

## Junior Tatiana Oliveira Receives the Stifel Award for Her Battle with Crohn's Disease

By **ABBY BAUER (IV)**

On April 16, Mr. Henry G. Stifel III '83 returned to the Basking Ridge Campus to present Tatiana Oliveira (V) with the Stifel Award.

As a member of the Cross Country and Softball teams, a devoted helper with the musicals, and an Honor Roll student, Oliveira has contributed her many talents to the Pingry community. While her classmates and teammates know her for her optimism, compassion, and selflessness, what many did not realize is that she has been fighting a battle with Crohn's disease for the past few years.

Physics teacher Mrs. Ronnie Newman told Oliveira's inspiring story and described her courageous fight with Crohn's disease. As a teacher and mentor to Oliveira, Mrs. Newman talked about Oliveira's willingness to sacrifice for others, her genuine concern for those around her, and her determination to "never disappoint anyone." In her speech, Mrs. Newman conveyed how Oliveira demonstrates all of the characteristics that the Stifel Award honors.

Crohn's disease, Mrs. Newman explained, is an inflammation of the digestive tract and currently has no known cure. Oliveira has suffered from chronic stomach aches, undergone a series of diagnostic tests and medications, and missed school due to a grueling surgery that required hospitalization and

a lengthy recovery. She even had a collapsed lung as an unexpected complication from the surgery. Yet she was able to recover and manage her illness while still remaining dedicated to her school-

work and outside activities. math of his accident and spinal injury: courage, endurance, optimism, compassion, and spirit."

Following the accident, Mr. Stifel's father founded the Stifel Paralysis Research Foundation,

According to the Christopher & Dana Reeve Foundation, "Repairing the damaged spinal cord is not a question of if, but a question of when."

At the assembly Mr. Stifel confirmed the progress that has been made in his own lifetime when he shared news of an "unprecedented breakthrough" in the field of paralysis research. According to Mr. Stifel, his foundation funded a study for the University of Louisville and the Pavlov Institute of Physiology that allowed four paraplegic men to move their legs. As published in the medical journal *Brain*, the voluntary movements were a result of epidural electrical stimulation of the spinal cord. This advance in paralysis research and treatment fosters hope for the nearly six million Americans living with paralysis, including 1.275 million spinal cord injuries.

Oliveira also inspires those around her, Mr. Stifel said, complimenting her on her grace, endurance in the face of adversity, and her unyielding concern for all members of the Pingry community.

Mr. Stifel closed his remarks with an important message: we are all paralyzed in our own ways, through the personal challenges we encounter in life, but it is how we overcome this paralysis that defines us.



T. Oliveira (V) and Mr. Stifel '83 after the award was given out. Courtesy of Pingry Communications

Established in 1984, the Stifel Award recognizes a member of the Pingry community who otherwise might not be acknowledged. Mr. Henry G. Stifel III '83, for whom the award is named, was paralyzed from a car accident during his junior year at Pingry, but still graduated with his fellow classmates. The Award honors the person who "best exemplifies those characteristics exhibited by Henry G. Stifel III in the after-

work and outside activities. which is dedicated to curing spinal cord injury by funding innovative research and improving the quality of life for people living with paralysis through grants, information, and advocacy. Now named the Christopher & Dana Reeve Foundation, Mr. Stifel serves as the Vice Chair of the Board of Directors and continues his father's refusal to accept the long-standing doctrine that once damaged, the spinal cord can never be repaired.

## Mr. Conard Finds Pingry a Perfect Fit

By **MATT FROMM (V)**

While everyone at Pingry knows Mr. Conard's name and face, few of us interact with him on a daily basis or remember that he's been our headmaster since July of 2005. Recently we met to discuss his guiding philosophy about education and how it shapes his vision for Pingry.

When asked about what first drew him to Pingry, Mr. Conard explained that "Twelve or thirteen years ago, I decided I wanted to be the head of a high school." Mr. Conard then entered several "head searches" - organized searches in which schools looking for headmasters or other senior officers meet with potential candidates to see if a given school would make a good fit.

Mr. Conard noted, "I really wanted to be in a K-12 school.

attended a full K-12 school like Pingry. Mr. Conard said he was looking for "a school with great academics, great athletics, and a great arts program."

Equally important, however, was that he "looked for a school with a real emphasis on ethical decision making, and the Honor Code resonated with [him] in that regard." Noting how strongly he felt about Pingry, Mr. Conard added that, "this school had everything I was looking for: the outstanding academics, phenomenal sports, incredible arts program, and this Honor Code the students had developed in 1926." Pingry, it seemed, was the perfect fit for him.

Reflecting back on his nine years at Pingry, Mr. Conard said, "What I like to say to prospective parents or teacher candidates is that there are four values or



R. Davis (VI)

Until that point, I'd only worked in high schools, but after seeing my kids go through a K-8 school, I had the impression that they weren't fully challenged during their time there." Mr. Conard suggested that this problem might have been solved had they

themes that capture what's most important at Pingry. If those tenets resonate with them, then they should consider Pingry more closely; if not, then they should move on in their search for schools." Those four qualities, he said, are intellectual engagement, diversity and inclusion, honor and character, and stewardship and sustainability, which are "all closely interrelated."

(VI), sang an original song in honor of Trayvon Martin, entitled "That Kid With the Candy," and accompanied the vocal with his acoustic guitar. Paul Ludwig (V) enjoyed the performance because "it was obvious that Osa really cared about what he was singing about. He made it evident through his powerful lyrics and his passion showed through to the audience."

The grand finale of the assembly was K-Pop. Erin Dugan (IV) said, "As usual, the dance crew impressed the crowd with their complicated dance moves and intricate routine." The members of the crew memorized different combinations to several songs on a mixed track, and one of the members even threw her hat into the audience.

Overall, SDLC showed its appreciation for diversity in this interactive, powerful assembly. As one of the club's presidents, Arushi Agarwal (VI) said, "The assembly went really well! All the performers worked really hard and their efforts really came across in their routines."

## Students Perform in Multicultural Assembly

By **CHARLOTTE ZEE (VI)**

On April 4, the Student Diversity Leadership Club held its annual Multicultural Assembly. Students watched as their peers got up on stage to celebrate their heritage and learn about new cultures.

