Zee (V)



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Jack McCaffery Remembers: Pingry Was All About Love

By JACK McCAFFERY (VI)

Love is noticeable: whether it's a touch, a spoken word, or a shared look, when someone loves another hard enough, people take notice. Finding love at Pingry hasn't been hard for me, and looking back on my days here fills me with inexplicably warm and fuzzy feelings.

For anyone holding out for me to profess my love for one of the hundreds of beautiful ladies at Pingry, you can stop

reading here. I abandoned my quest for true love after DBA stopped calling me angel face. That really cut me deep.

The kind of love I'm talking about, the kind of love that I have found in my four years at Pingry, is a love for an empathetic, warm, and accepting community.

This is my story of discovering that love...

My experiences in public middle school were, for lack of a better word, classic. Filled with drama and social

turbulence, middle school was rough on me and it heavily influenced my decision to apply to Pingry in eighth grade.

Coming into this school, I didn't think it would be very different from my middle school days.

My first experience with my new Pingry classmates was at a pool party organized by a Pingry family from my town, meant to welcome new

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Ali Welch, A Pingry Lifer, Is Excited For the Next Chapter But Reluctant to Leave Her Second Home Behind

By ALI WELCH (VI)

I never thought I'd be saying goodbye to Pingry. The end never seemed real. It was always something so surreal and distant; I couldn't take it seriously when it was brought up in conversation. Now, the talk is relevant because graduation is here.

In the beginning of the year, when someone brought up graduation or asked me how I felt, I always gave the generic response: "It's so sad! I don't want to think about it. Let's just enjoy this year!" Now that I am never going to take another class at Pingry, attend another Morning Meeting, or eat in the cafeteria again, I can say I

am sad - and actually mean it.

As a lifer—yes, I am one of the few people who have actually been at this school since kindergarten (I know, I'm a freak)—this school has been part of thirteen years of my life. It's not easy to say goodbye, but at the same time, I know thirteen years is long enough and I'm ready for a change. At least that's the answer I've been giving when parents ask me how I feel about graduating. They also ask me, "What will you miss most?" and I don't have to think before I answer, "the people."

My journey this year began with soccer preseason in August. Although I was

injured for all of my junior year season, everyone on the team welcomed me back and made me feel as though I'd never left. Even after I injured myself again during the season, I treasured the time I spent watching games on the bench with the rest of my team. Winning the state title for the second year in a row was one of the many highlights of my senior year. I will never forget the friendships I made and the laughs I shared with those amazing girls on and off the field.

I know it may sound corny, but I feel that the people that make up the Class of 2013 have all influenced me in some way. This year

definitely brought out our grade's sentimental side, as everyone really stepped it up to support each other in every aspect of student life. It all started with Andrew Delapina's (VI) enthusiasm for the Blue Army, a fan club for all Pingry student activities. Andrew really knew how to get the Pingry community pumped up, whether it was for Friday Night Lights, the Soccer State Championship, or the winter musical. His posts in the Facebook group were always moving, motivational, and a mile-long in length.

I made an effort to go to as many sporting events as I could—trying to become

the super fan that I had always attempted and failed to be during my prior high school years—and it was an indescribable feeling to see how many fans from all four grades of the high school came to support their fellow classmates. Soon enough people from every grade started posting about plays, bake sales, or any community-related events.

This school-wide participation culminated in the Pingry Compliments page on Facebook. Pingry students Kate Sienko (VI) and Erin Dugan (III) created this page so that anyone could pay any member of the Pingry community a compliment while remaining completely anonymous. Students' heartfelt messages to classmates made me appreciate Pingry's supportive community.

Although every Pingry student is naturally competitive, everyone really just wants each other to succeed. I got shivers when Michael Arrom (VI) performed "Fine by Me" and the entire school gave him a standing ovation as he finished, making his final Pingry performance one he (and I) will never forget. It takes so much courage to perform in front of so many people, yet Pingry's encouraging atmosphere opens us up to incredible talents and stories.

When I used to think about

how I've never changed schools and escaped the dread of being the "new kid," I was embarrassed. It felt as if I had missed out on this big life change that was normal for every teenager.

However, when I look back on the diverse myriad of personalities I encountered during my thirteen years at Pingry, I realize that one school, this school, was enough. I will never be

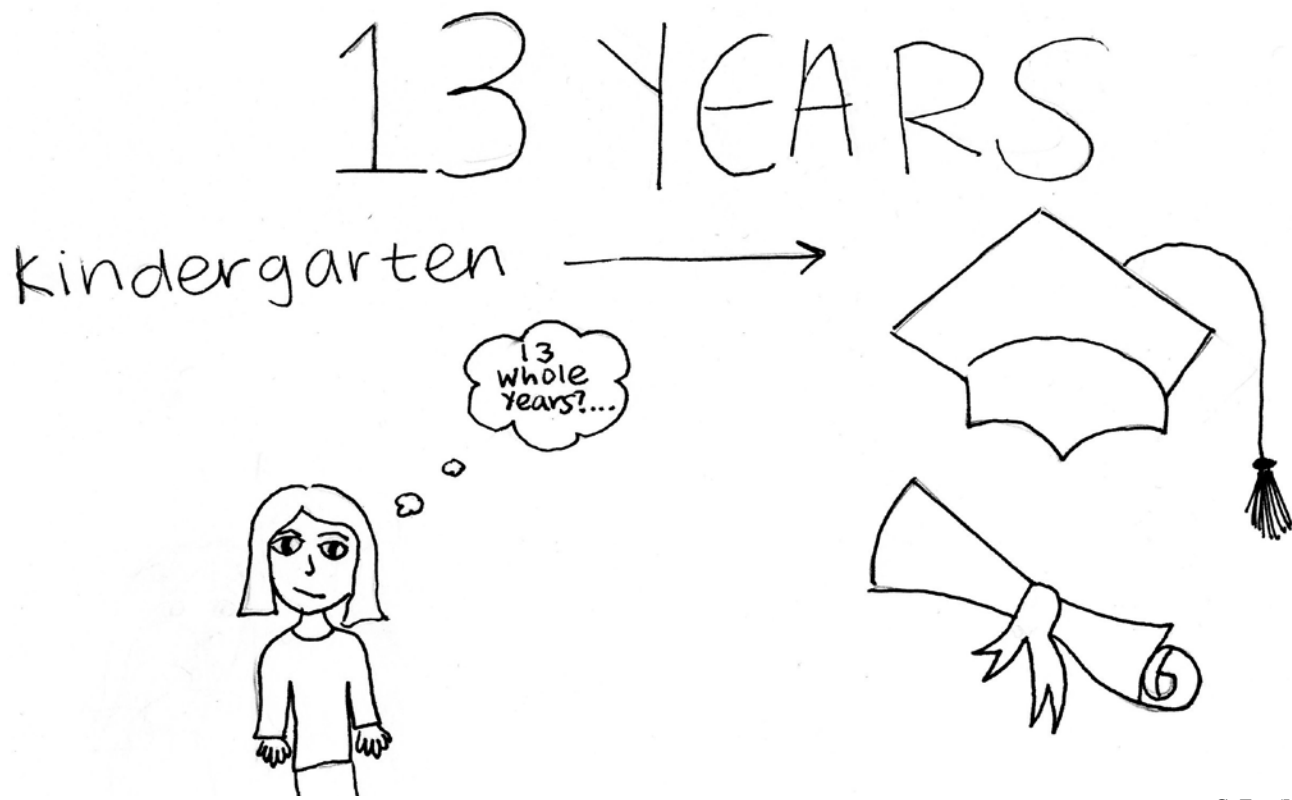
I will never be in such a close community filled with so many driven and talented people again.

in such a close community filled with so many driven and talented people again. I already miss being around my classmates—listening to their opinions, hearing about their days, hanging out on the couches together.

Everyone warned me that high school was going to be hard and probably painful. Instead, I am leaving high school reluctantly, reminiscing about all the memories this place holds for me and how much I grew from spending seven hours a day, five days a week, here.

I am proud to say I am part of the Class of 2013, the class that was there for each other through the highs and the lows. We definitely made memories to last a lifetime, and I could not have asked for a better end to my long career as a Pingry student.

In ten years, when someone asks me what I miss most about high school, my answer will be the same as it is now: "the people."



C. Zee (V)

Pingry Veteran Vinita Davey Advises Current Students to Take Risks, Seize the Day, and Sometimes Make Fools Of Yourselves

By VINITA DAVEY (VI)

I'm what Pingry calls a "lifer," someone who has been going to this school since kindergarten. I remember my first day of school at the Lower School very clearly, walking around dazedly, awed at how huge it all felt, and how big and impersonal and terrifying it was. As a Kindergartener, everything looks larger than life to you.

Although I've only been back once since sixth grade graduation, the one time I did visit, the thing that struck me more than anything was how tiny the classrooms, the miniature toilets, and even the teachers, who cast such an impressive shadow in my imagination, were.

I remember walking into the Upper School the first day of seventh grade and feeling overwhelmed by what I perceived to be the vastness of the campus. However, I adjusted to it quickly—it was all part of the Pingry experience, after all, and being a part of Pingry was something I was entirely used to.

Part of being a lifer means that you come to have a very world-weary view of what Pingry is like. For me, being at Pingry for so long lulled me into a sense of complacency. By high school, I had long ago assumed that the school and my classmates had nothing more to offer me, that I knew it all.

I stopped taking risks and became content with being just another face in the crowded hallways. The decision to finally step out of my comfort zone wasn't a conscious one, but after being accepted as a

Never take Pingry for granted or stop looking for ways to challenge yourselves or seek out new experiences.

finalist in the LeBow Oratorical competition, I came face to face with the reality that I wasn't challenging myself anymore outside of the classroom.

The day that I made my LeBow speech as a sophomore about an intensely personal subject was one of the scariest moments of my life, but it helped jolt me out of my cocoon.

After that experience, I began to realize that I liked putting myself out there, and

began to actively seek out ways to challenge myself throughout the rest of my high school career.

This year, I've put myself out there more than I ever thought I would—I took on a position of leadership in SDLC, and I allowed myself to be hypnotized in front of the entire freshman class and the Peer Leaders on Peer Leadership night. Also, in April, I traveled to Shanghai alone.

One of the opportunities that I am the most grateful for this past year has been the opportunity to get to know students in other grades. The many things that the underclassmen have to offer are things that I never expected prior to experiencing them firsthand this year.

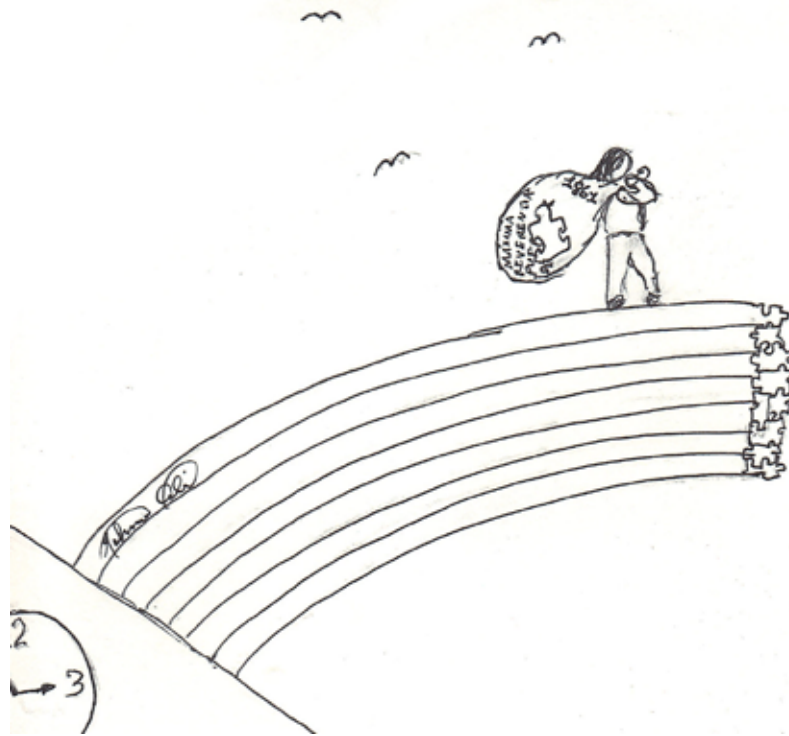
Between being a Peer Leader, having mixed-grade classes (most notably my Chinese 4 Pre-AP class, which consists of four freshmen and five seniors), and being a part of SDLC, I've gotten the opportunity to get to know so many amazing freshmen, sophomores, and juniors. I've learned the lesson that people always have more to offer you than what meets the eye.

So Pingry, after thirteen years, has ended up surprising

me in ways I never thought it would. It has shown me that there are new opportunities available to anyone who wants to take advantage of them. They may hide in places you'd never think to look—the Attic Theater, the Fencing room, the Record office—but they're there if you look hard enough. My advice to any underclass-

man reading this is simple: carpe diem. Never take Pingry for granted, and never stop looking for ways to challenge yourselves or seek out new experiences. Do something that scares the crap out of you, even if it means making a fool of yourself, because the experience may change you in ways you never anticipated.

It's been a long ride, Pingry, and in many ways I'm ready to move on, to make new friends and have new teachers and sleep in a different bed. But as I go on in life, I will leave a piece of myself here at my home of more than a dozen years. It's been real, Big Blue, and thanks for the memories.



Katie Ruesterholz Looks Back On her Most Embarrassing Moments With Love and Affection

By KATIE RUESTERHOLZ
(VI)

When I ask my parents to reminisce on their middle school and high school years, I get a wide range of stories. I get the embarrassing anecdote from my mom about how she lit her hair on fire in front of the whole school during a football game. (Yes, she was *that* girl...the one who threw the fire batons.)

From my dad, I get those "tough-guy" stories of him shoving people through lockers, running five-minute miles, and winning impossible wrestling matches. (It never ceases to amaze me how things can get so exaggerated over the years!)

While I never lit my hair on fire or shoved someone against a locker, I notice that when my parents recall

these stories, a certain glow appears on their faces. You see a genuine smile on their faces, which can only emerge when they recollect all of these youthful memories.

And while I cannot say that every moment at Pingry has been perfect, I can say that when I am, one day, in my parents' shoes, reminiscing about my younger-self, this glow will also appear on my face. When my children so inquisitively ask me to tell them about my teenage years, I will beam and say this...

I'll begin by explaining to them how dorky I was. And while I have so many embarrassing stories, I would probably tell them of my wardrobe malfunctions. When I entered Pingry in the sixth grade, I was far from cool. In fact, I was a five-foot,

120-pound girl, still sadly stuck in the seemingly never-ending pubescent stage of her life.

To add to this, I had the most horrific fashion sense. On one particular day, I arrived at school in this pink-pleated skirt paired with an even more atrocious brown turtleneck. While this may seem bad enough, you can't even imagine what happened next. As I'm walking down the hallway with a nonchalant attitude that all children effortlessly carry, a teacher pulls me aside and whispers, "Honey, I don't mean to embarrass you, but you forgot to zipper the back of your skirt."

Panic and unimaginable mortification flushed through my body. Yes, I had walked out of my house, into school,

and down the hallway with my entire bum hanging out. And to top it all off, I was wearing granny panties!

Now, they'd think that by the time I got to high school, I'd have it all figured out. How wrong they'd be.

As a junior, I remember running through the hallway to physics class (I was late as usual), and I decided it'd be a brilliant idea to race my friend, even though I was wearing four-inch stilettos. And as we were flying by the senior couches, I arrogantly turned to her and shouted, "Look, I'm beating you, even in my heels!"

At that moment, my feet skidded across the floor and I proceeded to fall flat on my butt! Don't worry: all of the seniors got a nice view of me soaring by, and if you look close enough, you'll see that the skid mark has never completely faded.

After I have successfully portrayed my dorky self to my children, I can move on to more sentimental stories. Perhaps I'll begin by describing all of the great relationships I had with my teachers. I would start with the infamous Trem.

I will never forget the time some fire fighters came to our house because our carbon-monoxide machine was beeping, and some old guy saw my Pingry sweatshirt and said to me, "Do you know Trem?" Astonished, I responded, "Yes, he's my teacher." And the guy, even more shocked, goes on to say, "Wow, he was my teacher back in 1975! Does he still

throw chalk at people?"

Yes, some things never change. For I've had chalk thrown at me numerous times and have been called an imbecile even more often. I must admit, though, the attacks were all warranted. And while he made me cry my freshman year, I have learned after having him for two more years that he really is a big teddy bear. He has a way of making people laugh, and it just won't be the same, not seeing him everyday, or perhaps five times a day (that is, if you were one of *those*. And by *those*, I mean a lunchtime regular).

And then, I could elaborate and tell them how the teachers didn't just explain rudimentary material but taught me life-lessons and guided me as I grew up. While Dr. Parvensky might be disappointed to know that I don't remember the Periodic Table of Elements, or Dr. Murray might be mad that I have somehow forgotten *the entire* American History curriculum, I can say that I have learned something much greater.

What I have discovered from the faculty at this school goes far beyond the subjects that they teach. For you see, it is because of each and every one of them that I have matured into the person I am today.

And finally, I will tell my kids of all the great friends I

have had over the years. How when I was at my lows, they were always there to pick me back up. Or how we used to laugh so hard together that our abs were sore the next day. Or in poor Hayley Advokat's case, how we laughed

I've had chalk thrown at me numerous times and have been called an imbecile even more often.

so hard that I projectile-vomited right where she was sitting.

Yes, my time at Pingry was special because of all of the people I got to share it with. It was the smiles from everyone in the hallways to the all-nighters we pulled together that formed the framework of so many great friendships, friendships that I never will, nor can, forget.