The assembly started with a greeting from SDLC where members of the club introduced the performers. Member Natalie Gilbert (VI) said, "The day is probably one of my favorite days of the year, not only because I am so committed to pro-

moting diversity, but also because I personally love seeing the students share their cultures and traditions with confidence."

One of the performers was Andy Alder (VI), member of SDLC, who played the trumpet. He told the story about his background that connected to the piece he played for the audience. Kishon Pinckney (VI) said he "really liked the piece Andy played. It was really impressive and he did a great job."

Another one of the performers, Osa Omoregie



K-Pop with their T-Shirts in preparation for the assembly. T. Lin (VI)

### Inside The Record



Courtesy Pingry Communications

**Juniors and Seniors had a great time at the Prom held at Stirling Ridge in Warren. Highlights included the great food and riveting music. P.5**

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## EDITORIAL

# Rejection Breeds Happiness Too

On April 1, the college process finally came to somewhat of a conclusion for seniors at Pingry and throughout the country. If we didn't receive positive news in December or February from Early Decision results, by that day we found out where we had been accepted at colleges and universities across the nation. In everyway possible, the competition for spots at top colleges has increased this year from last year and become even more cutthroat.

On that final day of college decision news, I found myself reading Frank Bruni's latest New York Times op-ed piece entitled "Our Crazy College Crossroads." He says that his piece is intended to be a reality check for our society, which has "gone nuts" over a frenzied college admissions process.

Bruni points out that if you were rejected from an "elite" college, that doesn't mean you are any less gifted than those who were accepted, and I could not agree more. It probably only means that you played the game with less skill, didn't have as big of a "hook," lacked the patronage that some of them had, or didn't frequent as many SAT tutors. Bruni also criticizes how much esteem we place on rankings like PayScale.com's "College Salary Report" and the notorious US News Rankings because choosing a college isn't about how society views that school, but rather how much of a fit it is for you. He argues that the name of the school on your diploma is not as important as the experiences that prepare you for your future career or the other sources of happiness and fulfillment in life.

In December, I was flat-out rejected from my first choice school that I had applied to Early Decision. When I read the words "We kindly regret to inform you that you have been rejected," I remember being in total shock. I kept on refreshing the page to make sure the decision was true and after I finally accepted the fact that was the actual decision, I talked with my family, and decided that the only thing I could do and should do was make the best of it and put a smile on my face in school the next day.

In what many of my friends and family members believed was an impulsive decision, I decided with the advice of my college counselor to apply Early Decision Round 2 to another school. Even though I had visited the school and always felt that I could do really well there, in all honesty I never thought I would end up there. In February, I learned that I was accepted. And as crazy as it may seem, I'm actually more happy to be attending that university than my initial first choice—which I had been dreaming about attending since the beginning of high school.

Reinforcing a point from Bruni's argument, I believe the school I will be attending is a much better fit for me both academically and socially. While I clearly appreciated the opportunities for growth at my first choice, I now recognize that the primary reason I wanted to go there is because of how society and other people viewed it. Admittedly, I was a bit obsessed with the notion that people would say to me "Wow you must be so smart if you are going there!" without considering how insignificant of a reason that is to attend a college. I do, however, joke that the college I will be attending is more than ten spots higher ranked than my more "prestigious" early school in the Bruni criticized PayScale.com report.

Yes this is a crazy and surprising process, but all of you will come out not only as someone who survives, but also as someone who is happy. As a society we tend to obsess over the name recognition of colleges. And I advise everyone to try and not buy into that malarkey. Choose a college for how it will best impact your academic and social success. When I talk to all of my friends about where they are heading next fall, everyone agrees that they are really happy despite their past rejections. Maybe you'll get into your first choice or maybe you won't, but whatever the case is, you will hopefully end up at the right place for you.

—Ben Kaminoff

# Does Student-Centered Learning Work?

By ABHIRAM KARUPPUR (V)

The other day, I was watching a news program that focused on the changing face of education in America. Besides the usual complaints about the Common Core and standardized testing, one of the features talked about the use of Khan Academy as a teaching supplement in the classroom.

For those who don't know, Khan Academy is a free online collection of detailed videos covering a wide variety of subjects. According to the news program, some schools in California even ask students to watch these videos at home and in class, while the teachers themselves go from student to student and help clarify any questions they may have.

This new philosophy of student-centered learning is revolutionary as it changes the traditional role of the teacher to that of a helper on the sidelines. Students will, experts say, not have to rely on the teacher in order to learn in school. Coursework will be personalized to each student, and as some of the teachers in California have said, the

learning experience is more thorough.

However, I am still not completely sold on this new future of education in the U.S. An increased reliance on online videos comes with its own set of disadvantages, many of which are detrimental to learning. For example, a reduction in the role of the

desk" position where students can stop by if they have questions on specific topics. In addition, having a teacher deliver the lesson for the day facilitates student discussions. While English and History class discussions at Pingry face little threat from these online videos, Math and Science classes may lose their distinc-

deliver the lesson and allow students to ask clarifying questions during the lesson. In an online course, it is not possible to ask the person recording the video to pause and answer the listener's questions. This also places a burden on the teacher, as he or she now has to deal with questions from students at different levels and has to administer tests on a need-basis instead of giving the test once. The teacher will also be unable to impart his or her unique technique or procedure that could make a problem easier. Students will have to rely on the techniques of the video instructor, and teachers who may be unfamiliar with the instructors' techniques may not be able to aid the student.

The increased emphasis on student-centered learning at Pingry is a departure from the traditional classroom experience. The 65-minute periods enable teachers to pose problems to the class and allow the class to work out the problems together. This experience enhances our education while preserving the student-teacher relationship at the same time.

However, the move toward integrating online courses into our classes needs to be evaluated. Before we endorse the supposed "right path" of 21st Century learning, it may be wise to think about whether we want to preserve the collaborative classroom environment at our school.



S. Wang (V)

traditional teacher will lead to a decrease in student-teacher interactions. If students completely understand the online lesson, then what is the use of the teacher? The student may

*"Teachers will then be reduced to a 'help desk' position."*

as well learn at home and not attend school. Teachers will then be reduced to a "help

desks" position where students can stop by if they have questions on specific topics. In addition, having a teacher deliver the lesson for the day facilitates student discussions. While English and History class discussions at Pingry face little threat from these online videos, Math and Science classes may lose their distinctive characteristics. Instead of students helping one another on the same homework assignments and studying together for the same tests, students will be disengaged from each other. If students are at different levels in the same class, there will be no teamwork on homework assignments or study groups. Students will be focused on individual advancement rather than class success as a whole.

Online learning may also harm students who struggle in certain subjects. Many of these students may feel more comfortable having a teacher

# The College Process Should Start Earlier

By DILLON NOONE (IV)

This time of the year is an important one for students. Colleges mail out their acceptance letters, and students announce which colleges they will be attending on Facebook. Even though I'm only a sophomore, this time of the year has gotten me thinking about my upcoming junior year and how it will impact my college application process.

Like many Upper School students, I came from a public middle school. I entered Pingry with no plan. I had no idea what to expect in high school, and college definitely was not on my radar. By the end of my freshman year, I lived by the notion that if I worked hard for the next three years, I could potentially go to one of the best colleges in the nation. That was quite the opposite of the relaxed,

nonchalant student I was in middle school.

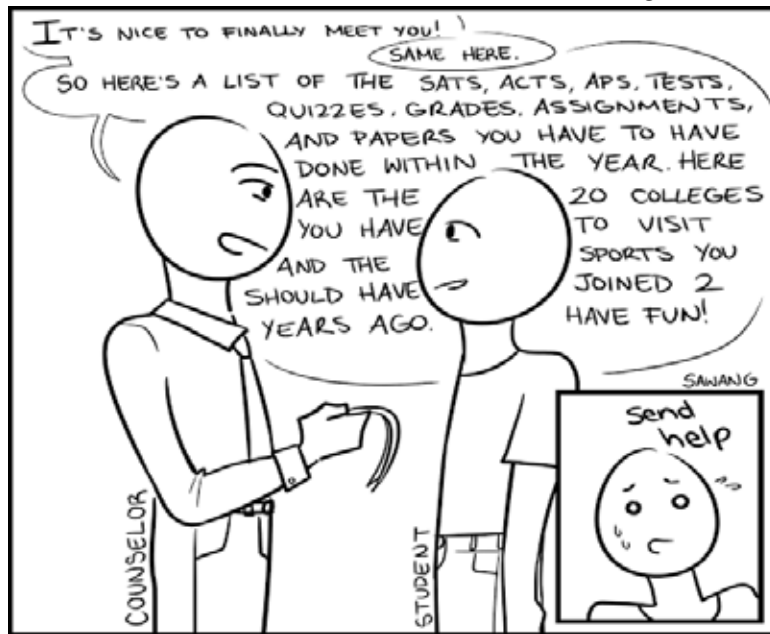
My sister, a junior, has already begun her college process which I soon realized makes me lucky. Without her already being knee-deep in planning ahead, I'd be clueless. More importantly, I've learned a lot from what she has and has not done in her high school career. Through her trial and error, I have begun preparing myself for the inevitable college application process a year and a half from now.

But where would I be without her? The way people go about school and the college admissions process differs from person to person. Some people are naturally inclined to do large amounts of community service or constantly strive for perfection in the hardest courses available.

Most students who do not have older siblings do not have guidance until midway through their junior year. I have spoken with other students and friends, and most agree that the second half of junior year is too late for students to meet with college guidance counselors for the first time. By then, many things are largely set in stone regarding a student's college application. Time is running out, and

students who wished they had begun studying earlier for the SAT are stuck. Stu-

recent email to the Upper School pertaining to standardized testing, one of the



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dents can no longer switch to more difficult junior year classes. Three years of extracurricular activities have passed, whether you have participated in them or not. Wouldn't it be more advantageous if students were given more advice pertaining to college at an earlier age?

I am not suggesting that students be given college counselors during first semester of freshman year. Many people need that first year to adjust to the shift from middle to high school—I know that I did. Yet, I would argue that the latest students should be introduced to college counselors is early sophomore year.

I realize that the goal of Pingry is more than just getting students into good colleges. As defined in a

main goals of the school is to have students "think independently and produce work that reflects original insight." I'm not denying that the ability to think critically is important. It is what sets us apart from other students.

But as a "college preparatory school," shouldn't the focus be on ensuring that students attend the best colleges that they can? In this regard, shouldn't Pingry ensure that its students leave with the best possible looking resume?

Time is sparse, and four years is very short. By the second half of junior year, there is little that can be done to change your college prospects. By then, you have to work with what you have and hope that it is good enough.



## The Pingry Record

VOLUME CXL  
NUMBER 5

**Layout Director**  
Abhiram Karuppur

**Sports Editor**  
Mark Shtrakhman

**Editor-in-Chief**  
Ben Kaminoff

**Copy Editors**  
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**Assistant Editors**  
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**Faculty Advisor**  
Dr. Susan Dineen

# It's Time for the Juniors to Step Up and Lead

By **GEORGIA MILLER (V)**

Now that the seniors have mostly left for ISP's, I think that everyone is wondering what school will be like without them next year, when they are truly gone. I'm sure many juniors will be happy that to become the oldest students in the school, but for me it's strange to think that we are about to enter our last year of high school.

Next year we will have to deal with college applications, finish the always-fun SATs and ACTs, and will have to assume leadership positions in the school. Watching this year's seniors has honestly made me feel like we have big shoes to fill next year in terms of leading the school and being the oldest. I've always looked up to the seniors, whether it was their everlasting positive energy during sprints in field hockey or how they always volunteered to read the

seemingly never-ending and complicated stories aloud in Spanish class.

Besides dealing with the whole college process next year, all of the current ju-

in the center of the school, and when you walk from

intimidating to walk by the couches alone and experience all that awkwardness. Now it's weird to think that next year we'll be the ones on the couches intimidating underclassmen without really meaning to.