And when I am done telling my children these stories, they will notice something. The glow from my face will begin to fade, because you can only live in your memories for so long. And when this glow has completely vanished, they'll ask me, "Mom, are you sad?"

And as I'm about to answer, I realize that they just don't quite understand yet. And while I know they won't completely comprehend what I'm about to say—because sometimes we just can't see how good things are until they're already over—I'll say it anyway.

"I'm not sad, but rather I'm nostalgic. I'm sure you're too young to get it, but sometimes I just want nothing more than to be able to go back and do it all over again."



McCaffery Explains How the Love He Found During His Time At Pingry Has Shaped the Man He Has Become

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kids to the community. Arriving at the party, I expected to be snubbed by the cool kids and ignored by everyone else.

As a greeting, I was literally given a bear hug by a sopping-wet, very cute girl on whom I'd had a huge crush when I went to school with her in the 4th grade. I was too stunned to be bothered about my wet clothes. This gesture set the tone for my transition to Pingry.

I think I first realized that Pingry was a really special place during my sophomore year. I had difficulties with my grades as a freshman, and my parents had threatened to pull me out. However, I convinced them to let me try again, and I was able to get myself together by the time sophomore year started.

Building close relationships with a number of students and faculty, I made friends that loved me for who I was, not who I was trying to be or what people expected me to be. With a

supportive group of close friends, and as part of a larger community that I felt would be open and receptive to my individualism, I was able to mature and become a little more comfortable in my own skin.

Throughout junior year, I experienced more of the same warmth and acceptance from our community. What astounded me during this time was hearing that there were some students who still felt isolated here at Pingry. It was a small number, but the sentiment clearly had a presence at our school, and it bothered me. Why didn't people feel the same way as I did? I questioned a few people I felt comfortable with, and I came away with a new perspective on the matter.

I really believe with all my heart that people willing to put themselves out there and take a risk by opening themselves up to the greater community will get more out of the Pingry experience than those who don't. This is both a lesson for me going into new

environments and perhaps for those still at Pingry who are still not quite feelin' the love.

Senior year has been the greatest learning experience of my life thus far. This year, my class has come together in ways I never thought possible. I've become friends with people I never imagined I'd be close with, and my teachers have gone from being cold, heartless arbiters of homework to my strongest and most loving advocates in the college process. This last change was quite welcoming.

Looking ahead and seeing the end of my Pingry career so close makes me want to cry. Experiencing Mike Arrom's last performance a few weeks ago actually did make me cry. I don't want it to end. A lot of the seniors can't wait to get out and leave Pingry in the dust; they are ready to go out into the world and conquer new territory in a big college setting, or some other kind of adventure. Am I the only one who wants to curl up in a little ball on the senior couches and just stay here forever? I've loved this place too hard to just get up and leave.

I'd like to offer one last thank you to everyone at this

school. While I would love to stay, my parents probably won't let me, and I think Ms. Markenson is tired of giving me dress-code warnings (never a detention though—thanks!). The person I am

today is a product of the kindness, support, and love that every member of this community has shown me in the past four years.

For all of you who don't have to go on to college next

year, take advantage of this environment because I'm not sure we will ever find a home like this again. This school is a special place. Thank you, Pingry. I love each and every one of you.



Kate Sienko Examines Her Ninth Grade Time Capsule and Considers How Much She Has Learned

By KATE SIENKO (VI)

"Miss Kate, do you like growing up?" A barely 4'5" fourth grader said and looked up at me anxiously awaiting an answer. *Did I like growing up?* It was only the first day of my independent senior project working in the library at my old elementary school, and I had already been stumped with a question unlike any other. As I looked at the little girl's wide eyes and glossy hair tied back in a pink bow, I saw my younger self. Nine years ago, I was that little (well littler) girl with a short bob, missing teeth, a curious mind and a love of learning.

As I now reflect upon the entirety of my years growing up, I believe I have a better perspective of not only what growing up means, but also how I have grown myself. In fact, I now realize that high school is the place where I have grown the most. With all of this in mind, I was finally ready to provide my response to the little girl's question: yes.

As the little girl was understandably questioning the validity of my response, I began to elaborate and was soon swept up by my nostalgia. Although high school has only been four years out of my eighteen thus far, I consider these four years at Pingry to not only be some of the most important, but also some of the best.

As the older sibling in my family, I was the first to embark on my high school experience, and I admit that

I was absolutely terrified. On the first day of school as the small, yellow bus pulled up to my driveway, I remember feeling as if I were in kindergarten again, reluctant to let go of my mother's hand. A world of unfamiliar hallways, faces, and classes was awaiting me, and I was scared. *What if I didn't make any friends? What if the teachers were mean? What if the classes were really hard? What if I didn't like the food?*

As I look back on this apprehension now, I realize that there was, of course, no reason for my worrying. The worst thing that could possibly happen was perhaps a little embarrassment or disappointment; however over the past four years, I've learned that these are essential in shaping one's character and helping one to grow.

If you know me, you know that I am certainly not the loudest or most garrulous person, nor have I ever been. As I began my life at Pingry, I was introduced to the concept of harkness discussions when the idea of expressing my thoughts and opinions and sharing them with my peers was quite intimidating.

On one of my first days of freshman biology with Mr. De, I was selected to explain a certain process to the class. After proceeding to barely whisper my explanation, I was asked to stand on my chair and begin again, but this time louder. Already 5'11, standing on that chair only made me increasingly aware of how much of a giant I was; however, for the

first time, I was forced to stand tall. I was able to find my voice, and while my face has never turned so red in my life, I now appreciate its repercussions.

At my freshman orientation, I vividly remember sitting in Hauser listening to upperclassmen impart their words of wisdom. *Try as many new activities as you can* they said. *It will be worth it.* Finding my voice at Pingry has helped me gain the confidence to do just that.

After nine years of playing soccer, I decided the summer before my junior year that the soccer chapter of my life had ended. The deal that I made with my parents was that I would have to go out for another sport. I announced to my parents that I was going to go out for water polo and so on the first day of preseason, I walked into the pool with my Vera Bradley towel and found that I was one of two

girls on the team.

Although the majority of the school does not know about the water polo team or how the sport is even played (neither did I), I have a great love and respect for my fellow teammates as they welcomed and accepted me from day one. We were most definitely a group of misfits, and together we had the time of our lives and that was the only thing that mattered.

During my time at Pingry, I have also gained a sense of awareness and perspective, two vital components that shape one of my defining values: appreciation. Last summer, I embarked on a trip half way across the world to South Africa that has forever impacted my life. I met and worked with students like Nelly and Nikiwe whom I will never forget. Even with minimal resources, these students approached every day with a genuine passion for learning and living. As a girl who had barely been

away from home, I will be forever grateful for the global awareness Pingry has created for me.

Finally, and perhaps one of the most important lessons I have learned while "growing up" at Pingry is that while it is often unfortunate, disappointment is essential in one's development. From legitimately failing a test in AP United States History last year to starting my final basketball season 0-7, I've learned that it's about how you respond to the situation that truly reflects who you are. Whether you lose one game or fifty consecutive games, you fail a test, you don't get the star role in the play, or you don't get into your dream school, take a deep breath. It's not the end of the world; in fact, often times it's only the beginning of a new opportunity as long as you have the right perspective. Mastering the strength to overcome adversity is key, and in a commu-

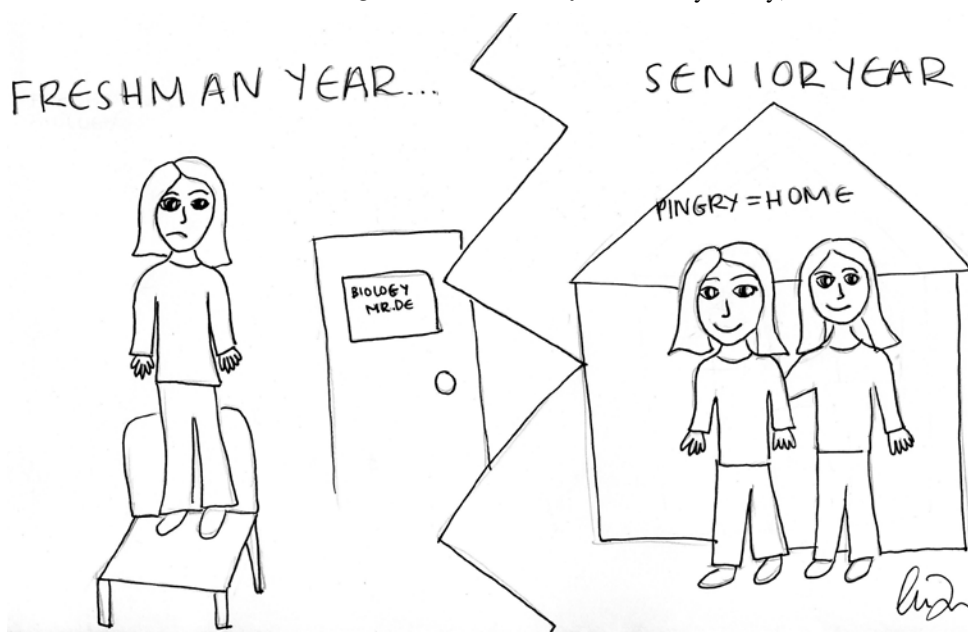
nity like Pingry, there will always be a helping hand.

In preparation for this reflection, I sat down and opened my freshman year time capsule that I had made in Ms. Yorke's English class. I had written about my hopes and goals for my high school experience. At the end of my four years, the only thing I wanted was to be happy.

Yes, there were many late nights and yes, I was stressed at times, and yes, there may have been tears (and not always out of joy), but after reflecting on my four years as a Pingry student, I am proud to report that I am happy. I'm happy with my growth and who I've become as an individual.

Not only am I happy, but as Ms. Easter Evans would say, I'm blessed. Pingry is not just the school that I attend from 8:15-3:30pm; it has become a second home. From having life talks with Mr. Poprik and Mr. Burns, to jamming out in the photo room with my whole class and Mr. Boyd, to screaming my lungs out with the Blue Army, to sharing a locker with my two best friends, to snuggling on the couches during Peer Leadership, to leading pep talks before basketball games, I will miss the little things.

I will take away with me a deep love for the most incredible people I have had the opportunity to share my high school experience with. To the faculty, advisors, coaches, classmates, friends, teammates, fellow peer leaders, peer groupies, and my family, I just wanted to say thank you from the bottom of my heart. I'm truly blessed.



Matt Composto Assesses His Education: He Learned to Think For Himself, Think Critically, and Discover New Truths

By MATT COMPOSTO (VI)

I was frequently told never to begin a writing piece with a quote, but now that it is time for me to leave Pingry, I feel confident enough to break this rule. Oscar Wilde, the frequently acerbic Irish writer and poet, said, "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught."

While this quote may not appear to belong in an article meant to meaningfully reflect on my time at Pingry, I assure you that it is both relevant and true in many ways.

My eight years at Pingry were filled with lessons about Roman culture and Hamlet, but my most memorable experiences were, in fact, not the products of a lesson plan. Many of my teachers at Pingry challenged me without formally teaching me the way to overcome the challenge. Upon entering high school, my native desire to always find the "right" answer was replaced with the desire to find "my" answer.

For example, essays that examine Jay Gatsby's character

could not be created by simply transcribing a teacher's idea onto a page. Pingry teachers demanded more. My essays had to be mine. The level of ownership that I felt for my essays only grew as I continued writing. Soon the books that would have been unscathed in an earlier time were covered in scribbled notes and opinions in preparation for the creation of a gripping essay.

Pingry teachers did not teach me to do this; their high expectations were unyielding and I took it upon myself to make connections and form my own opinions without the fear of disapproval.

As a result of this encouragement, I soon found myself drawn to the inevitable "choose your own topic" opportunities that came up frequently in my high school classes. I tried to take advantage of these chances to be creative and unique by using the cover page of each one of my books as a general map that documented that book's memorable quotes and made links between that book and key ideas by other authors.

By allowing me to grow into a more passionate writer without directly attempting to mold me into one, my teachers have given me the opportunity to form my own opinions and come up with my own connections without ever explicitly teaching me how.

When I tell people that I love to write I am usually met with smiles; when I finish my sentence by telling them that I am also very interested in physics, however, I am almost always met with bewilderment. Although many people think that these two subjects could not be more different, I find that both of them most thoroughly epitomize Pingry teachers' refusal to subject their students to the mechanical lecture.

While the lecture is a valuable tool that is used effectively in many classrooms, the best Pingry teachers that I have had choose to couple it with critical thinking and discovery. Honors Physics, perhaps Pingry's most infamously difficult class, was built on a foundation that echoes Oscar Wilde's sentiment. The idea that the teacher didn't plan "to teach

the students anything," while humorous, was a unique approach that asked the students to use reason and creativity to solve unexpected problems.

For me, the rumors were true: Honors Physics was the most difficult class that I took in high school, but it was also the most rewarding. I left Honors Physics with a deep understanding of the material that I had not memorized, but rather learned. Honors Physics had not "taught" me anything, per se. It had challenged me, and in response to that challenge I immersed myself into the material and developed a genuine curiosity for it.

By not forcing me to endure a formulaic introduction to new material, Honors Physics was innovative and should represent, in my opinion, the best way for a Pingry class to challenge students and allow them to develop their own understanding of the material.

Although many of my incredible teachers have encouraged me to grow academically and personally without "teaching" me to or forcing a strict model upon me, it would be

unfair to conclude without talking about some of my experiences outside of the classroom. Whether hanging out at the Physics office or sitting at English teacher, Mr. Tom Keating's often heavily populated table, I found myself constantly surrounded by groups of teachers and students who were eager to talk about everything from an obtuse physics problem to the latest episode of "Breaking Bad."

Even outside of the classroom, I found myself in an environment just as conducive to discussion. My opinions were just as welcome and discussions never became unnecessarily heated. Most importantly, I was almost never treated with condescension. My fellow students and teachers did not try to "educate" me about the flaws in my opinions or the superiority of theirs.

When I learned something new or changed my opinion, it was always my choice. My discussions outside of the classroom introduced me to a series of diverse opinions that, while often not in agreement with my own, were always

stimulating and fascinating to discuss.

Since I opened my reflection with a rule-breaking quote, I can see no better way to close than supplying another. Friedrich Nietzsche, a famous philosopher who needs no introduction, believed that "the doer alone learneth."

In many crucial ways, my Pingry teachers have embraced this sentiment. By abandoning or limiting traditional lectures in favor of a meaningful emphasis on critical thinking, many of my classes have "taught" me nothing, but have allowed me to discover and develop many worthwhile skills.

In response to the challenges I faced in the classroom, I began structuring my own essays and thoughts without the fear of disagreeing with my teachers. I became an active participant in my academic growth by pushing myself to develop my own opinions.

My Pingry teachers and peers have created an ideal environment that fosters the intellectual and creative growth of young students without forcing them into a meaningless mold.

2013 Senior Class College Application Summary

By LORI KIM(IV)

The class of 2013, which consists of 132 students, will be attending 64 different schools next fall. Overall, students applied to 140 different colleges and universities this year, down from 157 last year, and each student submitted an average of 9.6 applications, down from 10.4 last year.

Following a trend that has become popular in recent years, 92% of the 2013 class applied to their respective colleges and universities via some form of early action program, known as Early Decision I, Early Deci-

sion II, Restrictive Early Action, Early Action, Rolling Admission, and Priority Admission. This is a significant jump compared to last year's figure of 88% applying early to schools. Of the 92%, 79% of the applicants successfully gained some type of early admission to at least one school.

According to Mr. Timothy Lear '92, Head of College Counseling, early application has been the "dominant trend in admissions for the past two to three years," adding that, "As an office, we pushed students and families to consider schools early in order to weigh their options sooner than

in years past. In terms of getting accepted early, the students were very strong."

Recruited athletes account for 22% of this year's graduating class, a considerable increase from last year's 18%. Thirty students will be playing 11 different sports in either Division I or Division III college leagues next year, playing at 23 different schools in all. This number is also unusually high when compared to the average number of recruited athletes over the past five years.

Members of this year's class applied to a diverse group of schools. Although there are no

international enrollments for the class of 2013, as there were last year, many students are matriculating to schools that Pingry students have not matriculated to in a long time, such as Babson College, Barnard College, University of Delaware, Elon University, Georgia Institute of Technology, University of New Hampshire, Art Institute of Chicago, Skidmore College, Stevens Institute of Technology, Union College, Ursinus College, University of Virginia, and Wellesley College.

The highest matriculation schools for the class of 2013 are Harvard, Hobart and William Smith Colleges, Princeton, and Tufts, with five students attending each. In addition, Columbia, Georgetown, Lehigh, Northwestern, University of Pennsylvania, and Vanderbilt have four students enrolled at each.

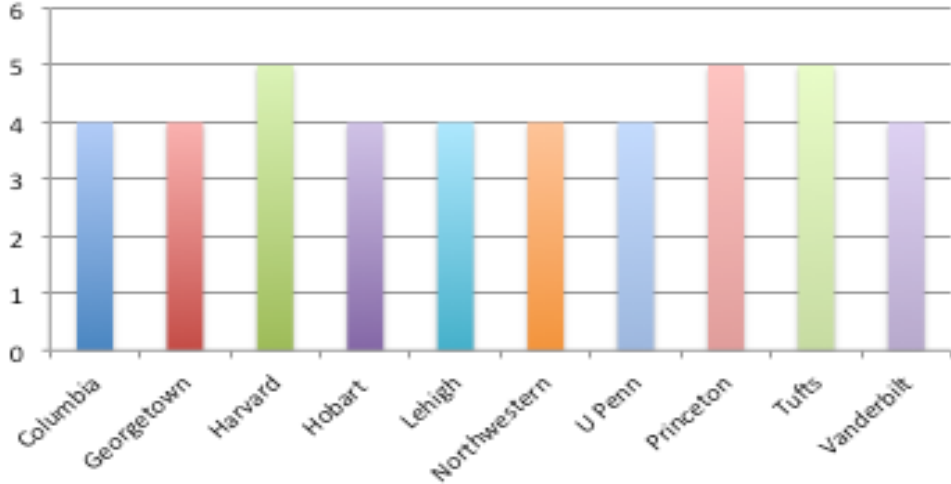
In addition, 20% of the senior class will be attending an Ivy League school this fall, compared to 19% last year. Three or more students were accepted into each of the eight Ivies, and at least one student will be matriculating to each. Additionally, this year's class had the highest number of Harvard acceptances in the past four years.

Mr. Lear commended the Class of 2013 for their overall sense of camaraderie during this year's application process, noting, "I am impressed by how well students were celebrating each other's successes. It is easy to get wrapped up in the school process, but students were rooting for each other." He added, "There is a lot to worry about, but it is unique how students seemed to handle it well and get along."

He also added that springtime

this year was the least stressful time for him in years. He said, "April to May was surprisingly stress-free, and a lot of it had to do with many students being accepted early. A lot of decisions had to be made and I was impressed by how maturely students did that."

When asked if he had any words of advice for rising seniors, Mr. Lear referred to a column from the 2008 May Issue of The Record titled, "If Only We'd Known: A Message From Seniors to Underclassmen," from which he quoted his three pieces of advice, in order of importance: "When your friends start breaking down from stress, be supportive. Embrace the Zen"; "Create a realistic college list with both safeties and reaches. Learn to love your match schools as much as your reaches"; and the last, "College admissions are not fair. Deal with it."

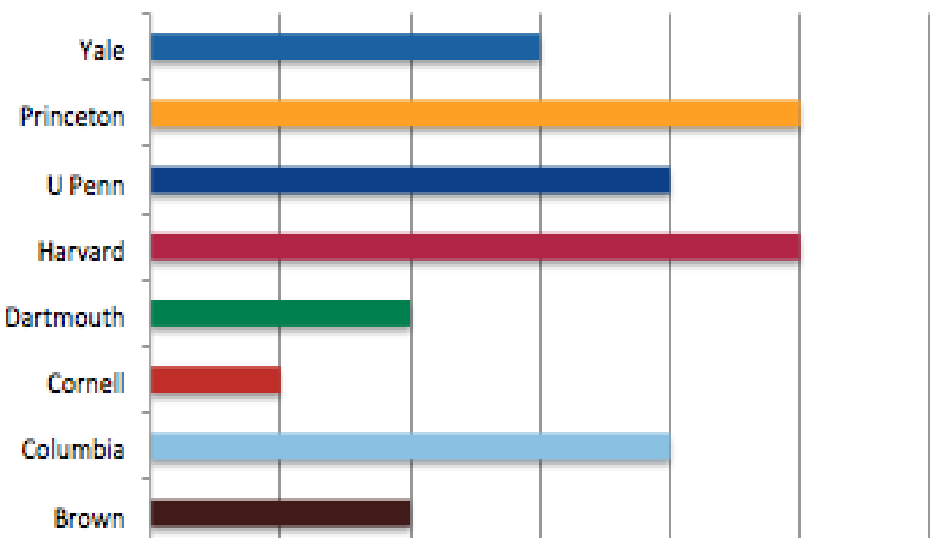


Colleges with the highest Pingry matriculation.

Highlights:

- Students admitted to and attending US Naval Academy in consecutive years for the first time since 2001
- Northwestern: highest number of students attending (4) since 2001
- Howard University: highest number of students attending (3)
- Students admitted to NYU Abu Dhabi and NYU Shanghai and were provided free campus visits (but enrolling at Harvard and Swarthmore)
- The College of New Jersey: highest number of students attending (2)
- Portfolio student admitted to Fine Arts Program at Cal Arts, Chicago Art Institute (1), and Carnegie Mellon
- Three musical audition students admitted to Conservatory Programs at Berklee College of Music, Carnegie Mellon (1), Manhattan College of Music, Northwestern, and USC (2)

Since 2001

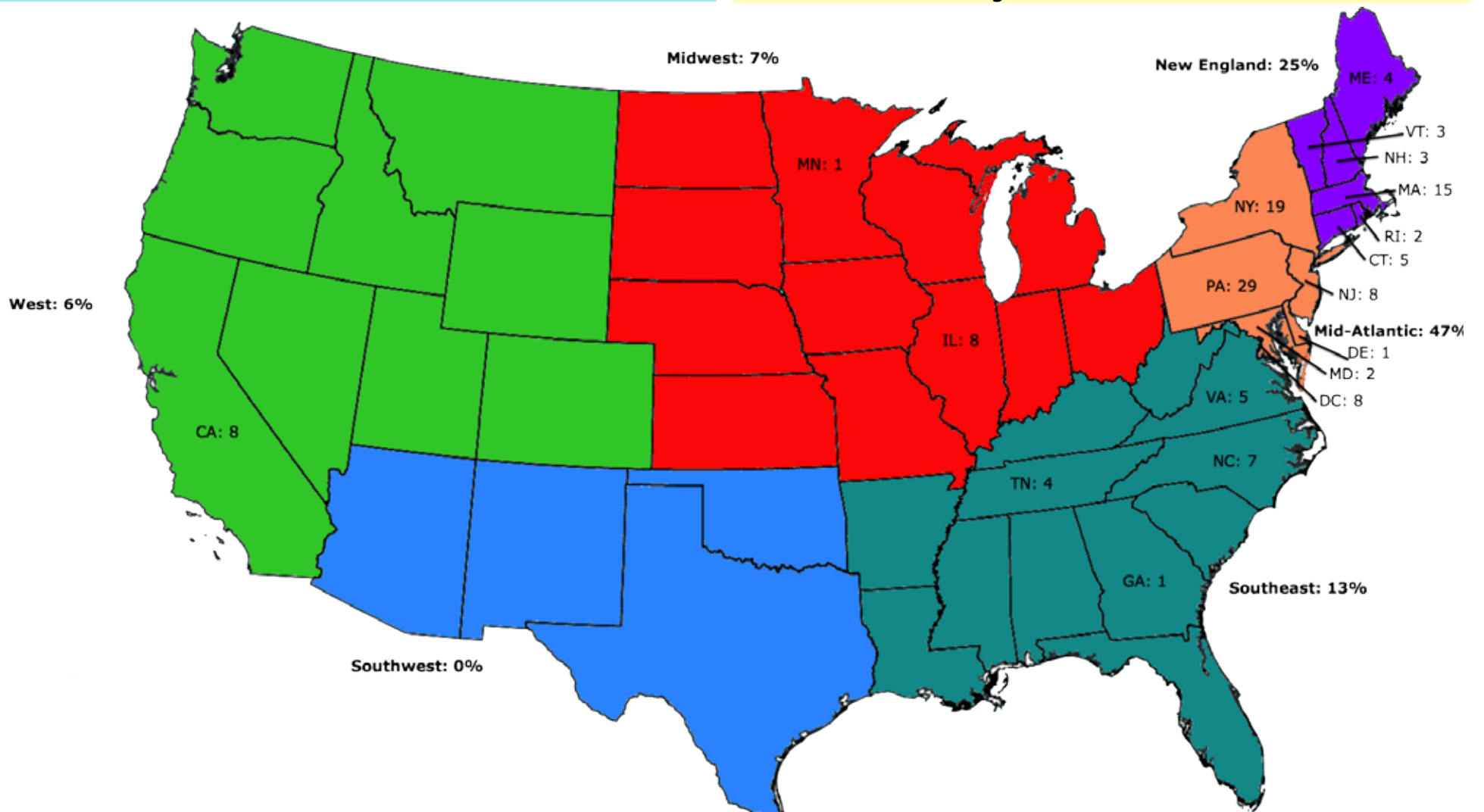


The number of students matriculating to Ivy League universities.

New Schools for 2013:

- Babson College
- Barnard College
- University of Delaware
- Elon University
- Georgia Institute of Technology
- University of New Hampshire
- Art Institute of Chicago
- Skidmore College
- Stevens Institute of Technology
- Union College
- Ursinus College
- University of Virginia
- Wellesley

Since 2001



A US map depicting the regional distribution of students. Percentages are approximate.

College Placement

RAIGNE ADLER MUHLENBERG COLLEGE	SOPHIA FENG HARVARD COLLEGE	GREGORY KOZIOL BOWDOIN COLLEGE	AYESHA SAKSENA UNIVERSITY OF CHICAGO
HAYLEY ADVOKAT DICKINSON COLLEGE	JAIME FERNS HOBART AND WILLIAM SMITH COLLEGES	WILLIAM LACOSTA BROWN UNIVERSITY	LAUREN SALAZAR WESLEYAN UNIVERSITY
MAHMOUD ALIAMER UNIVERSITY OF CHICAGO	ELLIS FLANNERY JOHNS HOPKINS UNIVERSITY	TIMOTHY LANDERS WASHINGTON AND LEE UNIVERSITY	MICHAELA SCRUDATO UNITED STATES NAVAL ACADEMY
DORIAN ALLEN DARTMOUTH COLLEGE	JORDAN FLANNERY BATES COLLEGE	BRIAN LI DARTMOUTH COLLEGE	DANIELLE SEDILLO LAFAYETTE COLLEGE
MATTHEW ALTO NORTHEASTERN UNIVERSITY	HENRY FLUGSTAD-CLARKE YALE UNIVERSITY	SYDNEY LI STANFORD UNIVERSITY	JENNIFER SHAHAR COLUMBIA UNIVERSITY
NICOLE ARATA TUFTS UNIVERSITY	ADAM FRAITES UNIVERSITY OF RICHMOND	RACHEL LIMA COLGATE UNIVERSITY	KATHERINE SIENKO TUFTS UNIVERSITY
MICHAEL ARROM UNIVERSITY OF SOUTHERN CALIFORNIA	KAITLYN FRIEDMAN VANDERBILT UNIVERSITY	MATTHEW LUCCIOLA BUCKNELL UNIVERSITY	MARGARET SIESTA VILLANOVA UNIVERSITY
KATHERINE AXTELL HAMILTON COLLEGE	STEPHEN FRIEDMAN LEHIGH UNIVERSITY	CONOR MALLOY UNIVERSITY OF SOUTHERN CALIFORNIA	DAVID SOLED DUKE UNIVERSITY
KEVIN BAQUERO COLUMBIA UNIVERSITY	EMMA GALGANO CORNELL UNIVERSITY	KELLY MAO GEORGETOWN UNIVERSITY	SIMON STACK THE GEORGE WASHINGTON UNIVERSITY
JOHANNA BEATTIE WILLIAMS COLLEGE	JOHN GALIARDO BOSTON COLLEGE	JOHN MCCAFFERY HAMILTON COLLEGE	JUSTIN SULLIVAN TUFTS UNIVERSITY
MICHAEL BECK UNIVERSITY OF RICHMOND	CAMERON GENSCHE BABSON COLLEGE	COLE MCCOLLUM BUCKNELL UNIVERSITY	STEVEN SUN UNIVERSITY OF PENNSYLVANIA
BENJAMIN BEHRMAN SARAH LAWRENCE COLLEGE	MAXWELL GOTTLIEB GAP YEAR	JESSICA MCGREGOR NORTHWESTERN UNIVERSITY	JOHN-TOD SURGEON HOWARD UNIVERSITY
ANDREW BENITO LEHIGH UNIVERSITY	JENNIE MIKELL GRAVES NORTHWESTERN UNIVERSITY	HENRY MEIRING DUKE UNIVERSITY	YUTO TAKAMOTO CARNEGIE MELLON UNIVERSITY
SPENCER BIANCO LEHIGH UNIVERSITY	LEAH GREER FRANKLIN AND MARSHALL COLLEGE	GRAHAM MILLER BATES COLLEGE	SOLOMON TAYLOR HOWARD UNIVERSITY
NICOLE BLUM STANFORD UNIVERSITY	JAMES GROSS STANFORD UNIVERSITY	VALERIE MORIN PRINCETON UNIVERSITY	DANI TEMARES YALE UNIVERSITY
BRIGID BRUNO WILLIAMS COLLEGE	JUSTIN GUMP UNION COLLEGE	SARAH MULLERY ELON UNIVERSITY	KATHERINE THOMAS WAKE FOREST UNIVERSITY
MORGAN BURKE MIDDLEBURY COLLEGE	AMANDA HAIK MIDDLEBURY COLLEGE	DANIEL MURO WESLEYAN UNIVERSITY	HUGH THOMPSON WAKE FOREST UNIVERSITY
TEMILAYO BUTLER HOWARD UNIVERSITY	BENJAMIN HALTMAIER MACALESTER COLLEGE	CAROLINE MURPHY GEORGETOWN UNIVERSITY	RYAN TOOMEY GEORGETOWN UNIVERSITY
ELLEN CAHILL BOWDOIN COLLEGE	CARA HAYES WASHINGTON AND LEE UNIVERSITY	AMARACHUKWU NNAETO PRINCETON UNIVERSITY	JUSTIN TROUSDALE NORTHWESTERN UNIVERSITY
STEPHANIE CARR HARVARD COLLEGE	BEN HERRERA UNIVERSITY OF CHICAGO	MICHAEL O'REILLY UNIVERSITY OF CALIFORNIA AT BERKELEY	ALEXANDER TUNG UNIVERSITY OF CALIFORNIA AT LOS ANGELES
YUMI CASAGRANDE TUFTS UNIVERSITY	JOHN HICKEY NORTHWESTERN UNIVERSITY	ADAM PALMER URSINUS COLLEGE	LISA ULKER LEHIGH UNIVERSITY
CLAIRE CHEN WELLESLEY COLLEGE	BRIAN HOCHBERGER SCHOOL OF THE ART INSTITUTE OF CHICAGO	KAVITA PATEL GAP YEAR	ALEXA VAN BESIEEN UNIVERSITY OF VIRGINIA
BRANDON CHOW SWARTHMORE COLLEGE	HARRISON HOMER TUFTS UNIVERSITY	MICHAEL PATRIZIO HOBART AND WILLIAM SMITH COLLEGES	DANIEL VAYSBERG GAP YEAR
MATTHEW COMPOSTO BROWN UNIVERSITY	REBECCA HOYT HOBART AND WILLIAM SMITH COLLEGES	JULIETTE PIGOTT DUKE UNIVERSITY	SHIRLEY WANG THE COLLEGE OF NEW JERSEY
BRIAN COSTA PRINCETON UNIVERSITY	JOHN HUGIN PRINCETON UNIVERSITY	WILLIAM PORGES VASSAR COLLEGE	ALEXANDRA WELCH HARVARD COLLEGE
VINITA DAVEY SWARTHMORE COLLEGE	AMANDA HULSE UNIVERSITY OF PENNSYLVANIA	GEORGE PYE HOBART AND WILLIAM SMITH COLLEGES	STEPHANIE WILF UNIVERSITY OF PENNSYLVANIA
ANDRAS DEAK SYRACUSE UNIVERSITY	MELISSA JAMES UNIVERSITY OF DELAWARE	RAHUL RAKHIT BOSTON COLLEGE	NICOLE WITTE HAVERFORD COLLEGE
ANDREW DELLAPINA VANDERBILT UNIVERSITY	ERIN JENSON SWARTHMORE COLLEGE	SONALIKA REDDI UNIVERSITY OF CALIFORNIA AT BERKELEY	JOHN WOLLMUTH LAFAYETTE COLLEGE
LAUREN DEVITO VILLANOVA UNIVERSITY	ALEC KAISAND UNIVERSITY OF NEW HAMPSHIRE	SAM RICCIARDI GEORGETOWN UNIVERSITY	NAOMI WONG BARNARD COLLEGE
CATHERINE DING UNIVERSITY OF PENNSYLVANIA	EMILY KAMEN PRINCETON UNIVERSITY	STEPHEN RIENZI STEVENS INSTITUTE OF TECHNOLOGY	ASHLEY ZHOU HARVARD COLLEGE
JOHN DUGAN VILLANOVA UNIVERSITY	MOLLY KANDARIAN VANDERBILT UNIVERSITY	DILLON ROLNICK VANDERBILT UNIVERSITY	ANDREW ZOLA COLUMBIA UNIVERSITY
HALEY EICHER COLGATE UNIVERSITY	MICHAEL KETCHUM SKIDMORE COLLEGE	DOMINIQUE ROMANELLI THE COLLEGE OF NEW JERSEY	
ALEXANDER EPIFANO GEORGIA INSTITUTE OF TECHNOLOGY	CAMERON KIRDZIK YALE UNIVERSITY	CARLY ROTATORI HARVARD COLLEGE	
CHRISTIAN FECHTER DAVIDSON COLLEGE		KATHERINE RUESTERHOLZ COLUMBIA UNIVERSITY	

as of
June 4, 2013

Senior Awards

Academic Awards

John R. Whittemore '47 Biology Award	Kaitlyn Friedman; Alexa Van Besien
Ernest C. Shawcross Chemistry Award	Brian Li; Sydney Li
Antoine du Bourg Physics Award	Claire Chen; Alexander Epifano; Sydney Li
Science Book Award	Michael Ketchum; Simon Stack
Science Research Award	Harrison Homer
Whitlock Prize for Math	Alexander Epifano; Brian Li
Advanced Math Prize	Molly Kandarian; Valerie Morin; Alexa Van Besien
Computer Science Award	Gregory Koziol; Valerie Morin
Economics Prize	Cameron Kirdzik
Union College Casimir A. France Award for Excellence in English	Matthew Composto; Valerie Morin
Paul H. and Sarah Rouslin Excellence in English Award	Mahmoud Aliamer; Vinita Davey; Katherine Ruesterholz
	Kasia Axtell
Martin B. O'Connor '26 Journalism Award	Leah Greer
Yearbook Award	Fiction: Vinita Davey; Ashley Zhou
Justin Society Award Competition	Flash Fiction: Kelly Mao
	Poetry: Claire Chen; Ashley Zhou
Jean S. MacDonald History Prize	Sophia Feng; James Gross; Amanda Hulse
Psychology Prize	Alexander Epifano; Kaitlyn Friedman
Fifth Year Language Prize	French: Ashley Zhou
	German: William LaCosta
	Honorable Mention, German: Matthew Composto
	Latin: James Gross; Alexandra Welch
	Spanish: Vinita Davey; Lauren Salazar
Advanced Language Prize	Latin: Gregory Koziol; Steven Sun
	Spanish: Sophia Feng; Katherine Ruesterholz
The DeGryse Prize in Modern European Languages	Stephanie Wilf