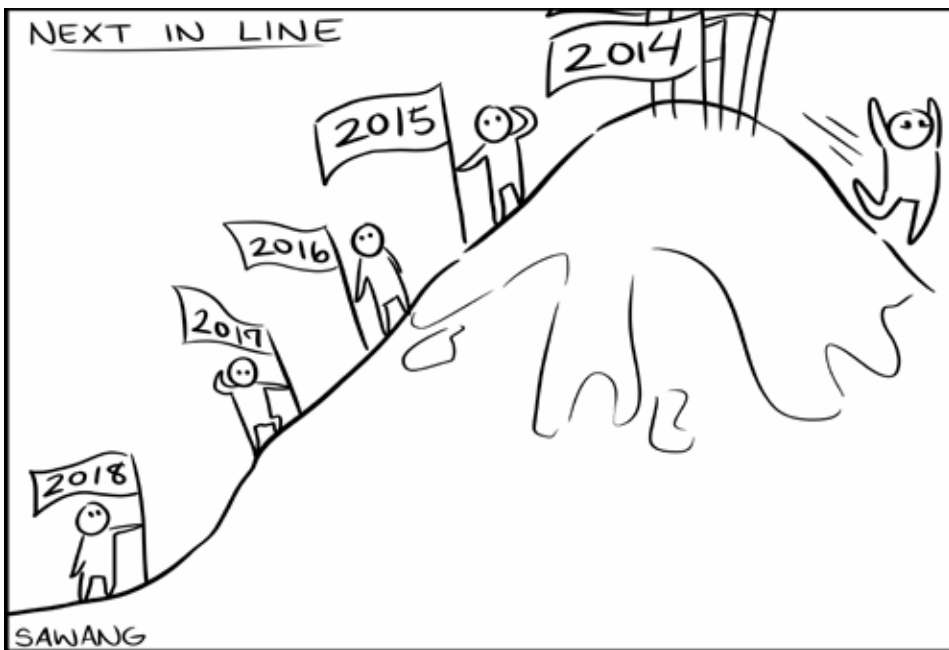
In my English class, New Voices, the absence of the seniors has really made the class a lot quieter. We went from a class of fourteen kids

who will be in charge next year. There's actually a lot of pressure to be leaders and examples now when we've been used to being led and having examples to follow.

This new change may seem pretty scary but it's also very exciting. It's crazy that at this time next year we will all be done with classes and off doing our ISPs. Next year will be really special. Taylor will be the Student Body President, some of us will be senior peer leaders, and our SAC assemblies will all be produced by the people in our grade.

When I was a freshman, all of the seniors seemed so huge and tall to me. Are we going to be those 'big' seniors next year? Are we ready for that?

It's not that I'm not sad that the current seniors are leaving. It's just that their absence so far should make us all think not just about how we're going to fill their shoes, but how walking in those shoes will change us.



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Is that going to be us next year? It's hard for me to believe but I guess it's going to happen one way or another.

niors have to learn how to be the centers of attention. It's been pretty obvious that the senior couches are directly

one side of the building to the other, there is literally no way to avoid them. Yet in the past it's been pretty

*"All of the current juniors have to learn how to be the center of attention."*

to one of six. Dr. Dineen is now relying on the six of us to write detailed journals about a book of our choice, six short stories, and three poems. Uh oh. This made me realize that the juniors have no one to hide behind anymore. We are the ones

# Will the Millennial Mindset Create Innovators?

By **ANNA BUTRICO (VI)**

We are the Millennials and members of the "I'll Google It!" generation. We value technology and social media, iThis and iThat, our sights focused on a connected, progressing world. We are criticized for our narcissism, our laziness and our indifference, yet lauded for our adoption of diverse and pluralistic attitudes.

According to a New York Times article entitled, "My So-Called Generation," pluralism is the "cultural recognition of difference," in which citizens acknowledge and embrace all races, genders, religions, sexual orientations, etc. Because members of our generation are more tolerant of gay marriage and immigrants, for example, our opinions are beginning to count in

polls and elections, changing the views of the overall population.

support for everyone sometimes means that every ballet student, regardless of

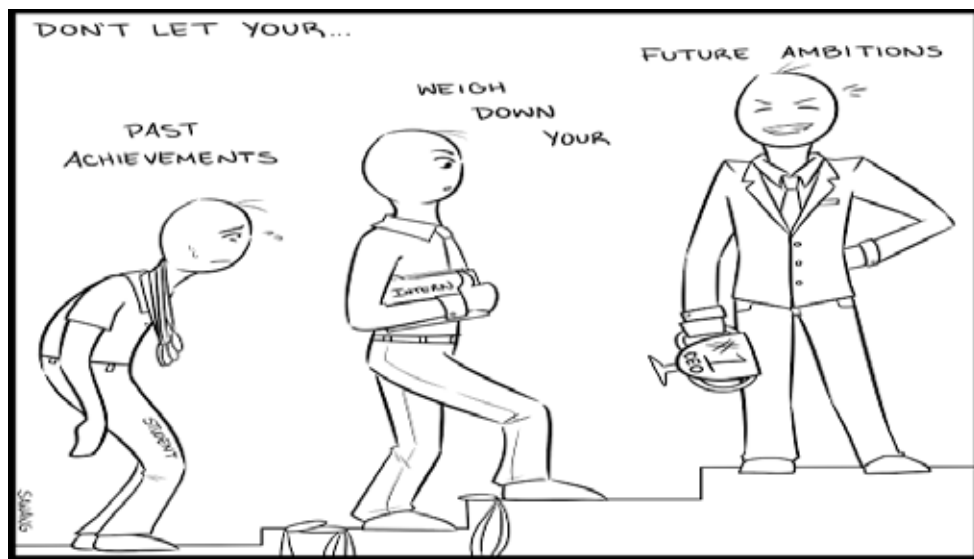
heard less and less, and the stigma of bullying increases.

bullies. One of the world's most competitive nations, America often needs to slow down and allow every one of its citizens to feel respected.

But I feel that the efforts we have taken to validate everyone—the "everyone gets a medal" attitude—has made us into the "narcissistic generation" we are criticized for being. It has caused us to be chastised by

In no way am I condoning a reversal of our inclusive values; I simply wish that they be kept in context. We have to prepare ourselves for a world that won't hire us immediately, where being the unpaid intern who gets the coffee may have to precede getting rewarded for our accomplishments. In other words, while we maintain the accepting and tolerant facet of inclusive attitudes, we must also keep our eyes on growing up. We have to acknowledge that the world will not give us trophies for simply participating.

There are many changes that lie ahead for our Millennial generation, ones that will only be recognized if we are humbled now and then. We still have at least a few things to learn.