Arts & Drama

Director's Award for Achievement in Dramatic Arts	Benjamin Behrman
Pingry Drama Prize for Musical Theatre	Justin Sullivan
Michael E. Popp Photography Prize	Alec Kaisand; Katherine Sienko
Brendan J. Donahue '79 Memorial Prize for Fine Arts	Brian Hochberger
Brendan J. Donahue '79 Memorial Prize for Pottery	John Dugan
Barbara Berlin Prize in Art History	Mahmoud Aliamer; Emily Kamen
Music Award	Michael Arrom; Conor Malloy

School Service and Leadership

Michael Jupka, Jr. '76 Blue Key Award	Justin Trousdale
Community Service Award	Michael Beck
Paul R. Leary '90 Award	Dorian Allen; Timothy Landers
John Taylor Babbitt '07 Award	John Galiardo
Student Government Achievement Award	David Soled
Stifel Award	Ellis Flannery

Special Awards

Special Prize to AFS Student	Uday Jubeh
Pingry School Parents' Association Women's Sports Award	Carly Rotatori
Centennial Cup — Gift of the Class of '61	Brian Costa
Class of '26 Reese Williams Award	Ellis Flannery
Faculty Prize	Raigne Adler
	Honorable Mention: Katherine Ruesterholz; Leah Greer; John-Tod Surgeon
Cipriano Family Scholar-Athlete Award	John Hugin; Alexa Van Besien
Charles B. Atwater Valedictory Award	Sophia Feng

Cum Laude Society

Dorian Allen	Cameron Kirdzik	Sonalika Reddi
Ellen Cahill	Gregory Koziol	Sam Ricciardi
Claire Chen	Brian Li	Carly Rotatori
Matthew Composto	Sydney Li	Katherine Ruesterholz
Catherine Ding	Rachel Lima	Steven Sun
Sophia Feng	Kelly Mao	Dani Temares
James Gross	Valerie Morin	Alexa Van Besien
John Hickey	Caroline Murphy	Alexandra Welch
	Michael O'Reilly	Ashley Zhou

Advanced Placement Scholars

Dorian Allen*	Alexander Epifano**	Amanda Hulse	Juliette Pigott*
Nicole Arata	Christian Fechter	Erin Jenson	Sonalika Reddi*
Katherine Axtell	Sophia Feng**	Emily Kamen	Katherine Ruesterholz*
Kevin Baquero**	Ellis Flannery**	Gregory Koziol*	Danielle Sedillo
Nicole Blum*	Henry Flugstad-Clarke*	William LaCosta	Jennifer Shahar
Morgan Burke	Kaitlyn Friedman	Timothy Landers	Katherine Sienko
Ellen Cahill	John Galiardo	Brian Li**	David Soled*
Stephanie Carr**	Emma Galgano**	Sydney Li***	Simon Stack**
Yumi Casagrande*	Maxwell Gottlieb	Rachel Lima	Steven Sun***
Claire Chen**	Jennie Mikell Graves*	Kelly Mao*	Justin Trousdale*
Brandon Chow	James Gross*	Jessica McGregor	Alexander Tung**
Matthew Composto*	Justin Gump	Henry Meiring*	Alexandra Welch*
Brian Costa	Amanda Haik*	Valerie Morin**	Stephanie Wilf
Vinita Davey	Cara Hayes	Caroline Murphy	John Wollmuth
Andras Deak	John Hickey*	Michael O'Reilly**	Ashley Zhou**
Catherine Ding*	Harrison Homer	Kavita Patel	Andrew Zola*

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

National Merit Scholarship Program Commended Students

Michael Arrom	Emma Galgano	Kelly Mao	Dillon Rolnick
Kevin Baquero	Jennie Mikell Graves	Henry Meiring	Simon Stack
Spencer Bianco	Cara Hayes	Daniel Muro	Justin Sullivan
Stephanie Carr	John Hickey	Michael O'Reilly	Dani Temares
Matthew Composto	Gregory Koziol	Juliette Pigott	Hugh Thompson
Alexander Epifano	William LaCosta	Sam Ricciardi	Ryan Toomey
			Alexander Tung

National Merit Scholarship Finalists

Claire Chen	James Gross	Caroline Murphy
Andrew Dellapina	Brian Li	Steven Sun
Catherine Ding	Sydney Li	Shirley Wang
Sophia Feng	Valerie Morin	Ashley Zhou

National Merit Scholars

Andrew Dellapina	Valerie Morin	Steven Sun
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National Hispanic Recognition Program

Michael Arrom*	Kevin Baquero**	Leah Greer**
Ben Herrera*	Daniel Muro**	
	* Honorable Mention	** Scholar

National Achievement Program Outstanding Participants

Mahmoud Aliamer	Amarachukwu Nnaeto
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The Elizabeth Allan Smith '83 Memorial Pingry-Duke Scholarship

Juliette Pigott

C. B. Newton Pingry-Princeton Scholarship Prize

Valerie Morin

Pingry-Princeton Scholars

Brian Costa	John Hugin	Emily Kamen	Amarachukwu Nnaeto
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Athletic Awards

Boys' Cross-Country Award	Cameron Gensch
Girls' Cross-Country Award	Ellen Cahill
Andrea Montague Field Hockey Award	Nicole Witte
Tom Boyer Award	John Dugan; Timothy Landers
Michael Jupka, Jr., '76 Football Award	Jordan Flannery
Timothy C. Cornwall '64 Boys' Soccer Sportsmanship Award	Brian Costa;
Dick Gradwohl Boys' Soccer Cup for Most Team Spirit	John Hugin; Cameron Kirdzik
	Spencer Bianco; Christian Fechter;
	Henry Flugstad-Clark
Elizabeth Allan Smith '83 Girls' Soccer Award	Carly Rotatori; Dani Temares
John R. Dufford, Jr. Tennis Trophy	Naomi Wong
Water Polo Award	William LaCosta
Frank L. Romano Boys' Basketball Award	John Galiardo
Joe LaValley Boys' Basketball Award	Andras Deak; Michael Patrizio
David M. Allan Memorial Girls' Basketball Award	Katherine Sienko
Virginia Nazario Fencing Award	Sophia Feng; Stephen Rienzi
Varsity Boys' Ice Hockey Award	Andrew Dellapina; John Hugin
Girls' Ice Hockey Award	Johanna Beattie
Girls' Ski Team Award	Raigne Adler
Boys' Ski Team Award	Alex Kaisand
Girls' Squash Team Award	Stephanie Wilf
Boys' Squash Team Award	Justin Trousdale
Boys' Swimming Award	William LaCosta
Ashley G. Marsh and Family Swimming Award	Morgan Burke
Michael Jupka, Jr., '76 Wrestling Award	Ellis Flannery
Girls' Winter Track Award	Stephanie Carr
Class of 1935 Graham Churchill Baseball Award	Cole McCollum; Ryan Toomey
Boys' Golf Award	Alec Kaisand; Hugh Thompson
Girls' Golf Award	Sophia Feng
Richard C. Weiler Boys' Lacrosse Award	John Dugan
Girls' Lacrosse Sportsmanship Award	Margaret Siesta
Pingry Girls' Lacrosse Cup	Johanna Beattie
Pingry Softball Award	Jaime Ferns; Rebecca Hoyt
Boys' Tennis Award	Brian Li; Michael O'Reilly
Boys' Track Award	Jordan Flannery
Richard G. Gradwohl Girls' Track Award	Jessica McGregor
Twelve Varsity Letter Award	Stephanie Carr; Cameron Gensch
Skyland Conference	Brian Costa; Dani Temares
NJSIAA (State)	William LaCosta
NJISAA (Independent Schools)	Cameron Kirdzik; Katherine Ruesterholz
Somerset County	Henry Flugstad-Clark; Carly Rotatori

The 1902 Emblem

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. This year, the 1902 Emblem is awarded to Caroline Murphy of the Class of 2013, 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 schoolfellows and faculty to have shown them all the greatest amount of school spirit.



CAROLINE MURPHY

E, M

Years at Pingry: 6

Trademark Characteristics: Bubbly personality, smiley, willingness to help others, and red hair

Activities: Honor Board, Student Government, Peer Leadership, JTB Club, Soccer, Drama, Senior Giving Committee, and Blue Key

Summer Plans: Spending time with my friends and family, traveling, and working

College Plans: Georgetown University

Career Possibilities: I have no idea. There are so many possibilities out there.

Faculty Mentors: Ms. Markenson, Mr. Burns, Mr. Romano, Miss Wolfson, Mrs. Kinney, and countless others. Thank you so much for your guidance and support throughout the years!

Favorite Pingry Memory: Peer Leadership retreats and having lunch with John Quiñones

What I'll Take Away: Pingry is my second home. We are such a tight-knit community, and I have formed the best relationships with friends and teachers I could have asked for. Pingry has given me opportunities, lessons, and memories that will always stay with me.



The Magistri Laudandi Award

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 the Magistri Laudandi Award is presented to Sonalika Reddi.

SONALIKA REDDI

E, M

Years at Pingry: 4

Trademark Characteristics: Loud laugh, making average jokes, always singing/dancing and saying "hi" in hallways

Activities: Peer Leadership, Speech/Debate, Taekwondo, Writing poetry, Playing piano

Summer Plans: Spend time with friends and family, summer job, traveling

College Plans: University of California at Berkeley

Career Possibilities: Business, Finance

Faculty Mentors: Ms. Chatterji, Peer Advisors

Favorite Pingry Memory: After I gave my speech in December, I looked out into the audience and saw a sea of smiles. In that moment, I understood Pingry's strength— support, kindness, and sense of community. I will never forget the overwhelmingly phenomenal and appreciative response from everyone that day.

What I'll Take Away: The people I have been surrounded by at Pingry have collectively influenced my personal growth, helping me become the person I am today. The memories, life-lessons, and cherished moments of laughter, tears, and even mistakes will stay with me forever.

Nominees for 1902 Emblem (E) & Magistri Laudandi (M)



DORIAN ALLEN

E, M

Years at Pingry: 4

Trademark Characteristics: Honesty, sense of humor, colorful bowties

Activities: Swimming, Buttondowns, Drastic Measures, UNICEF Club, Peer Leadership, and Volunteer work

Summer Plans: Lifeguarding, Swimming, and Singing

College Plans: Dartmouth

Career Possibilities: Undecided

Faculty Mentors: DBA, Dr. Moore, Mr. Lear, Mr. Vassall, and Madame Jordan

Favorite Pingry Memory: When I sang my first solo for Buttondowns in front of the school. I sang "California Gurls" by Katy Perry. I was really nervous going into the performance, but as soon as I hit the first note, I felt the support of the whole crowd and community, and all my nerves vanished immediately.

What I'll Take Away: Most importantly, I'll cherish the friendships I've made over the last few years. The whole community is so supportive, welcoming, and friendly. I know that I have made friendships with both students and faculty that will last a lifetime.



NICOLE ARATA

M

Years at Pingry: 4

Trademark Characteristics: Outgoing and friendly, optimistic

Activities: Varsity Field Hockey, Varsity Ice Hockey, Varsity Lacrosse, Drama IV, Student Government, and Peer Leadership

Summer Plans: Relaxing and playing field hockey

College Plans: Studying at Tufts University

Career Possibilities: Possibly Law or International Relations. Psychology and Anthropology are also interesting.

Faculty Mentors: I look up to a lot of my teachers, but Mrs. Kinney is the bomb.com!

Favorite Pingry Memory: I will always remember the day the whole Blue Army came out to support the field hockey team in the state tournament. With our school cheering us on, our team camaraderie was really strong and the game was super exciting!

What I'll Take Away: Definitely the ability to manage my time and stress level between sports, activities, and homework.

Nominees for 1902 Emblem (E)



BRIAN COSTA
E, M

Years at Pingry: 4

Trademark Characteristics: Down to earth, hard-working, kind, and humble

Activities: Soccer, Student Government, and Peer Leadership

Summer Plans: The beach with my family and Texas with my club team

College Plans: Princeton

Career Possibilities: Medical Doctor (Undecided Field) or Business

Faculty Mentors: Mrs. Lionetti, Mr. Lear, Mr. Keating, Coach Bugliari, and a lot more. They all have done so much for me, and I am very thankful for their guidance.

Favorite Pingry Memory: Beating Seton Hall Prep in penalty kicks my sophomore year during States. It was an unreal experience.

What I'll Take Away: Pingry has taught me so many values and has made me a better person. In addition, I have met some of my closest friends here.



ANDREW DELLAPINA
E

Years at Pingry: 7

Trademark Characteristics: I'm loud, sometimes funny, incredibly loyal, and Pingry Athletics' biggest fan.

Activities: Varsity Hockey, Buttondowns, Quiz Bowl, and The Pingry Record

Summer Plans: Counselor at a Day Camp and heading down to the Jersey Shore

College Plans: Vanderbilt University

Career Possibilities: Undecided

Faculty Mentors: Mr. Poprik, Mr. Keating, Sra. Godfrey, and Mags

Favorite Pingry Memory: My favorite memory was definitely winning the 2012 Skyland Cup as part of the Pingry Hockey team in front of all of my classmates and friends. To win something that my teammates and I had worked so hard for in front of so many of my friends was such a thrilling experience

What I'll Take Away: The amazing people I've met at this school and all of the incredible friends I've made. What sets Pingry apart is its unparalleled collection of people.



SOPHIA FENG
E, M

Years at Pingry: 8

Trademark Characteristics: Curious, easily amused, and often late.

Activities: Fencing, Speech and Debate, Golf, Writing Center, Polyglot, Peer Leadership

Summer Plans: Volunteering for an educational NGO in China, exploring, having a good time

College Plans: Harvard University

Career Possibilities: Very uncertain – I've imagined myself as a diplomat, founder of an NGO, gallery curator, garden designer, and consultant, among other things. In most cases, I'm some sort of globetrotter (hopefully).

Faculty Mentors: Everyone I've been lucky enough to get to know. I'm so thankful for their patience and guidance over the years

Favorite Pingry Memory: Peer Leadership Retreat – an incredible start to a great year

What I'll Take Away: A great education, loving and supportive friends, and a second home that I'll always be able to return to.



JOHN (JACK) GALIARDO
M

Years at Pingry: 4

Trademark Characteristics: Being way too large to be a normal person in society; easy-going, friendly, optimistic, competitive

Activities: Football, Basketball, Lacrosse, Peer Leadership, Blue Army

Summer Plans: Working down at my shore house in Long Beach Island

College Plans: Boston College

Career Possibilities: Undecided

Faculty Mentors: Mrs. Kinney, Mrs. Newman, Ms. Leonard, Ms. Lionetti, Mr. Horesta, and Coach Murdock.

Favorite Pingry Memory: Winning our playoff game against Holy Cross in football this year and getting to run over to my parents on the sideline and see their faces was a very special moment that I will never forget.

What I'll Take Away: The best four years of my life, lifelong friends and memories, and a place I can't wait to bring my kids to on reunion days in the future.



VALERIE MORIN
E

Years at Pingry: 4

Trademark Characteristics: Helpful, caring, optimistic, dedicated

Activities: Student Technology Committee, basketball

Summer Plans: Working, traveling to Quebec

College Plans: Princeton University

Career Possibilities: Actuary, applied mathematics

Faculty Mentors: Mr. Burkhart, Mme Jordan

Favorite Pingry Memory: Computer science class with Mr. Burkhart

What I'll Take Away: I'll walk away from Pingry having met so many amazing people. I have made a lot of close friends and gotten the chance to make connections with some wonderful, dedicated teachers. I have grown immensely as a person, not only with more knowledge but also with more self-confidence. I'm leaving Pingry with countless fond memories, ready to go to college and make an impact on the community.



SAM RICCIARDI
E

Years at Pingry: 4

Trademark Characteristics: Intelligent, motivated, gutsy.

Activities: Running, DJing, acting

Summer Plans: Hiking

College Plans: Learning Arabic, ultramarathon running, DJing, music production, and straight As at Georgetown.

Career Possibilities: I'd like to do something active and creative. I'm not sure what that is just yet.

Faculty Mentors: Mr. Keating, Thanks for letting me freelance all those journals. Mr. De, basketball and biology. Mr. Spezio, I'm going to miss our training-room talks with JT and Creels.

Favorite Pingry Memory: It's hard picking out a singular memory from Pingry. There's been a lot of good and a lot of bad. There has been a lot of amazing academic moments which you all would probably view as pedantic and pretentious. The past four years have been a complete blur. All I know is this: I'm happy to be done.

What I'll Take Away: Self confidence and a closed mouth (hopefully).