S. Wang (V)

Nowadays coupled with our accepting attitude, however, is the gripping fear of leaving anyone out. Our

his or her ability, receives a trophy at the recital. Every player that tries out for the team gets a spot. "No" is

I applaud our cultural focus on making everyone feel included and prefer to live in a world without

*"We have to acknowledge that the world will not give us trophies for simply participating."*

our parents for being "lazy" in a world that we expect to reward and include us.

# Accidents Can Yield Unexpected Epiphanies

By **MARK SHTRAKHMAN (IV)**

What's the first thing you think when you think of squash? Maybe your mind goes to thinking about the vegetable, maybe it wanders off to our school's team, maybe it even goes to Derek Hsue (VI) winning just about everything in the sport, but odds are you don't immediately think of concussions. It just does not happen in the sport.

According to some estimates, 3.8 million concussions are diagnosed every year in athletes with another million occurring without diagnosis. For a week in early April, I hovered somewhere in between that line.

During that week, I was sidelined. I could not go to track. I could not go for a run. I could not even concentrate on my work, but that might have been the result of boredom. Basically, I felt helpless. When you break your arm, it goes in a cast and only hurts for a few days. But when you get a concussion, you do not see anything wrong with

yourself. Often times, you do not even feel like something is wrong with you. Unfortunately, with concussions and similar head injuries, there is nothing you can do.

Compounding my predicament, I was not diagnosed with a concussion. I had hit

my head and thrown up soon afterwards, but the doctor cleared me and said that it was probably just stress. Due to some state laws, however, I was not allowed to play sports until my doctor told Mr. Spezio about my diagnosis.

But because of another law, the doctor was not allowed to tell Mr. Spezio what my diagnosis was. It took about a week for the bureaucracy to sort itself out, and during that week a lot changed.

Like I said before, I felt

helpless. But I learned from some friends, teachers, and coaches not to. My friends first laughed about how I might have gotten a concussion in squash, but then got around to giving me words of encouragement. My teachers spent less time laughing and

more time acting like mildly overbearing parents. They would constantly question how I felt and if I needed help. My coaches were there for me the whole time. They did not like seeing me sidelined from practice, but gave their own words of wisdom. They were supportive the entire time and constantly helped me deal with the situation.

That week was the first time anything had ever truly sidelined me. I am not going to lie; it was horrible. I hated sitting around watching while my friends were playing the sports I loved. But at the same time, I saw just how much my friends and coaches were there for me. It was just another trial, but those people helped me get through it.

Other people will have tests that manifest themselves in different ways, as life often throws us curves we don't expect, but as I learned playing squash, whether you get a concussion or not, it is the people around you who are going to help you do it.



T. Lin (VI)

## Sgt. Rich Tells Students about Online Safety

By LORI KIM (V)

On Thursday, April 17, Sergeant Thomas Rich completed a presentation entitled "Always Connected" to Up-

the Virtual Playground," which revealed that nine teen suicides last year were linked to bullying on Ask.fm, a popular website that allows people to ask and leave



Courtesy of Google Images

per and Middle school students after it was interrupted the previous week due to an unexpected fire drill. His focus was the proper use of technology and the rising issue of cyber-bullying.

A certified New Jersey police officer for 17 years, Sgt. Rich has dealt with multiple investigations related to children, especially in regard to their use of technology. These cases, along with his two young children, inspired him to create this presentation. Since its inception in 2008, the program has garnered considerable success in the tri-state area.

School Counselor Dr. Mikaela Kilker, who organized the assembly with the help of Middle School Dean Ms. Kooheli Chatterji '93, said, "After the assembly, my hope is that students will think before posting comments or using different forms of social media."

Sgt. Rich's presentation is relevant to the recent rise in cyber-bullying—the use of technology to harass other people. The New York Times recently published an article entitled "Name-Calling in

comments anonymously.

Though some students and teachers admitted that the mixed-aged audience proved challenging for the presentation's weighty content, the community generally enjoyed the assembly. Hunter Stires (V) said, "I thought he was an interesting, lively, and compelling speaker" who made "really cogent points about security in the digital age." Allie McManus (VI) added that she would surely take Sgt. Rich's message into consideration as she goes onto college and the career world.

Although the assembly was originally interrupted and rescheduled, Dr. Kilker said she still received "overwhelmingly positive feedback from both students and faculty members."

Sgt. Rich ensured students that he was not discouraging them to deactivate their Facebook accounts or delete their Instagram profiles. Rather, he advised students to take precautions when using the Internet. "One comment, one post, or one hashtag" is all it takes to change someone's "entire social life," he said.

## Erwin Ganz Remembers Holocaust Germany

By HANNAH BENTON (IV)

On March 28, Upper and Middle School students and faculty gathered in Hauser Auditorium to commemorate the millions whose lives were affected by the Holocaust.

The assembly began with an informative introduction prepared by students and a recitation of two original Holocaust-inspired poems written by Natalie Lifson (III) and Eleanor Harrison (III). The guest speaker was Warren resident Mr. Erwin Ganz, a German-American who lived through the Holocaust from 1933-1939 during his pre-adolescent years.

Mr. Ganz described his home in Germany and his family's status in his hometown of Berncastel Koos. Pictures of his house and family were displayed on the screen as he provided the audience with a visual idea of what he called "home" during his childhood after his father, a banker, lost his job in Vienna.

In describing the effects of Hitler's rule on his family, Mr.

Ganz recalled that as a result of religious discrimination, he was forced to travel by himself on a train to attend a Jewish school 35 miles away. He was only five. As the Nazi rule became more enforced, many members of Mr. Ganz's family fled from Germany, leaving Mr. Ganz and his mother

mother met him at the train station to warn him about the frightening sight he was about to see. He arrived at the family's apartment only to find shattered glass, broken furniture, torn apart floorboards, and hatchet marks everywhere. That night, Kristallnacht, or "the night of broken glass," was one

In 1939, Mr. Ganz and his mother left Germany with the help of a grant from his father who was residing in the United States at the time.

Throughout the entire presentation, Mr. Ganz displayed numerous pictures that dated back to the Holocaust, including Nazi documents, Jewish temples in Berncastel Koos, and views of his apartment building and neighborhood. He also recounted a trip back to the town in the 1970's, when he sought out people who might have remembered his family.

Mr. Ganz's speech received an overwhelming amount of positive feedback. Both students and faculty described the assembly as "informative" and "eye-opening." Jason Resnick (III) said, "It was great to hear a firsthand account from a survivor who had such an amazing story." History teacher Dr. Barrington Edwards added, "He was like another lens into this moment of history. It's interesting because his presentation brought what we are learning about to life."