CARLY ROTATORI
M

Years at Pingry: 6

Trademark Characteristics: Energetic, caring, athletic, and always carrying a ginormous water bottle

Activities: Soccer, Painting and Drawing, Track, Peer Leadership

Summer Plans: Safari trip to Tanzania and the Seychelles in Africa

College Plans: Harvard College

Career Possibilities: veterinarian, orthopedic surgeon, teacher

Faculty Mentors: Mr. Thomson, Mags, Mr. Keating, Mr. Delman, Mr. Lear, and Dr. Dineen

Favorite Pingry Memory: winning the state championship my senior year with the Pingry girls soccer team

What I'll Take Away: Pingry has provided me with some of the best opportunities, teachers, and friends that I could have ever asked for. The memories I have made will last me a lifetime and I will always know that I have a home at Pingry.



KATHERINE SIENKO
E

Years at Pingry: 4

Trademark Characteristics: A smile, pearls, a pep-talk, and hugging extraordinaire

Activities: Peer Leadership, Photography, Basketball, Water Polo, Soccer, ECLC, GLP, Writing Center

Summer Plans: Coaching the New Providence Summer Swim Team; Block Island

College Plans: Tufts University!

Career Possibilities: A writer, a photojournalist, a teacher; who knows. I just want to love what I do.

Faculty Mentors: Mr. Poprik, Mr. Boyd, Mr. Burns, Mrs. Kinney, Ms. Boisvert, Sra. Godfrey, Mr. De -- the list is endless. Thank you to all for your guidance and support!

Favorite Pingry Memory: Peer Leadership retreat and the closing ceremony at Zuurbekom Intermediate School in South Africa

What I'll Take Away: The confidence to embrace my passions, to explore opportunities, and to believe in myself. But even more importantly, a deep love for the most incredible people I will never forget.

& Magistri Laudandi (M) Awards



BRIAN HOCHBERGER
E

Years at Pingry: 8

Trademark Characteristics: Rat-tail, Dancing Feet, Lots of socks, My Name is Bran!

Activities: I'm an Art maker, Coffeehouse Organizer and Founder, Curator, Zine Publisher, Outing Clubber, Film Maker, and Green Grouper.

Summer Plans: Making coffee while making money, Performing at electronic and noise shows in New York, Living in the woods in Massachusetts

College Plans: Concentrating in Media Studies and Video at The School of the Art Institute of Chicago

Career Possibilities: The future is uncertain

Faculty Mentors: Peter Delman, John Crowley-Delman, Jeffrey Bartsch, Al Romano

Favorite Pingry Memory: Spitting up dollar bills while dressed as a colonial woman during White Women in Wartime's performance at The Limbic Moonshine Shindig (coffeehouse)

What I'll Take Away: Pingry has taught me how to learn and instilled in me a love for learning.



JOHN (MAC) HUGIN
E

Years at Pingry: 13

Trademark Characteristics: Cute, motivated, and known for wearing goofy backpacks

Activities: Hockey, Soccer, Baseball, and Student Government

Summer Plans: Some hockey, relaxing with friends and family at the shore, and lots of long walks on the beach and shell collecting

College Plans: Princeton University

Career Possibilities: Something in the Entrepreneurial Field, Sports Agent, or Sports Economist

Faculty Mentors: Mr. Keating, Mr. La-Valette, and Mags

Favorite Pingry Memory: Winning back to back Skylands Conference Championships in hockey, soccer trips to Europe, and Field Day at the lower school

What I'll Take Away: In the past thirteen years at Pingry I've grown a lot, well maybe not physically, but mentally. Pingry has provided me with lifelong friends and memories, strong community ties, and leadership skills.



EMILY KAMEN
E

Years at Pingry: 7

Trademark Characteristics: Pathological dancing, very deep voice, and funky pants

Activities: Green Group, outing club, dance, art, yoga, and walking dogs

Summer Plans: Trip to Europe with my sister

College Plans: Princeton University

Career Possibilities: Conservation biologist or writer

Faculty Mentors: Mr. Delman (Miss Turtleman), Mrs. Grant, Ms. Chatterji

Favorite Pingry Memory: When Eustace Conway came to Pingry, I loved the welcoming feast we shared with him, the outing club camp out in the Pingry woods later that night, the hemp granola and honey straight from the comb we ate for breakfast, his exciting speech during the Earth Day Assembly, and listening to everyone's reactions to his speech

What I'll Take Away: I've met a lot of amazing people here and I hope I'll always know them. I've definitely gained a greater awareness of who I am and what kind of impact my actions can have.



CAMERON KIRDZIK
E, M

Years at Pingry: 6

Trademark Characteristics: funny, incredibly energetic, athletic

Activities: Soccer, weight lifting, and basketball

Summer Plans: Babysitting three devilish children, going to the beach, and getting in shape for preseason.

College Plans: Yale University

Career Possibilities: Finance--investment banking, sales and trading, or research.

Faculty Mentors: Mr. Keating, Mr. Bourne, Mrs. Wolfson, Mr. Thomson

Favorite Pingry Memory: I actually don't have a specific favorite memory--all of my experiences with Pingry are incredibly special to me. I love Pingry and appreciate everything it has done for my family and me.

What I'll Take Away: To never take anything for granted. Appreciate all that you have been given and remember to live, love and laugh. We worry about the past, are anxious about the future, and as a result, miss the present. We need to live in the present.



DAVID SOLED
E, M

Years at Pingry: 4

Trademark Characteristics: Always smiling in the hallway, bad jokes, onstage gaffes, and my boyish good looks

Activities: Student Government, Student Diversity Leadership Club, Football, Lacrosse, Blue Key, Model UN, UNICEF, and Senior Giving Committee

Summer Plans: I need to find a job, but hopefully working at either a day camp or restaurant

College Plans: Duke University

Career Possibilities: Politician; preferable a Senator or President of the United States, but hey, I don't like to set high goals for myself

Faculty Mentors: Mr. Keating, Miss Wolfson, Mrs. Kinney, Dr. Artis, Dr. Jones, Mr. Leef, Mr. Shilts, Mr. Thomson and countless others

Favorite Pingry Memory: Lifting the Kindergarten to light the ceremonial candle during the Holiday Concert so fast the flame went out

What I'll Take Away: The best of friends, the best relationships with faculty, the best education, and the best years of my life



SIMON STACK
M

Years at Pingry: 4

Trademark Characteristics: I've always tried to be friendly, funny, and helpful.

Activities: Quizbowl captain, playing euphonium in the band

Summer Plans: Lots of travelling, plenty of sleeping, and hopefully getting a job

College Plans: George Washington University

Career Possibilities: Diplomat, or maybe a teacher. Who knows?

Faculty Mentors: Ms. Godfrey, Mr. Raby

Favorite Pingry Memory: I had a great time at prom, and I loved dominating with the Quizbowl team at Saturday morning tournaments.

What I'll Take Away: Pingry kids are the best. It was my honor to spend the past four years with some of the smartest and nicest kids in the world. I've made some amazing friendships that I know will last a very long time.



JUSTIN SULLIVAN
E

Years at Pingry: 6

Trademark Characteristics: High on Life, Energetic, and Passionate

Activities: Football, Theatre, A Cappella, Comedy, Guitar, Cooking

Summer Plans: I'm not sure yet but I may work in construction in New York or as an assistant to a Bar and Restaurant Developer

College Plans: Tufts University

Career Possibilities: Owner of a music-venue, club or restaurant; Entertainment Executive

Faculty Mentors: Ms. Chatterji essentially got me through my last two years of high school. She gets me in a way that few people do. For example when I found out I got into my college of choice, we danced for a solid 2 minutes in the middle of the hallway. Without her, my Pingry experience would have been infinitely worse.

Favorite Pingry Memory: Either winning the first football playoff game in 14 years or preparing for every SAC assembly.

What I'll Take Away: Countless memories and proud moments.



ALEXA (LEXI) VAN BESIEN
E, M

Years at Pingry: 4

Trademark Characteristics: I'm really positive and love saying hi to everyone! Sometimes people see me dancing in the halls.

Activities: Basketball captain, soccer player, co-president of S.M.A.C., member of Blue Key, and I like to bake.

Summer Plans: hopefully getting a job and definitely spending my weekends down the shore with family and friends!

College Plans: University of Virginia! Wahoo!

Career Possibilities: Undecided but maybe a doctor or businesswoman?

Faculty Mentors: Mr. De, Mr. Thomson, DBA, Mr. Burns, Mrs. Hartz, Mr. Murdock, and many more!

Favorite Pingry Memory: Winning two soccer state championships, senior trip, and the peer leadership retreats!

What I'll Take Away: Pingry has given me confidence in my abilities, lifelong friends, and opportunities that I could never have dreamed off. I have learned to challenge myself and to pursue the passions I love.

Beloved Short Hills Faculty Members Mrs. Cilli, Mrs. Alford, and Mrs. Martin Retire

By MATT FROMM (IV)

After thirty years at Pingry, Mrs. Mary Lou Cilli and Mrs. Susie Alford are retiring. Mrs. Barbara Martin is also leaving the school after eight years as a fourth grade teacher. The students and faculty at Pingry will miss all three teachers, who served as dedicated members of the Pingry community.

Students who had the privilege of learning from Mrs. Alford in English class are sad to hear of her departure.

Many of her former students still talk about her late beloved dog, Porterhouse, who often accompanied her to school and stayed in the classroom while the children worked.

Mrs. Cilli taught primary science to kindergarteners, first graders, second graders, and third graders. She said that she has been "very fortunate to have worked at such an exceptional school. The children are so enthusiastic and have a natural curiosity about science that I enjoy en-

couraging."

When asked what has changed about Pingry since she arrived here three decades ago, Mrs. Cilli said, "When I first arrived in 1983, I went to the children's classrooms with a cart. Today, we have a wonderful science lab. Another change has been in technology—Smart boards, iPads,

Idea?" In addition, she loved "the many moments when students made decisions about how they wanted to demonstrate their knowledge."

Mrs. Martin also enjoyed combining the Lower School and the Upper School for the annual All-School Festival and Field Day. Another favorite memory of hers is when



Mrs. Cilli finishes her 30th year.

Courtesy of Mr. Waxberg

and digital microscopes have enhanced my program."

Although Mrs. Martin taught at Pingry for a shorter time period, she was also able to observe some changes taking place in and around Pingry over the course of the last few years as well. She noted that the school has gained a "more diverse staff and group of students, and has become more globally minded and greener." Overall, she said, the school is now "more strategic" than it used to be in fulfilling its long-range goals.

In her eight years here, Mrs. Martin made a huge impact on her students and has many great memories from teaching here. During her time as a teacher she enjoyed "listening to students talk passionately to each other about controversial topics like, 'Is the Washington Redskin's name offensive?' or 'Is The Highlands Water Act a Good

her fourth graders received their iPads thanks to a generous donation to the school.

"I'm going to miss my colleagues and the staff, parents, students, and our trees," Mrs. Martin said. On a more sentimental note, she added, "I will miss the walk from my car to the front door, hearing Charlie Williams say 'Sister Martin' when I get to lunch, and Ted Corvino Sr.'s jokes and humor." Mrs. Martin is "leaving to support my husband at his new position."

Mrs. Cilli "will definitely miss the children. They often come in from the schoolyard with great excitement, having found a special rock or maybe even a fossil." However, she is excited about her future plans, which include traveling with her husband and spending time at their beach house at the Jersey Shore. "We will also spend more time with our five grandchildren," she said.

Spanish Teacher Ms. Mila Departs

By CHARLOTTE ZEE (V)

After working at Pingry for ten years, Ms. Laura Mila has decided to leave to devote herself to her family.

Ms. Mila started teaching in 2003 as a Spanish teacher in the Middle School. During her time at Pingry, she has taught many Spanish classes, including Spanish I and II for the seventh and eighth graders along with a few Freshmen Spanish classes in the Upper School. Ms. Mila really enjoyed working as a teacher, and was glad that she could inspire her students to excel as learners.

She is an influential teacher who will surely be missed by her students and the larger community. One of her former students, Andrew Tulloch (V) said, "Ms. Mila is a great teacher and person who will be missed by the community." Greg Cortazzo (IV), who also had her in the middle school said, "Ms. Mila was a great teacher who really knew how to sympathize with our students. She gave us lollipops and taught us a lot about Spanish."

In addition to teaching, Ms. Mila also coached Middle School softball during her entire Pingry career, which she said she will also miss greatly. She stuck with the team throughout its toughest

seasons and helped the players improve.

Although Ms. Mila is leaving, she is definitely going to miss a few special Pingry traditions. In particular, she said, "The But-tondowns Assemblies are always great; I'm going to miss that." She added, "I enjoyed the Upper and Middle School plays. It is really interesting to see how well my students portray their roles on stage, and how different they act from when they are in class."

Although Ms. Mila is upset about leaving the community, she knows she will not be gone for good. She is leaving to take care of her 18 month old daughter, and she and her husband are expecting a new baby this coming August. With her new home in Westfield, New Jersey, Ms. Mila knows she will not be far away and will be there for the Pingry community and for her former students.

Ms. Mila said, "I will be happy to tutor students if they need me to, and I will definitely stay connected with the community. My choice is for the best right now, but maybe I will come back to teach in the future." She added, "The Pingry community is always welcoming, which is something I have appreciated during my years here."

Science Teacher Ms. Jangaard Moves to PA

By MATT BARICKMAN (V)

After 16 years as a science teacher in Pingry's Middle School, Ms. Arlene Jangaard is moving to Lewisburg, Pennsylvania. She will be remembered for her dedication to the middle school science program and her devotion to giving her students a "hands-on" experience in the subject.

Ms. Jangaard loves working with the middle school age group because the students are at a "period between childhood and adulthood." She said that the best thing about teaching is "being in the classroom with the kids and getting them excited about science."

She especially loves how teaching middle school students has offered her an opportunity to not only teach, but to have a good deal of fun with science as well. She enjoys being able to give students a "hands-on" experience with science not only on lab days, but during regular lessons as well. She feels as though it "helps contribute to the learning experience."

Many of Ms. Jangaard's past students really enjoyed her science class. Annelise Kinney (IV) said that she "enjoyed having her as a teacher. Her teaching style was very unique and brought the subject to life." Kishon Pinckney (V) said that her "labs were always very fun and interesting."

In the middle school, Ms. Jangaard has loved working with her "team of colleagues," and said that she will "sorely miss them all." She also said, "I will certainly miss my students

the community is what brings us all together," she said. "And it's something that I have never experienced anywhere else."

In the past, Ms. Jangaard has been involved in numerous school programs. Not only is she a science teacher, but also an eighth grade advisor and a contributor to many school committees. She has been a member of the technology committee, the diversity committee, and most recently a member of the teacher pilot technology group in the Middle School.

Before coming to Pingry, Ms. Jangaard worked in the museum field. She spent 17 years in the education departments of different museums and zoos, planning interactive hands on science exhibits. She worked at many well-known locations such as the Liberty Science Center, the Museum of Natural History, and the Franklin Institute. At the Franklin Institute specifically, she created the "Future Earth" exhibit. She was also a member of a group of twelve people who planned the initial floors of the Liberty Science Center. Although she switched between many different zoos and museums, Ms. Jangaard said that she "was always involved in bringing a hands-on, interactive educational experience to exhibits for museum-goers, no matter what their age was."

Ms. Jangaard hopes that she will still be able to be involved in science education when she moves to Pennsylvania. "I see my career in three parts," she said. "The first part and the



I. Barrionuevo (V)

and their work ethic." She has been impressed by how well her students have been able to handle their many time commitments, in and out of school.

Ms. Jangaard also noted that she will miss the sense of spirit at Pingry. "I think the spirit of

second part were working at museums and teaching at Pingry, respectively. I hope that as the third part begins to unfold, I will be able to bring the two together by combining the public focus of museums and the one-on-one experience of teaching into one."

Mrs. Lionetti Will Be Missed Next Year

Continued From Page 1

do more counseling, she got a Masters degree in Social Work as well.

Mrs. Lionetti credits Dr. Richardson, who retired last year, with inspiring her to teach psychology. She said, "He is a truly good person, who is always honest with me, and has been an amazing friend, resource, and mentor."

Alongside Dr. Richardson, she taught AP Psychology up until last year. She was known for imparting her students with an understanding of psychology through experience rather than lecturing. When asked about her class, she said, "We tried to make it real—instead of just learning from a book."

Mrs. Lionetti often took her students on field trips to observe psychology in action. With the help of David Bugliari '97, she brought students to a talk show taping to observe how the cast's tones changed from bright and cheerful when discussing a honeymoon to somber and despondent when discussing

more serious issues. She and Dr. Richardson also instituted a day in their psychology classes where faculty children would come in, and students in their classes would have different tasks in performing psychological tests with the children.

With Dr. Richardson, Mrs. Lionetti ran the Peer Leadership program for the past 28 years. The program started out as voluntary for freshmen during Conference Period and then became a class period. She said that Peer Leadership has been a lot of fun and one of her best experiences at Pingry. "I'm so glad thousands of freshmen and over 800 seniors have gone through the program," Mrs. Lionetti said. "A number of peer leaders have gone on to become dorm advisors in college, as well as psychologists and social workers, which is so inspiring to me."

Mrs. Lionetti was truly a role model to Peer Leaders. Vinita Davey (VI) said "Her guidance and insight throughout the program strongly influenced me in my role as a Peer Leader and helped me develop as a leader

both inside and outside the Safe Room."

After she retires, Mrs. Lionetti will continue to work at a therapy practice outside of school that she shares with Dr. Richardson in Basking Ridge. She also plans on visiting her son David Lionetti '89 who has a baby boy and her first grandchild, her daughter Denise '85 who is a Spanish teacher living on Maui, and her son Marc '88 who is a school counselor at an independent school in Austin, Texas. Mrs. Lionetti also wants to "volunteer with a number of different organizations, something she just has not had the time to do."

Throughout her Pingry career, Mrs. Lionetti has received lots of praise for her contribution to the community. The 1988 yearbook was dedicated to her by her son, Marc's class. This year's yearbook was also dedicated to Mrs. Lionetti, which she said was "One of her proudest moments during her time here."

At last year's Commencement, she received the presti-

gious Baldwin Award, which is given to members of the community whose talents and dedication have benefitted the entire school. They first presented the award to Dr. Richardson and then announced that they had a second recipient. Mrs. Lionetti remembers sitting there and thinking to herself, "Oh my god, they are talking about me." She said, "It was such a shock and I am so appreciative for that recognition."

When asked whether she had some lasting advice for members of the community, Mrs. Lionetti said, "Seniors often say that they regret not knowing others and my hope is that students branch out and get to know the people around them because everyone in the community has something special to offer."

"Everyone in the community will miss Mrs. Lionetti," Brian Li (VI) said, sharing what so many other members of the community feel. "Although she is retiring, her influence on the Pingry community will forever live on."



R. Davis (V)

Ms. Leslie Wolfson Moves On

By KASIA AXTELL (VI)

After 19 years at Pingry, beloved teacher of Economics and Financial Literacy Ms. Leslie Wolfson has decided to move on to the next stage of her life.

Prior to her Pingry career, Ms. Wolfson worked in bank management and earned Master's Degrees in Economics and Finance. She wrote economics textbooks and participated in a teaching fellowship before managing her husband's doctor's office while raising her sons. She decided to return to teaching when she realized how much she missed it.

Since coming to Pingry in 1994, Ms. Wolfson taught Economics: Issues and Principles, and AP Macroeconomics and AP Microeconomics. Additionally, during her first few years at the school, she taught 7th grade Social Studies and introduced a personal finance unit to the class. A parent who was pleased with the idea donated money so that Ms. Wolfson could start the Finance Café, which has continued on an annual basis into this year.



Courtesy of pingry.org

Ultimately, Financial Literacy became its own course, coordinated by Ms. Wolfson. She proposed the idea a few years ago, and an alum donated money to implement the program, which is geared towards familiarizing 6th graders, 9th graders, and 12th graders with basic financial concepts. Ms. Wolfson developed and taught the course since its inauguration into the Pingry curriculum.

In addition to her dedication to teaching multiple courses and initiating and maintaining the tradition of the Finance Café and creating a new course, Ms. Wolfson was committed to her work as an advisor. This year, she was particularly close with her advisory. One of her advisees, Vinita Davy (VI), said, "Although I never had Ms. Wolfson in the classroom, as an advisor she always fully supported and encouraged me in both my academic and extracurricular endeavors, and especially during the college process. I will miss her a lot next year, but wish her the best of luck with the next chapter of her life."

Another advisee, Daniel Vaysberg (VI), added, "Ms. Wolfson was a terrific advisor and a really great teacher. She was dedicated to accommodating us, making sure that we were happy, and trying to make our lives easier. She was always there to support us."

The feeling is mutual: Ms. Wolfson's favorite thing about Pingry was the students she had the opportunity to work with. She loved "having the ability to get to know many of them as people, to work with them academically and personally, and to get to know their families – many of whom became close friends. Some have become lifelong friends," she said.

While Ms. Wolfson saw Pingry change and evolve in countless ways over the last couple decades, one thing that has stayed the same is the bonds that students and teachers share. She will miss "being able to touch my students' lives in positive and meaningful ways. Being able to make a difference." She will also miss her many colleagues from school who have become good friends.

Although the Pingry

Chemistry Teacher Mrs. Amy Greenleaf Leaves Pingry, Moves to Connecticut

By LORI KIM (IV)

After twelve years as a chemistry teacher in the Upper School, Mrs. Amy Greenleaf is leaving Pingry. She joined the faculty in the fall of 2000 as a sophomore chemistry teacher and has since been an influential member of the community. She also helped with yearbook photography and served as a dedicated mentor and peer coach.

Before coming to Pingry, Mrs. Greenleaf taught at the Westminster School in Simsbury, Connecticut, a coeducational boarding school, where she also worked in the science department.

Mrs. Greenleaf was here for the modification of the science curriculum in 2009, in which freshmen and sophomores began taking one semester of biology and one semester of chemistry for two years, respectively. Not only has she seen the

science department evolve, but she said her most important accomplishment throughout her time at Pingry was her own personal growth. "I definitely developed as a teacher over the years," she noted.

Mrs. Greenleaf has always been popular amongst her students. Charlie Moore-Gillon (V) accredited her approachability and willingness to help, and said, "She is a great teacher. She not only maintained a positive attitude in class, but was always willing to help anyone outside of class."

Nicole Korogodsky (IV) agreed about her openness to students, and added that she was "an amazing teacher who really loves her class."

Mrs. Greenleaf's students unanimously agreed that her course was always very enjoyable. Sophomore Matt Rice said, "She has a great sense of humor that makes her class fun and engaging."



I. Barrionuevo (V)

Korogodsky also added that her favorite memory of her Chemistry II class

this year was a lab in which students made ice cream, which is a true testament to Mrs. Greenleaf's fun approach to the classroom setting.

Although she does not have a specific memorable experience at Pingry, Mrs. Greenleaf said that, overall, she, "just really enjoyed working with the students." She added that she enjoyed the company of her colleagues, especially her daily carpools with science teachers Mr. Drew Burns and Mr. Charles Coe.

Although Mrs. Greenleaf is moving to Connecticut, she said that the thing she will miss most about Pingry is the community feeling. Moore-Gillon said that, "I'm sure I speak for my whole class when I say that we'll really miss her."

Director of Global Programs Ms. Sara Boisvert Goes to Choate

By ANNA BUTRICO (V)

Director of Global Programs Ms. Sara Boisvert will be leaving Pingry to go to Choate, a boarding school in Wallingford, Connecticut. Best known on campus for her friendly personality and her passion for traveling and community service, the sign outside her office says, "Go out in the world and do well. But more importantly, go out in the world and do good."

From 2001 to 2007, Ms. Boisvert served as Director of Admissions at Pingry. In 2007, she left for a year to volunteer at an orphanage in Tanzania. Upon returning in 2009, Ms. Boisvert became the Director of Global Programs, in addition to assisting in the Admissions Office. She has also been the assistant coach of the girls' Basketball team for the past three years.

When asked about her switch to the Director of Global Programs, Ms. Boisvert said, "Once I had the Tanzania experience, I found where my heart lies." She added, "I feel strongly about giving students and faculty the opportunity to see the world in a differ-

ent way." Ms. Boisvert has instilled in the community a desire to travel and serve abroad, sending many students on "life-changing" trips.

Throughout her tenure at Pingry, Ms. Boisvert's travels have included China, South Africa, South Sudan, Egypt, Honduras, and Costa Rica, among other places. When asked about her favorite memory, Ms. Boisvert said, "There are so many of them. From a

opportunity to push myself professionally in a way that I haven't in a while."

At Choate, a boarding school with over 800 students, Ms. Boisvert will oversee their growing Global Program. Students have the option to travel on one of their three trimesters. Ms. Boisvert will facilitate these processes and "give them guidance on where they are headed." Although Ms. Boisvert said it is "a hard decision" to leave, she



I. Barrionuevo (V)

Global Programs perspective, I would say being on the very first official Pingry trip to South Africa in 2010 and being able to see Pingry students interact with South African students and witnessing those connections that were being made."

"I never expected to be at Pingry this long when I first started working here," Ms. Boisvert said. "The fact that I have been here for so long speaks to how wonderful the school community is. Going to Choate gives me an

added, "Since Connecticut is close, I don't feel that I'll completely lose connections with people here at Pingry."

Ms. Boisvert also said that she is definitely going to miss her advisees. Her advisory group was one of the few groups that chose to stay together for four years. One of her advisees, Lauren O'Connor (V) said, "I've been lucky enough to have Ms. Boisvert as my advisor since freshman year. She has always been there supporting me in my schoolwork,

sports activities, and life in general. She's one of those people who always welcomes with her heart wide open and ready to help."

According to Caitlin Mahoney (IV), who went on last summer's South Africa trip, the Pingry community is "incredibly grateful" for all that Ms. Boisvert has done. She added that although she is physically leaving Pingry, Ms. Boisvert leaves a legacy—one that will forever inspire students to "go out in the world and do good."

doing organizational coaching. She is also very pleased to have more time to spend with her family, her friends, and her pets.

Ms. Wolfson, who was an extremely active member of the Pingry community, has remained as busy as ever, albeit in a different community.

Although she will be missed, the legacy she leaves at Pingry and the impact she has made on her students' lives will endure.

Memorable MS Science Teacher Mr. Bruce Rahter Retires

By ALYSSA BAUM (V)

After 36 years of teaching seventh grade science, beloved faculty member Mr. Bruce Rahter is retiring this year.

In addition to teaching science, Mr. Rahter coached the Middle School boys' and girls' Soccer and Fencing teams for about a decade. He also built the sets for the spring musical and really enjoyed working with the crew of the play to create the production behind the scenes.

"Building the sets was funny," he said. "One year, one of my crews got me a sign saying 'The Rahter Crew. We build everything. Twice.'"

"Whenever we built anything, it was always a question if the sets would last through three performances," he explained.

One of Mr. Rahter's other favorite Pingry memories is sharing an office with Science Teacher Mr. Tommy Johnson for 25 years. Mr. Rahter said, "We had an office that was intended to be a storeroom and it leaked from the day we got in to the day we left. The end came when I found a ceiling tile on my desk when we came back to school after break. We then drilled holes in the wall, put in a metal gutter, and placed



I. Barrionuevo (V)

buckets to catch the water."

Many of Mr. Rahter's former students remember that he often created physical models to demonstrate concepts to his classes. Christine Daifotis (IV) said, "I loved Mr. Rahter's demonstrations! They really helped me to understand physics better." Stories of personal disasters (like killing a furnace by sudden temperature change) also served as memorable examples of concepts as well as providing a few laughs.

Vineeta Reddy (V) agreed, adding that one of

her favorite things about Mr. Rahter's class was the occasional day spent playing Balderdash, a game that involves making up definitions for obscure words and trying to guess what the true definition is.

Although he doesn't yet have any concrete plans for how he will spend life after Pingry, Mr. Rahter wants to spend the immediate future trying new things like taking a rail trip along the Canadian border, attending film festivals and storyteller conventions, learning Spanish, and taking fishing lessons.

Sam Korn Launches Online Record Broadcasts

By ALLIE McMANUS (V)

In recent months, the nation's oldest country day school newspaper has launched a monthly video broadcast called "The Pingry Record Online."

Sam Korn (V), the brains and muscle behind the broadcast, came up with an idea to revolutionize news at Pingry earlier this year when journalist Ethan Bronner spoke at an assembly. When Bronner stated that journalism was in

been thinking the same thing.

Since then, Korn has spent countless hours in the film room creating the broadcast, "finding peace and doing my part to contribute to the community."

Korn added that she loves "learning new things" about Pingry life and enjoys working to improve the filmmaking process.

Dr. Dineen assists Korn with content and publication logistics, while Mr. Delman and Ms. Sul-

"Even though it's a lot of work, it is so rewarding, especially if you are interested in film," she said.

Pingry Record broadcasts have reported on the John Hanly Assembly, the SAC Holiday Assembly, Academy Awards predictions, and interviews with the student body presidential candidates.

Korn also worked on broadcasts that covered the opening of the art gallery in the basement of the Arts Wing, along with the "Art



A shot of Billy Porges (VI) as news anchor in one of Sam's broadcasts.

the process of abandoning print publication and moving towards online and visual mediums, Korn turned to her advisor, Dr. Susan Dineen, who also happens to be the faculty advisor to the newspaper.

"I could do that for Pingry!" she said.

Dr. Dineen replied that she'd

livan help edit the filmed material. With their help, Korn believes that "the broadcasts have been getting better and better."

Korn is still looking for an underclassman to run the broadcast after she graduates.

À La Carte" event.

Her overall goal is to shed light and publicize events and projects that require a lot of work and are typically under the radar.

To watch the videos, visit youtube.com/pingryrecordonline.

Mr. Keith Vassall Leaves for Lycee Francais

By ABHIRAM KARUPPUR (IV)

After five years as an Associate Director of College Counseling, Mr. Keith Vassall is leaving Pingry to join the staff of the Lycée Francais de New York, a bilingual, international, multicultural high school in New York City.

Along with being a vital member of the college counseling team, Mr. Vassall also served as the Assistant Squash Coach for both the boys' and girls' teams, a form advisor, and an AP Psychology Teacher this year.

Mr. Vassall said that he "got to know students in many dif-

ferent ways," while helping juniors and seniors with their college process. He also said that his time at Pingry was a great time for him to "grow professionally."

Mr. Vassall was invited to come to Pingry in 2008 by Associate Director of College Counseling Mrs. Susan Kinney and Director of College Counseling Mr. Tim Lear. He was working in the college admissions office at Lehigh University at the time and heard about the college counseling position at Pingry. He established a connection with Mr. Lear after visiting Mr. Lear's former school, the Oak Knoll School. He also knew Mrs. Kinney from establishing a connection between Lafayette University, where Mrs. Kinney worked, and Lehigh University.

Mr. Vassall grew up in Brooklyn, New York, and attended Lake Forest College after high school. Graduating in 2001, he majored in Politics and obtained a minor in African American Studies.

After graduating, he spent a year working at a law firm

before he decided to work at Hewitt Associates, a consulting company in Illinois. Mr. Vassall then became a substitute teacher at an elementary school and returned to the admissions office at Lake Forest College before working at Lehigh.

At the Lycée Francais School, Mr. Vassall plans to help develop their advisory system, which he plans to model off of Pingry's own advisory system. He wants to "strengthen the advisor-advisee relationship by incorporating certain elements of Pingry's advisory system as well as other systems across the country."

Since, the school is one third French citizens and one third dual citizens, meaning students have both American and French citizenship, Mr. Vassall wishes to bring some American aspects into the school.

Mr. Vassall's favorite moments during his time at Pingry are when students "get excited after being accepted into the college of their choice." He also enjoys the notes of appreciation that seniors send after being admitted into college.

"The seniors thank me for helping them with the process," Mr. Vassall said.

When he leaves, he will miss working with the colleagues he has gotten to know over the last five years. Mr. Vassall credits Pingry for helping him become "a better counselor" and for enabling him to "view life from many different perspectives."



R. Davis (V)

Although we're sad to lose our office (aka "the cave"), we look forward to working in the new Publications Suite next year and hope you will come join our staff! We need writers, photographers, cartoonists, and videographers.



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Students Set Off On Personal Explorations

Continued From Page 1

Geordie Pye interned at the architecture firm Architecture & Hygiene with Mr. Adam Kalkin, as he is considering a career in architecture after college.

Rebecca Hoyt visited various art exhibits around New York City and maintained a website that advertised art. In addition, she wrote an essay about her experience, identifying the

hopes to learn more about it from a business standpoint.

Ayesha Saksena split her time between learning about the economics of Highbridge Capital Bank and the basics of hedge funds and working as a tutor for standardized test preparation at Chyten Test Preparation Center.

Mikell Graves shadowed college sports marketing managers at IMG, the largest collegiate mar-

financial industry by interning for Mr. Keith Zusi of Goldman Sachs. He was able to experience what life on Wall Street is like and the many ways to value companies. He focused on Multiple Analysis in order to determine the prospects of stocks in the stock market.

Leah Greer interned at David Ellis Events, where she learned more about the party-planning industry. She was able to apply her interests in cooking and entertaining, and got to plan a menu, talk to clients, and organize a large party.

Max Gottlieb interned at a real estate company, the Garibaldi Group. He was able to experience the dynamics of a fully functioning workplace, and worked on database management programs and researched different companies' histories.

Katherine Thomas and **Hayley Advokat** followed their interests in advertising and marketing by shadowing Eileen Forman, a local marketing entrepreneur. They planned to create their own blogs and designs for Ms. Forman's products and shared thoughts and ideas with her, using a new program called Hub Spot.

Matt Alto interned at Normandy Real Estate in Morristown to learn more about the real estate industry. He was able to study loan negotiations and worked on the investments, property management, IT, and financial control groups in the company.

Rahul Rakhit and **Henry Flugstad-Clarke** studied media and marketing at Vivo Energy, focusing on marketing a popular caffeinated candy called "Vivo Energy Chews."

Cameron Gensch worked as an intern at Celgene, where he conducted research alongside paid employees. Because of his devotion to his running career, he enjoyed performing hours of research on the chemistry behind proper training, diet, and rest, hoping to take a scientific approach to a sport he has long been passionate about.

Michael Beck served as an intern at INFA Energy Brokers/Occam Capital Management. He kept a daily blog on what he learned, tracked all changes in the pipeline's pricing, and completed research on the reasons behind natural gas's price fluctuations. He offered his own educated explanations as to what takes place in the world of natural gas trading and how it affects the rest of the energy resources market.

Ellis Flannery pursued his interests in business

and marketing by completing two internships in New York City. He interned at DIRECTV in order to learn more about business and advertising before working at JP Morgan to learn about corporate finance. He worked with traders, debt capital marketers, and experienced different coverage groups.

Kavita Patel worked as an intern with The Chocolatier in New Jersey, preparing chocolate to further her passion for baking. In addition, she helped The Chocolatier with online marketing by expanding their Facebook and Twitter outreach.

Lauren DeVito worked with Chef Corey Heyer at the Bernards Inn to expand on her passion for cooking. She got to see first-hand the activities that transpire in a prestigious restaurant and helped prepare appetizers and entrées.