Students light commemorative candles to recognize those who perished in the Holocaust. R. Davis (VI)

to consider the possibility of relocation. One day, when he was returning from school, Mr. Ganz's

of Mr. Ganz's most disturbing and haunting recollections of the Holocaust.

## Ms. Nakagawa '98 Delivers John Hanly Lecture

By ABHIRAM KARUPPUR (V)

On Wednesday, April 2, students and faculty gathered in Hauser Auditorium for the annual John Hanly Lecture on Ethics and Morality. This year's featured speaker was Ms. Melanie Nakagawa '98, a member of Secretary of State John Kerry's Policy Planning Staff.

The Hanly Lecture began in 1999 to honor former headmaster Mr. John Hanly. Each year, a guest speaker is selected to discuss the difficulty in making ethical decisions. Former speakers have included "What Would You Do" host Mr. John Quiñones and Attorney Ms. Carrie Cohen.

During her time at Pingry, Ms. Nakagawa was the captain of the Girls' Cross Country and Swim teams. "She was a great student-athlete, and her captainship marked our only county win," Science teacher and Cross Country Coach Mr. Tim Grant said. Ms. Nakagawa also set the record for the 3200 meter run her senior year. "I always knew she would go far in life, since she was always interested in finding out how

things worked," Mr. Grant added.

After graduating Pingry

Natural Resources Defense Council. In 2009, she joined then Senator John Kerry's



Courtesy of Pingry Communications

M. Nakagawa '98 in Dr. Jones' History class.

in 1998, Ms. Nakagawa attended Brown University, where she obtained an A.B. in International Relations. In 2005, she obtained both an M.A. in International Affairs and a J.D. in International and Environmental Law from American University in Washington, D.C. Until 2009, she worked as a Senior Research Associate in the Public International Law and Policy Group and as an attorney for the

Energy and Environment Council on the Senate Foreign Relations Committee.

In her speech, Ms. Nakagawa explained the correlation between the spirit of the law and the letter of the law. The decisions we make, she said, should result in a match between the spirit and the letter. She praised the Honor Code for allowing past and present Pingry students to act and think in that manner.

Ms. Nakagawa said that the Honor Code taught her the values she still uses in her daily life. She learned to support and respect others and gained confidence by following the tenets of the Honor Code. For instance, as a State Department staff member focused on climate change and the environment, she used the Honor Code as a reference while drafting environmental protection laws. She made sure to follow her personal ethical and moral ideals, while also taking into account the spirit of the laws. "Melanie was very good at relating to other people in her speech," Science Department Chair Mr. Charles Coe said. Derek Hong (VI) agreed and said, "It was very interesting to have an alum come back and speak."

Ms. Nakagawa closed by reminding students that they may not fully understand the entire message of the Honor Code until they graduate and experience the real world. After the assembly, she spent the day with History teacher Dr. Megan Jones's US Environmental History Class. She also had lunch with the Honor Board and the Green Group.

## Word in the Hall: What Do You Think About AP Exams?



JAMES CHARTOUNI (V)

"I think they detract from the true educational experience."



JAMIE FINNEGAN & DIANA MASCH (V)

"They're tiring!"



MS. CHATTERJI

"Seniors: do as well as you can; juniors: it's more stress than it's worth."



MR. DELMAN

"Teachers could design better courses if they didn't have to worry about the AP tests."



EMMA PALMER (V)

"I think people overthink them; they're actually not that big of a deal."

## Annual Science Exhibit Showcases Student Achievements

By MARK SHTRAKHMAN (IV)

On Saturday, April 5, the science department hosted its second annual research exhibit. Approximately 400 students, faculty, parents and guests attended the event to view students' research and art pieces. Groups such as iRT, Journal Club, Waksman, Robotics, AP Biology, S.M.A.R.T. Team and Project 80 showcased their work throughout the school.

the exhibit. Natalie discussed the role of antibiotics in treating infections, while Derek presented a case similar to those on the popular show "House."

Waksman is a team of students who, over the course of the year, analyzed the genomic sequence of the Duckweed "Landoltia punctata," and compared the Duckweed genome to those of other organisms.

Robotics displayed its ro-

fun hands-on activities for the exhibit and presented on the scientific aspects of important societal debates. The group discussed homosexuality, fear, and other interesting topics.

In addition to showcasing science, the research exhibit featured student art. One of the most notable works, on display in the front of the school, was a representation of DNA made of wooden branches collected from around the campus.

Overall, this year's exhibit



Trustees Mr. Bugliari '52 and Mr. Newhouse '69 with Project 80.

T. Wang (IV)

iRT presented the findings from its various research groups. Individual groups studied different diseases and cancers over the course of the school year. Students are currently using molecular biology techniques to better understand diseases like cancer and alcoholism. Among other things, they are also attempting to genetically manipulate genes in plants to make them more sustainable.

Journal Club, which meets every Thursday at 7:30 in the morning in the faculty lounge, invited guest lecturers to speak on a variety of topics ranging from science and its effect on the college process to being a doctor and a scientist. The Journal Club Management Team deemed Natalie Gilbert (VI) and Derek Hong (V) the best student presenters of the school year and asked them to re-offer their presentations at

bots in the multi-purpose room with demonstrations running throughout the day. Robotics has had an incredibly successful year thus far with repeated high placements in tournaments.

As part of the AP Biology curriculum, students are required to design and execute yearlong experiments focused on the various aspects of biology. Students worked individually or in small groups to complete their research and to present their findings at the exhibit.

The S.M.A.R.T. Team presented models that help explain complex scientific processes, which they printed using a three-dimensional printer

Project 80's mission is to get eighty-percent of the student body involved in the sciences. With this mission in mind, the group organized

was a great success and builds upon last year's. Each group continues doing research every day and is already preparing for the next research exhibit.

## Robotics Achieves Dual Successes

By DAVID METZGER (III)

Known for producing intriguing and complex robotic designs and machines that perform specific functions, Robotics is not considered a club but an academic team. The advisor this year is science teacher Mr. Jeffrey Jenkins, and the student leaders are Neil Holman (VI), Theo Rabke (V), Kunal Nabar (VI), Matt Rice (IV), and Erik Klawitter (VI).