Amanda Haik worked as an intern at Steiner Studios, the biggest Hollywood-style production facility on the East Coast. She worked in the lighting and stage management departments.

Billy Porges interned at the Supply and Demand Integrated Production Company in New York City. He traveled to the sites where the company shot commercials and helped set up the presentation room for clients to come view their final products.

one to listen to.

Andrew Dellapina wrote high school sports articles, which were published on the website NJ.com. His goal was to spread the coverage of high school sports and write articles about the teams on which he participates. In addition, Dellapina shadowed experienced writers and editors who work in the Star Ledger offices.

COMMUNITY SERVICE

Kate Sienko spent a month making lessons plans for future Pingry Global Literacy Project service trips to South Africa. She also published a blog where she presented her photography.

Jessica McGregor and **Kaitlyn Friedman** shadowed the coordinator of the Global Literacy Project, Mr. Emeza Akaezuwa, and learned how to set up a non-profit organization. They also undertook community outreach programs, read to local kids, and attended book-packing sessions.

Naomi Wong volunteered at Deirdre's House and at the Newborn Nursery in the Morristown Memorial Hospital for her ISP. She interacted with kids who were victims of child abuse or neglect at Deirdre's House and shadowed a pediatric doctor in order to study her habits and procedures at the hospital.

House. After interning during the day, she published her experiences on a daily blog, which catalogued the tasks she was assigned and recorded the feelings, interactions, and experiences she had with the children there.

Ali Welch interned at the Cancer Support Community in Bedminster, NJ. She learned how to write grants and helped plan their "Wings of Hope" event to raise support for the community programs.

LANGUAGE AND CULTURE

Simon Stack learned French and researched the effect of French culture in Africa. He wrote an essay on how French and other cultures affected African literature and used his newly obtained knowledge about France.

James Gross traveled to Menorca, Spain, in order to conduct archaeological studies. He was able to gain experience working in the field and the opportunity to develop his Spanish language skills.

Morgan Burke visited a variety of museums throughout New York City, creating a blog to help document her month-long project. She wrote brief descriptions of each museum and provided photos to accompany many of the museum posts.

LAW/POLITICS



M. James and T. Butler took this photo in New York City during their ISP.

COMMUNICATIONS

Kasia Axtell interned in the Digital Marketing and Social Media groups at DIRECTV. She also had the opportunity to work with Ms. Jane Sarkin '77, the Features Editor of "Vanity Fair," and Ms. Sarkin's assistant. There, Axtell helped to plan the 2014 Hollywood Issue.

Conor Malloy and **Justin Sullivan** created four podcasts that were focused on topics they found interesting. They interviewed people wherever they were recording and posted their podcasts online for every-

Dillon Rolnick created a network of charitable giving to orphanages in both Kenya and the Caribbean. He collected clothing to donate to these two places.

Mike Patrizio, Caroline Murphy, and Adam Fraites helped plan the 7th Annual John Taylor Babbitt Walk With Heart event along with Mrs. Babbitt. They helped raise money for heart disease research by selling raffle tickets and meeting with local businesses for donations of food and other necessities.

Vinita Davey worked as an intern at Deirdre's

Adam Palmer worked with the New Jersey Police TEAMS Unit. The TEAMS unit includes a combination of S.W.A.T., counter-terrorism operations, rescue operations, and underwater search and recovery. After working on the team, Adam wrote about his experience.

Brandon Chow shadowed Mr. Jeffrey Advokat, a lawyer, to perform and understand, as realistically as possible, the work that goes into prosecuting and defending clients in the courtroom. He created his own cases for Mr. Advokat's clients, modeling



K. Sienko reads to fourth graders during her ISP.

dos and don'ts in promoting specific artwork.

Temí Butler and **Melissa James** worked on several different art pieces from photography to painting with Pingry art teacher, Mr. Miles Boyd. They created collages and developed their photos in the studio. They also perfected their technique of printing and matting, and posted their best photographs and paintings in a blog.

John Dugan and **Christian Fechter** created a portfolio of thrown and coiled pottery. They also experimented with various crystalline glazes to create unique glazes and new pottery.

BUSINESS

Stephanie Wilf interned at Alison Brod Public Relations Firm in New York City. She learned about public relations and was exposed to people in the fashion industry.

Ryan Toomey interned at the Synchronoss Corporation in Bridgewater. He worked with the chairman and CEO of the company to learn more about running a large corporation.

Danielle Sedillo worked as an intern in the business department of the Sky Blue soccer team of the Women's Professional Soccer League, as she is intensely passionate about soccer and

keting and licensing management company in the nation, in order to further develop an understanding of the marketing business.

Hoping to gain experience in event planning, **Juliette Pigott** interned at David Ellis Events. She received the opportunity to work on décor and prepping various spaces for events. She was able to learn about the different aspects of the business and the skills that go into this kind of work.

Graham Miller, Mac Hugin, and Justin Gump sold milkshakes during lunch at school. They independently created and ran a business and donated all of their profits to charity.

Brian Li interned at Cato Partners in New York City, where he applied his interest in statistics to equity investments. He created an analysis of a company that he researched and had the opportunity to learn more about what the firm did.

Tim Landers interned at the Leerink Swann Investment Bank in New York City. The bank specializes in healthcare investment banking, and Landers learned about the different roles within the company. He shadowed recent graduate students and observed meetings, deals, and their interactions with clients.

Cameron Kirdzik developed his interest in the

Seniors Work on ISPs During May

them on the ones that Mr. Advokat himself produced.

Amara Nnaeto and **Sonalika Reddi** interned at Wollmuth, Maher, & Deutsch, a corporate law firm based in NYC. They were exposed to various legal and business challenges and explored litigation, tax, and real estate. They obtained an insider's view into the practice of law by sitting in on meetings, analyzing paperwork for cases, and conducting research.

MEDICINE

Erin Jenson interned at Ideal Protein, a weight loss program. She followed a nutritionist around in order to learn about the science behind the company's unique diet. She traveled to promotional events and learned how to coach clients and operate a diet clinic.

Jack Hickey shadowed

ences.

Daniel Vaysberg pursued his interest in medicine by shadowing a dentist.

Ellen Cahill and **Jen Shahar** shadowed New Jersey doctors for three weeks. Then, both girls spent some time taking various exercise classes. They created personal journals for both projects.

MUSIC

Jack Wollmuth and **Matt Lucciola** worked together to build two acoustic guitars. Lucciola taught Wollmuth how to plan and build a fully functioning guitar, and both improved their teaching and manufacturing skills in order to become experienced luthiers.

John-Tod Surgeon compiled a 10-track CD for his ISP. He created five cover

a famous guitarist. He also used the time to learn hours' worth of song material and build his own stage setup. He prepared for his tour by building up his endurance for on and off the stage and got immunizations for the different countries he will visit.

SCIENCE, MATH, AND TECHNOLOGY

Inspired by the science curriculum at Pingry, **Stephanie Carr**, **Matt Composto**, **Steven Sun**, and **Justin Trousdale** worked with Mr. Bill Bourne and Mr. Jeffrey Jenkins of the Science Department in order to learn more about vector calculus and linear algebra with the intention of enhancing their ability to use a variety of programs, such as Excel, for data collection and analysis. Sun also interned at JP Morgan to learn more about the banking industry.

cepts in calculus, and deepened his understanding of the physical processes in the world.



J. Gross (right) on an archaeological dig in Spain.

Michael O'Reilly analyzed the various moves in the popular board game Risk: Legacy. He created an Excel document of the recordings of each attack made by each player, and collected data by playing with his peers on campus. He also hoped to apply his knowledge of game theory from economics.

Using her computer programming skills, **Valerie Morin** wrote her own computer science book and completed a final draft. The book is an introduction to AP Computer Science, and Morin tried to make it enjoyable by adding humor, anecdotes, dialogue, and fiction. She wanted readers to be engaged when reading it, and wanted to kindle their passion for computer science.

Greg Koziol worked to help implement the school's the 1:1 program that will be put into effect next year. He created a guide for teachers about acceptable laptop-use policies and also wrote

up a recommendation for the contents of teachers' Moodle pages. In addition, he helped draft a redesign of the school's Moodle page

who was very knowledgeable about his field.

Andrew Benito and **Cole McCollum** built an All-

and developed a written plan for gauging and ensuring student technology proficiency.

Stephen Friedman built upon his love of computer programming and helped to develop an application with Ms. Kelly Peeler '06 for a start-up. He helped code and design the mobile app that would help young adults in personal finance decisions.

Alex Tung helped out on the site gamerpeer.org in order to learn about the video game industry. He learned about the combination of computer programming and entrepreneurship and tested out different video games. He posted his feedback on the company's website in order to improve the gaming experience for others.

Sydney Li, **Alex Epifano**, and **Yuto Takamoto** used their programming and graphics knowledge to create a role-playing game (RPG). They wrote their own storyboard, script and composed their own music for the game. The artwork was original, and they hope to release a playable demo sometime in the summer.

Ben Herrera built and created a miniature army for the strategic game Warhammer 40,000. He designed his own rules and wrote a creative piece that detailed the army's history and lore.

SPORTS AND FITNESS

Kevin Baquero interned at sports marketing company Relevant Sports, which specializes in setting up international sports matches. He helped plan the Spain vs. Ireland match in June, as well as an eight-team club tournament featuring Real Madrid and Chelsea.

Brian Costa focused on sports marketing at Relevant Sports in New York City. He shadowed a mentor

Terrain Go Kart. They constructed a 16 horsepower, two-seater, full-suspension Go Kart from scratch. They were able to gain practical experience in the field of engineering and were also exposed to different types of tools and machines.

Ben Haltmaier interned with the Cleveland Indians, a national baseball team. He worked with Mr. Mike Chernoff and wrote a paper detailing his experience on the field with a Major League Baseball team.

Stephen Rienzi shadowed a fencing instructor at Medeo Fencing Club. By observing and learning from his instructor, he learned how to coach other players and run both individual lessons and group classes.

For the first two weeks of their ISPs, **Hanna Beattie** and **Margaret Siesta** learned the basics of marketing at Sum It Up Lacrosse. They wrote a description of the tasks that they accomplished and what they learned, providing examples of specific merchandise and designs used in Sum It Up's marketing strategy. Beattie also worked with **Cara Hayes** at Life Camp, a summer camp program designed to help inner-city children experience the outdoors while participating in numerous activities. Beattie and Hayes took a collection of before-and-after pictures of the gardens they worked on at Life Camp. Hayes also worked with the Alumni and Development Office in order to help plan the annual Alumni Reunion.

THEATER

Ben Behrman produced his own play called "The House of Yes" by Wendy MacLeod. He ran all the lighting and sound equipment and worked on refining his skills by directing as well producing the play. It was performed in the Attic Theater from May



K. Axtell wrote for DIRECTV's Facebook page at the desk above.

local ophthalmologist Dr. Lawrence Najarian in order to gain insight in the field of medicine. He was able to observe patient visits, surgeries, and the financial side of the practice. In order to discover the research currently being conducted in the field, he visited the emergency room and New York University.

Hugh Thompson shadowed a general practitioner for several weeks. The practice where he interned focused on oncology and gastroenterology and allowed him to further his lifelong interest in the medical profession.

Haley Eicher worked with children who struggle with developmental disabilities at St. Joseph's Children's Hospital in Paterson. She shadowed a speech pathologist during her time there. She kept a daily journal detailing her experience, writing about the patients, evaluations, and procedures that she observed each day.

Raigne Adler shadowed four different doctors per week in order to learn more about the different fields in medicine. She posted a daily blog of all her experi-

songs and wrote three original covers and two original songs. By doing so, he improved his skills of sight-reading and composing.

Will LaCosta wrote, recorded, produced, and released his own extended playing or long-playing record. He obtained valuable learning experience and assembled a home recording studio. He released his album online for all members of the community to download, and promoted it on the Internet and around school.

Inspired by her early introduction to jazz music, **Sophia Feng** interned at Lincoln Center in New York City. She archived old jazz recordings and performances, filed papers, and did deskwork.

Together, **Dorian Allen**, **Yumi Casagrande**, and **Dominique Romanelli** created a CD with 4 covers and original songs, which they recorded and produced themselves. They plan to produce a live recording of their work. Allen also interned at JP Morgan.

Michael Arrom spent his ISP preparing to go on a world tour with Steve Vai,

Hoping to continue his studies in mathematics, **Andras Deak** used MIT Open Courseware, an online course, to learn multivariable calculus. He was able to apply what he had learned to prove basic con-



B. Porges took this photo en route to his internship.

...Independent Study Projects Continued

16-18.

Michael Ketchum shadowed professional voice actors Tim Crow and Helen Moore-Gillon to learn more about how the voice-acting business works. He used the information he had collected to write and record his own series of advertisements, and posted his favorites on YouTube.

TRAVEL, ADVENTURE, AND STUDY

Alec Kaisand, Nicole Arata, and Emily Kamen volunteered at the Reeves-Reed Arboretum in order to learn about the fundamentals of gardening, plant care, and landscape maintenance. They cleared trails, maintained the gardens, and helped design and plant the new walkway garden. They then created a photo journal that included their daily reflections.

In order to study the various factors that helped shape the American landscape, **Dan Muro and Brian Hochberger** traveled to Dreamtime, Wisconsin; Detroit, Michigan; and Essex and Union Counties in New Jersey. They aimed to

people deciding which attractions to visit in the area would be influenced by their reviews.

Carly Rotatori, Rachel Lima, and Emma Galgano learned about using yoga as a stress-reliever. They also did pilates and posted a daily journal of their experiences. Rotatori also worked with **Lexi Van Besien** to learn acoustic guitar, and they were able to practice and perform many songs. Van Besien also worked separately on creating a documentary about her grandparents in order to learn more about her family's history.

Harrison Homer studied martial arts, specifically Brazilian Jiu-Jitsu. He gained a basic understanding of the physical aspect of the martial art and eventually advanced to the intermediate level. In addition to the physical study of Jiu-Jitsu, Homer studied its history—where it originated, how it has developed, and its most recent leaders.

WRITING

Ashley Zhou interned

skills in addition to gaining insight into the production aspect of the writing community.

Hoping to gain experience in keeping a blog, **Lisa Ulker and Molly Kandarjian** teamed up for their ISP and researched topics that interested them. The nature of their posts included current events, Pingry events, book reviews, and cooking. They decorated their blog with movies, pictures, and articles.

Mahmoud Aliamer worked with Pingry English teacher Mr. Chris Shilts to create a short novel and a collection of short stories. He mimicked the style of writing used by Homer in the "Iliad" and was inspired to write his pieces based on James Joyce's interpretation of the "Odyssey."

Sam Ricciardi completed a rough draft of his original novel and also composed an album. He split his time between these two activities, alternating between synthesizing sounds and writing lyrics for his album and spending intense days writing and editing his novel.



The studio where J.T. Surgeon recorded his ISP CD.

Amanda Hulse and Nicole Witte wrote creative pieces for their ISP, including a mix of short stories, poetry, prose, and even haikus.

WORKING AT PINGRY

Brigid Bruno worked in the Development Office to learn about planning, organizing, and running school events. She also worked at Reunion Weekend, a major event for the community and alumni. Her final product was a journal that detailed her daily activities.

Jaime Ferns helped to plan the annual Alumni Reunion Weekend as part of her ISP. She worked with Mr. David Fahey in the Alumni and Development Office and was able to practice organizing and planning a large event.

Jordan Flannery spent time at Highbridge Capital Management as well as in Pingry's Development Office. At Highbridge, he worked with many different teams and sat with a number of employees to learn the key parts of running a hedge fund. He also spent his time interning at

the Development Office to help plan and run Reunion Weekend.

Lauren Salazar worked in the Alumni and Development Office, where she shadowed Ms. Judith Brown, the Associate Director of Alumni Relations

and Giving and gained valuable insight into preparing for Alumni Reunion Weekend. She also shadowed a behavioral psychologist, Ms. Ellen Wotanowski, and got a feel for the different techniques used in treating patients with behavioral issues.



K. Sienko takes photos in Block Island, RI as part of her ISP.

explore the diverse forms of community that arose while examining the role the environment plays in developing residential life.

Henry Meiring, Jack McCaffery, and Spencer Bianco hiked the Appalachian Trail. They worked toward gaining individual enlightenment and each read several coming-of-age novels and created their own reflections after hiking the trail.

Solomon Taylor worked on obtaining a pilot's license from Moyer Aviation in Pennsylvania. He demonstrated his proficiency in safety issues and improved his communication skills by relaying messages to other pilots.

Jack Galiardo and David Soled visited various amusement parks and zoos across the state in order to create a list of entertainment venues for the public. They posted their feedback on a blog, and hoped that

at the Alliance for Young Artists and Writers in New York City. The alliance is a nonprofit organization that presents the Scholastic Art and Writing Awards. Zhou wanted to develop communication and organizational

Katie Rueterholz spent her ISP writing a memoir. In addition, Katie devoted two days a week to learning the technicalities of golf as a game and the business aspect of the sport.

CONGRATULATIONS, PEER LEADERS!

Boys

Girls

Brian Brundage
Reeve Carver
Sean Carver
Jeffrey Dong
Adedire Fakorede
Kendal Foster
Maulin Hemani
Neil Holman
Ben Kaminoff
Justin LeAndre
Matthew Marvin
Louis Monteagudo
Osa Omoregie
Akshay Rao
Ryan Storms
Mitch Suzuki
Avery Vella

Alyssa Baum
Maddie Boone
Anna Butrico
Erin Butrico
Kyle Casey
Stacey Chen
Sofia Deak
Allison Dorneo
Natalie Gilbert
Jessica Gluck
Samantha Korn
Stephanie Lipper
Aigner Mizzelle
Simone Moten
Lauren O'Connor
Drew Topor
Camille Vanasse



The pop-up shop that S. Wilf's PR agency promoted.