Holman said, "Being one of the captains of this club is difficult, though I love what I do." When asked about the team's goal, Mr. Jenkins said it is "to inspire students to become science and technology leaders by fostering not just technical prowess, but skills in communication and leadership."

Each year the team builds two robots one for the FRC (FIRST Robotics Competition), and another for the FTC (FIRST Tech Challenge). The team was graciously sponsored by an anonymous donor, which allowed the team to build more precise parts for the robots, propelling them past other teams and giving them a competitive edge. The FRC robot is generally a bigger robot, up to 5 feet tall, compared to the FTC robot, which has to be able to fit in an 18 inch cube.

The FIRST organization comes up with the challenge for the robot. This year, the FRC robot was tasked to kick an ex-

ercise ball 30 feet. The machine collected the ball by rotating rods located near the front of the machine. The robot can move in any direction due to a drivetrain that allows the robot to rotate. It uses an aluminum bar with a steel plate powered by electric motors to kick the ball.



T. Rabke (V), A. Seth (III), N. Holman (VI), E. Klawitter (VI), K. Nabar (VI), and M. Rice (V)

E. Klawitter (VI)

The FTC robot collected blocks and then dumped them into buckets via a seesaw. More blocks in the buckets resulted in more points. The robot moved along using a four-wheel drive with two directional wheels in front. The robot also raises a flag for points and pulls itself up onto a bar in the center of the stadium.

The Robotics team had their

ship at NJIT, and the FTC robot was able to advance to its first district tournament at Mt. Olive and its first regional championship at Lehigh University. The team competed in 44 matches this season alone. Holman said his favorite project this year was "working on our hammer launching device for the FRC robot."

"There are four powerful CIM motors that swing a roughly five pound hammer around to hit the game ball," he explained.

Next year, the outlook for the team seems quite hopeful, as Rice and Rabke plan to lead the team to district and state victories.

## Juniors and Seniors Dance the Night Away at Stirling Ridge in Warren

By BRIGIT SULLIVAN (V)

After much anticipation, juniors and seniors gathered on Thursday, April 10 for the annual Prom. The Prom Committee, led by History teacher Dr. Megan Jones and Physics teacher Miss Jill Kehoe, was successful in creating a fun-filled evening. After spending considerable time finding the perfect dress or tuxedo, students were finally able to

leave school on Thursday after finishing classes in order to get ready for the numerous pictures

10:00 PM. Holding Prom at The Stone House marked a change from previous years when it

cause it was very spacious and had a good layout."

The setup allowed students to enjoy both outdoor and indoor spaces. In the outdoor area, students could gather around fireplaces and relax with friends. Inside, students enjoyed food and dessert at the buffet near the entrance. The many different food options included favorites such as macaroni and cheese, French fries, pasta, and mini burgers.

In a second room, perhaps the most popular, students danced to the music provided by the DJ. When people took a break from dancing, they took pictures of themselves at a photo booth using funny props, such as costume hats.

One of the only complaints of the evening is that it went by too quickly, which could be an easy change in future years. Overall, the night was a success!



C. Porges (V)

B. Sullivan, I. Zinn, E. Sorvino, G. Miller (V)

that would be taken throughout the evening.

This year's Prom took place at the Stone House at Stirling Ridge in Warren from 7:00 to

was held at the Madison Hotel in Madison. The new venue received a lot of positive feedback from students. Georgia Miller (V) liked the Stone House "be-

## Senior Citizens and Students Bond at Intergenerational Prom

By JACQUIE JAKIMOWICZ (IV)

The night of April 1 was a magical evening for both senior citizens and students, filled with dining, dancing, performing, and socializing. Organized again by Community Service Coordinator, Mrs. Shelley Hartz, this year's Intergenerational Prom was another hit.

Cooked by the kitchen staff and served by students, the dinner consisted of chicken parmesan, bread, salad, and pound cake for dessert. But beyond the food, this particular prom was a winner because of the performances by the Buttondowns, Balladeers, and Jazz Band. As one senior attendee put it, the music was "truly the highlight of the evening."

Reflecting on her time at the Prom, Holly Butrico (IV) said that the senior citizens loved spending time with

the students so much that they, "would pull them over to their tables, one by one, to spark conversation about where the student lived, how they liked school, how old they were, and even what their favorite ice cream flavors were." Butrico was thrilled to speak with a man who was turning 98 this April, yet, to her surprise, had "the wits of a 18 year-old!"

Mrs. Hartz was equally excited and said that she has received the best feedback yet from this year's Prom, particularly as she has seen a steady growth in students wanting to volunteer. The countless vibrant smiles in the cafeteria highlighted how much everyone enjoyed each other's company. Thinking about past proms, Mrs. Hartz said she didn't know of "any student who has participated who hasn't had the best time."

Although this event is not dedicated to helping a community or group in need, students have the opportunity to brighten the lives of senior citizens solely with their personality and character. This night is one of Mrs. Hartz's favorites, because it gives students a new perspective on what "old" means. In the end, "old is merely just a frame of mind," she said.

Several weeks after the prom, many of the student participants received heartwarming thank you notes. As one person put it, "there are no words to express my thanks for the special evening of 'Senior Prom.'" Another writer enthused that "all of the students were cordial and very helpful" and that she "has been blessed to attend several times and has enjoyed coming very much."

Mrs. Hartz looks forward to another terrific prom next year.



B. Preziosi (VI) serving fruit at the Intergenerational Prom.

H. Curtis (IV)

## Korn Reflects on Four Years of Movies

By SAM KORN (VI)

I feel a bit nostalgic about writing this article. It is the last movie column that I will ever write for The Pingry Record, which I have been writing for since my freshman year. Although I did not begin this column until last September, I wrote movie articles every so often with Matthew Marvin (VI), who is still heavily involved with the paper. As a way of paying tribute to my history with the Record, I'm writing this column a bit differently this month than I have in the past. Instead of focusing on a movie that was released in the past month, I'm focusing on four different movies, representing my favorite movie from every year of my high school experience.