Congrats, Stud Gov Members!

Form VI	Form V	Form IV
Student Body President: Akshay Rao	President: Peter Rothplatz	Class President: Holly Butrico
Class President: Carter Allinson	Vice-President: Hunter Conti	Vice President: Erin Dugan
Vice-President: Louis Monteagudo	Matt Dannenbaum	Amaka Nnaeto
Andy Alder	Taylor Dillon	Caroline Terens
Reever Carver	Lori Kim	TanTan Wang
Sean Carver	Cory Ransom	Tommy Westerhold
Kyle Casey	Kacey Weiniger	Chris Witte
Jennifer Guo		

WORD IN THE HALL

What will you miss about the Class of 2013?



KAMAU HOLSTON (IV)
"Their humor."



BRUCE CZACHOR (III)
"Their awful pranks."



ALISON YU (V) AND STACEY CHEN (V)
"Their sense of community and leadership!"



ANNELISE KINNEY (IV)
"Their fun-loving energy."



MR. DE
"They were the first class I did the cancer project with... and it worked!"



JAZMIN PALMER (III)
"Tier daily support for all the freshmen."

Why is the Class of 2013 awesome?



BRANDON BECKFORD (III)
"Because of my peer leaders, Jack and Steph."



MRS. DAVLIN
"I've never seen a class that was warmer and more supportive of each other."



TOMMY WESTERHOLD (III)
"They're really good at sports."



SOFIA DEAK (V)
"They're great role models."



MR. KEATING
"Despite all the pressure and expectations that they faced, they haven't lost their humor."

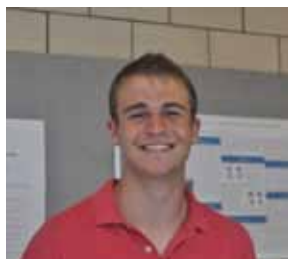


JUSTIN LEANDRE (V)
"They did a great job leading the track team."

What is your favorite memory from the school year?



KATHLEEN MURRAY (IV)
"The Christmas SAC Assembly."



MAX LURIE (IV)
"Winning the soccer sectional final."



TAMMY GU (V)
"The Adirondacks trip for the Outing Club."



MR. COX
"Middle School Squash winning the national championship."



VICTORIA CASTILLO (IV)
"Getting to learn so many new and interesting things."



COREY RANSOM (IV)
"The Varsity girls' Basketball victory against Mount Saint Mary."

Danielle Sedillo Heads to Lafayette to Play Goalie for the Women's Soccer Team

By ANNA BUTRICO (V)

Danielle Sedillo (VI) will be playing as goalie for the Lafayette College women's Soccer team next year as one of their new recruits. A main contributor to the Pingry girls' Varsity team's past successes (ones that include a handful of state championships), Sedillo looks forward to pursuing her academic and athletic endeavors at the Division I school in Easton, PA.

"Academics are extremely important to me, and I knew I wanted to get the best education while playing Division I soccer," Sedillo said. Narrowing her school choices to ones that were in the Patriot League and the Ivy League, she was attracted to Lafayette's "tight-knit" and "small community."

Sedillo described the recruiting process as "exciting." After schools began showing interest

in her as a player during her sophomore year, she started to look at different possibilities and contacted coaches at tournaments.

Sedillo suggests that other prospective college athlete recruits "start early" because "each year, coaches are recruiting earlier and earlier."

"Pingry has prepared me to balance life academically, athletically, and socially," Sedillo says. "I am hoping that my transition to playing college soccer will be a bit easier using the tools that I was given at Pingry."

After being under "pressure from teachers" with due dates, tests, and other various assignments, Sedillo hopes that she'll be "able to handle the pressure from games and coaches and teammates."

In addition to competing on Pingry's soccer team, Sedillo played on a club team. She said



she would "get stressed about playing club" due to the pressure from her coaches and concerns

about future recruitment. But because she played on a high school team where "everyone was experienced," Sedillo said she thoroughly enjoyed Pingry soccer because she felt the team was "allowed to have fun."

As Sedillo leaves Pingry, she advises younger students who are interested in getting recruited to "get your names out there and be proactive!" She suggested that student-athletes "create a player profile by writing your most important athletic and academic achievements, contacts for reference, as well as your SAT and ACT scores (if applicable.) Unless you're a player of national team status, most coaches won't contact you unless you show interest in them."

forward to meeting new people and hopefully having success as a student and as an athlete" at her new school. She is already setting big goals for herself and her future teammates. By the time she graduates, Beattie would like to win a NCAA Division III National Championship.

Even though she's looking forward to her ice hockey career at Williams, Beattie will miss her Pingry teammates. When asked about her team, Beattie said, "They made the past four years memorable and made every day during the season worthwhile."

When the Hockey team was asked about Hanna, they immediately answered that "she was the best captain and friend any teammate could ask for, and we're going to miss her so much."

Hanna Beattie Plans to Hit the Ice at Williams in the Fall

By SAM KORN (V)

Next fall, Hanna Beattie (VI) will be attending Williams College, where she will play on their Women's Division III Ice Hockey team. Ice hockey is in Beattie's blood; she began to play at age four after being influenced by her father and brother.

playing the game itself, she says ice hockey means much more to her than just the games. "I love it mainly because of the team aspect," she said. Because games are often hours away, Beattie developed "such close friendships" with her teammates on the long journeys that she is sure they will

importance to ice hockey for Beattie, she chose Williams "not only for their great hockey team, but also because it is an amazing school academically." Along with the academics, the close-knit student body was a key factor in Beattie's choice; after cultivating and enjoying



After playing competitively for the past 13 years, Beattie is sure to contribute a great deal to the Williams team.

Although Beattie is talented at

last through college.

As she began to look at college possibilities, Williams stood out to her. Because academics have always been equal in

such close relationships at Pingry and on her club hockey team, she wants the same sense of connectedness in college.

Beattie said she is "looking

Ryan Toomey Heads to Georgetown

By ABHIRAM KARUPPUR (IV)

In hopes of furthering his baseball career, Ryan Toomey (VI) is heading off to Georgetown University this coming fall. According to Toomey, he has been playing baseball ever since he could walk, after being introduced to the sport by his dad. Toomey came to Pingry two years ago, but it did not take long for him to become a valuable member of the Varsity Baseball team.

Toomey is currently the "Four-Hole Hitter" on the baseball team. This means that he is trusted to come up big when there are runners on the bases and the pressure is on. He also serves as the team's catcher and as a conference pitcher.

Outside of the season, Toomey plays with a club team in the summer and fall, and trains through the winter. This year, he worked on improving his field play and "is excited to see the results of

that work."

His favorite memory during his career at Pingry occurred at the county playoffs this year. The team was up against Basking Ridge, and Toomey was pitching. He threw a "complete game shutout," and the team went on to defeat Ridge. Toomey said, "It was the biggest win I've ever been part of in my two years at Pingry." Toomey also credits the extraordinary amount of team spirit during the game, which helped to pull off the win.

Toomey has also won many prestigious awards as a result of his success in baseball. According to History teacher and Varsity Baseball Coach Mr. Ted Corvino Jr., he earned a spot on the Star-Ledger's All-Somerset County 2nd Team, an Honorable Mention to the Courier News' All-Area Team, and the Skyland Conference-Raritan Division's 1st All-League Team.

Toomey accepted the offer

from Georgetown mainly because of the university's high standing in both academics and athletics. Toomey was impressed by the "high quality academics," and was equally eager to join its Division I sports team. He hopes to continue to develop his skills through college so that he can "get drafted and continue to play through the professional system."

"Georgetown is a great place for a student athlete of Ryan's caliber, and of course, they are getting a great kid," Mr. Corvino said.

Most of all, Toomey believes that baseball has improved him as an individual. He said, "Playing baseball has helped me develop as a leader." He also said that he is going to miss the bonds he has "formed with his classmates during the two years here."

One of his teammates, Max Leef (IV) said, "Ryan is a dedicated athlete. He is a hard worker and a great competitor."

Outside of baseball, Toomey

enjoys watching all kinds of sports, and enjoys throwing a football around and hanging out with friends. In regard to his departure, Mr. Corvino said, "Ryan has learned to recognize that it's the little things that count in the



Andrew Benito Will Run at Lehigh

By TANAY GUPTA (V)

Senior track athlete Andrew Benito has been recruited to Lehigh and will continue his track career as a college athlete. Like many other athletes who began their respective sports at a young age, Benito first ran track in the seventh grade.

At the time, he also wrestled and played football, but quickly realized that his real passion lay in running. Within a year of starting track, Benito set the Pingry middle school record in the 400-meter dash.

was thrilled to help the boys win a state title during his junior year.

Although his first three years of high school track were very successful, during his senior year, Benito struggled to compete after pulling his hamstring at the third meet of the season. His injury cost him much of the season; however, he remained undeterred, and said, "Like all sports, the track team goes through cycles of highs and lows. Some years, the team is unstoppable; other



Benito recalls his favorite high school track moment during his junior year when he placed in the top six for the 4x400 relay at sectionals. Fellow track athlete Cameron Gensch (VI) recalled Benito's dedication to staying healthy during this overnight meet. Gensch said that before the second day, Benito made multiple runs to the ice machine to fill up his tub and ice bath—he was keen on remaining as physically ready as possible.

His hard work paid off, and the team won sectionals. He

game of baseball, and as a leader he needed to model all of the right behaviors for his teammates."

His leadership and baseball skills are sure to come in handy on and off the Hoya baseball field next season.

years the team fights an uphill battle."

In Gensch's opinion, there is no doubt that Benito will overcome his injury and be as strong as ever in his freshman year at Lehigh. He lauded Benito's perseverance, and said, "He's committed to being in top physical form, and so I'm sure he will contribute as much as possible to his team's success."

Benito said it is impossible to forget his two coaches: Mr. Mark Leibowitz and Mr. Victor Nazario. Benito has known these two coaches for over half a decade, and said Coach Nazario is not only "an incredibly wise man, but also the nicest man at Pingry." Benito also admires Coach Leibowitz's charisma, and said that, "he has every single one of the qualities a perfect sprinting coach should have."

Benito said that he would miss the school's track team next year. He praised the incredible runners at Pingry and said, "I'm always impressed to watch them in practice and cannot wait to see what great things they go on to do next year."

He has an ambitious aim for college: to pick up where he left off this year and run a sub-fifty-second 400-meter dash. Benito is eager to show everyone what he can do next year, and as far as reaching that goal is concerned, he said that he wants to be "stronger and faster."

Katie Ruesterholz Recruited to Play Field Hockey at Columbia

By ALYSSA BAUM (V)

Before her sophomore year, Katie Ruesterholz decided to pursue field hockey as her fall sport. Out of all the sports offered, she chose field hockey because she wanted to play a team sport, and she was already familiar with it because a few of her friends played it as well. Three years later, Ruesterholz has been recruited to play at Columbia University on their

freshman, and varsity basketball both as a freshman and a sophomore).

During her senior field hockey season, Ruesterholz was a member of the second team all-state, the first team all-county, and the first team all-conference.

Ruesterholz chose to attend Columbia University because she really likes how the school is located in the city but still has

program. She has especially enjoyed being coached by Mrs. Judy Lee, who is a teacher in the math department. "She adds a fun humor to the team, but also is respected by all of the players. She knows just how hard to push us," she said.

According to Ruesterholz, a high point of the last season occurred when the team almost took Bridgewater to overtime after losing to them 0-5 earlier



field hockey team.

Throughout high school, Ruesterholz excelled both in both athletics and academics; she is a member of the Cum Laude Society and is graduating with seven Varsity letters, three of which are from playing field hockey (Ruesterholz played varsity tennis as a

campus feel. Additionally, she likes the players and coaches on the field hockey team that she will soon be a part of. Although she has not officially declared a major, Ruesterholz is interested in pursuing economics in college.

Ruesterholz has loved being a part of the Pingry field hockey

in the season.

Ruesterholz is also grateful for the opportunity she had to become friends with the other members of the field hockey team. She said, "We all went to Holland in the summer. That was definitely the highlight of my Pingry field hockey experience."

Soccer Captain Brian Costa is Recruited to Play at Princeton

By LORI KIM (IV)

Soccer star and boys' Varsity team co-captain, Brian Costa (VI), will continue his athletic career at Princeton University this fall, where he will be playing for their Division I Soccer team.



Costa was very energetic as a child, so his mother decided, at age four, that soccer would be the best outlet for all his energy. Since then, Costa has racked up an impressive soccer record.

Besides being a four-year Varsity starter, Costa was recently named the Gatorade New Jersey

Boys' Soccer Player of the Year.

If his athletic achievements aren't impressive alone, Costa has maintained an A average all through high school. He is also a member of Student Government and was a peer leader.

on going into the field of medicine. He is inspired by his father, a doctor.

Outside of Pingry, Costa practices with his club team, the Players Development Academy (PDA), four times a week, and runs to stay in shape. His summer plans consist of soccer practices and workouts in preparation for preseason, which starts on August 20th.

During his high school soccer career, Costa helped the team win three county titles. "My most memorable experience was during my sophomore year when we beat Seton Hall Prep in the State Semi-Finals," he said. "We went into penalty kicks and it was intense."

Overall, Costa has learned a lot during his time playing soccer, one of our school's oldest traditions, and being a leader as co-captain.

He also values all the friendships he has formed and teammates he's played with thus far. He also gives credit to his coach, Miller Bugliari '52, for helping him grow personally. He said, "The most important things I will take away from my time at Pingry are the values and lessons I've learned from Coach Bugliari—he was a great coach and an amazing role model."

For future soccer players and athletes, Costa's advice is simple: "Work hard and practice a lot."

Princeton seemed like the obvious choice for Costa; he said he had wanted to go there since he was young.

Since making his verbal commitment in March of last year, he looks forward to his future at Princeton. Although he is still undecided on his major, he plans

Carly Rotatori Attends Harvard, Joins Varsity Soccer Program

By JULIA AXTELL (III)

This year, Pingry will lose one of its best female soccer players, Carly Rotatori (VI). On October 5, 2011, Rotatori committed to Harvard University, where she will be playing Division I soccer.

Rotatori has been playing soccer for a long time, having been introduced to the sport when she was just three years old. She often tagged along with her father while he coached her older sister's team.

Rotatori has remained interested in soccer for fifteen years, four of which she spent playing for the Pingry girls' Varsity soccer team. To supplement her Pingry career, she also played for the Players Development Academy, more commonly known as PDA.

Rotatori described her time with the Pingry team as "one of the most cherished memories" of her high school career. She believes that, between the experienced coaches and talented players, "the soccer program has successfully brought, and will continue to bring, girls of all grades together."

She described the team as a family with "impenetrable" bonds, and added that one of her favorite moments with the team was winning the State Championship in both the 2011 and 2012 seasons.

When asked what influenced her college decision, Rotatori said she chose Harvard because of the excellent academics, the conve-



nient location, and the welcoming coaches and girls on the soccer team. She wants to continue her demanding education and rigorous course schedule, much like the one she had at Pingry, which will hopefully engage and expand her knowledge.

Rotatori is most excited about embarking on a new journey, one where she is totally independent and will get to experience the unique opportunities that Harvard has to offer.

Additionally, she is looking forward to playing with a new group of girls and experiencing a

new dynamic. Rotatori has been playing with the same group of girls for ten years, and, although she will miss them, she feels it is time for a change.

Rotatori is also looking forward to the competitiveness of college soccer, which is a more ambitious circuit than club teams. She is also excited for the opportunity to play with some of the top players in the country. She hopes to work hard and put in enough effort to earn as much playing time as possible and eventually earn a starting position on the team.

This summer, Rotatori will play with a U-20 team to prepare herself for the different environment of college soccer, and the team will allow her to stick to a workout routine designed by her coaches.

As of now, Rotatori has no plans to continue soccer after college, but given the opportunity, she would gladly go pro or join the U.S. national team.

"If I could, I would play for as long as my body can handle it," she said.

He will, however, miss the fun and excitement of Pingry swimming as he advances to the collegiate level. Wasting no love for his Pingry brothers, Lacosta said he, "will certainly miss the exciting experience of close meets and big races, as well as the tight-knit brotherhood that is and always will be Pingry Swimming."

"My Pingry teammates will be lifelong friends," he claimed.

Will LaCosta Pursues Swimming at Brown

By MATT FROMM (IV)

Next year, senior Will Lacosta will be continuing his swimming career at Brown University. Lacosta said that he "has been swimming competitively year-round since he was 10 years old, so it has been a large part of my life for some time now." Lacosta has long been an avid swimmer, adding that, "My mother initially gave me the push to pursue year-round swimming." Since that time, he has become one of Pingry's best swimmers, becoming a five-time High School All American, six-time NJSIAA State Champion, nine-time NJSIAA Meet of Champions Finalist, and nine-time State Prep Champion.

As he thinks about the future, Lacosta commented that, "I'm especially looking forward to matching up with former teammates from Pingry who will be swimming in the Ivy League next year." Lacosta will be swimming against Calvin Jones '10 at Yale, Alex Mango '12 at Columbia, and Dorian Allen '13- at Dartmouth.

In addition to swimming, though, college academics are very important to Lacosta, and he wants to find an atmo-

sphere at a college where he can be as stimulated academically as he is athletically.

"I want to attend a college of reputable academic standards where I can compete on the NCAA Division I level," he said.

Though he is an accomplished high school swimmer, Lacosta has no intentions of slowing down athletically. "I would like to improve over the next four years and contribute to the growth of the swimming program at Brown," he noted. Over the course of his college career, Lacosta's eventual goal is to, "compete on the national and perhaps the international swimming level."