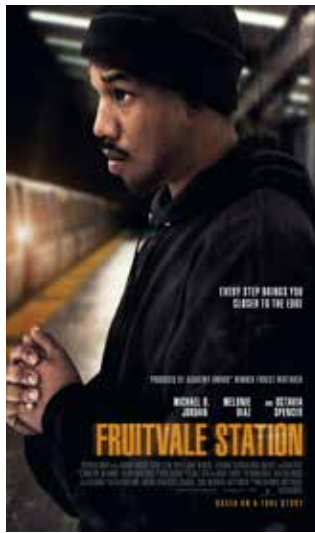
When I began my freshman year, I was addicted to Facebook. After hearing that there was a movie being made about Facebook, I was thrilled. "The Social Network" was released in October of 2010, and I saw it on the day that it came out. I have seen it many times since the first time that I saw Jesse

Eisenberg perfectly portray Mark Zuckerberg, and I appreciate the movie more every time. "The Social Network" documents the monumental impact of Facebook in our modern world while also providing two hours of an incredibly entertaining and intriguing cinematic experience.

"Moneyball" is my favorite movie of sophomore year. I truly believe that Jonah Hill does no wrong. Yes, I had seen Jonah before, acting in hilarious comedies, but this was the first time that I saw just how great of an actor he is.

"Moneyball" follows the story of two men trying to change the way that Major League Baseball works. The movie is based on a true story, and Brad Pitt, who stars opposite Jonah, also does a fantastic job of telling this monumental story. I am not a huge baseball fan, but I am a huge fan of this movie.

My junior year almost has too many options to choose just one. From hilarious blockbusters like "21 Jump Street" to thrilling action movies like "Zero Dark Thirty," the 2012-2013 school year was a great year for Hollywood. I have to choose "Beasts of the Southern Wild" as my favorite though. I had never seen anything like this movie before, and I have yet to see anything even remotely similar again. It is a story about a young girl living in the bayous of Louisiana. The story is an adventure that makes one feel excited, devastated, and in awe during its 93 minute run time. There is something captivating and amazing about this film, and I give Benh Zeitlin, the director, a major nod for making such an original and fantastic movie.



Courtesy of Google Images

This year I have seen a lot of great films, but my favorite by a long shot is "Fruitvale Station." I was upset when "Fruitvale Station" did not receive as many awards as I thought it would, but nevertheless, this film was undoubtedly great. Michael B. Jordan plays a young man who gets shot by a cop in a train station, for no good reason. It is a heart-wrenching movie that leaves you emotionally exhausted when you walk out of the theater - in a really good way. This film was director Ryan Coogler's first feature length film, and since it is one of the best movies I have ever seen, I cannot wait to see what he does in the future.

Overall, being a cinephile over the past four years has been amazing due to all of the great films that were released during my time in high school. I will never forget writing for The Pingry Record about just a few of those great movies, and I thank you all for reading my praise and critique in this column.

## Art Teachers Display Original Works in Hostetter Arts Gallery

By HALEY PARK (IV)

From April 11 to May 2, the arts faculty displayed their work in the annual Art Faculty Exhibition in the Hostetter Art Gallery.

Upper School art teacher and drama set design coordinator Mrs. Jane Asch presented three paintings in the show. Having worked as a professional scenic artist in New York City, Mrs. Asch "discovered that one of the best ways to understand how

Drawing and Painting teacher Mr. Peter Delman presented six paintings, all of which were oil on canvas. His paintings incorporated different eye-popping color variations. Amaka Nnateo (IV) thought that Mr. Delman's "short, choppy brushstrokes brought contrast to the more fluid ones in the subject."

Mrs. Jane Edwards printed single parts of an entire image so that, when put

Mrs. Jane Kunzman produced her work in a recording studio, freely painting and drawing the movements and actions she observed. Her artwork was unembellished and raw, working with a free mindset and paying close "attention to her creative energy."

Using her natural surroundings as the main focal point, Mrs. Rebecca Sullivan drew four pieces that depicted edible plants and



Students admire Art teacher Mr. Rich Freiwald's pottery.

R. Davis (VI)

to create sizeable scenery elements was to practice painting foliage." Her pieces were titled "Tree in Blossom," "Gardens in Early Spring," and "Pine Tree at Sunset."

Art department head and photography teacher Mr. Miles Boyd created subtle nuanced artwork using neutral colors like gray, beige and black. Their deceptive simplicity made viewers take a second look to try to find meaning and understanding. "Artwork does not need to be explained, but it needs to be experienced," Mr. Boyd said.

together, the full picture could be seen. Many of her images highlighted elements of nature including sunsets, climate, and the outdoors.

Mr. Rich Freiwald showcased diverse pottery focusing on the notion of contrasts in his artwork. One of his pots, entitled "Stand your ground," was sculpted on celadon glazed porcelain and included an angel and devil, depicting two contrasting ideas. Libby Lee (IV) particularly liked this piece because "the vase was light in color but the subject was dark in meaning."

other vegetation. Her drawings were made on a plaster surface on a medium-density fiberboard.

Overall, the annual Art Faculty Exhibition and reception, which included traditional refreshments of cannolis and coffee, was a success. "It was interesting seeing my teachers' pieces of art and their different styles," Emily Jin (IV) said.

Through this annual art show, members of the Pingry community see and experience a new dimension of our faculty that is interesting and often unexpected.

### Korn's Top Four

1. *The Social Network*
2. *Moneyball*
3. *Beasts of the Southern Wild*
4. *Fruitvale Station*

## 'Dancing at Lughnasa' Receives Praise

By HANNAH CURTIS (IV)

Every year, the Drama VI class rehearses and performs a handpicked play as a final "hurrah" before senior year comes to an end. This year, performances of the play "Dancing at Lughnasa" took place from April 3 through

April 5. becca Gever (VI), and Jack Barral (VI).

Lipper said that, because the cast was so small, "this play really tapped into a sense of family among the eight of us."

On opening night, audience members filled the Attic Theater, eager to see

shortened rehearsal time due to snow days. Drama teacher Mr. Al Romano said, "Overcoming the loss of time with a grueling last week schedule was probably the most difficult thing."

Because "Dancing at Lughnasa" was the last show these cast members performed



Seniors Take a Bow at Their Final Performance.

Courtesy of Pingry Communications

what type of performance the Drama VI class would put on this year. After each show ended, all audience members applauded the cast for their splendid work in the play. After opening night, Ryan Salamon (V) said, "I thought the cast did a fantastic job with the challenges that the text presented, as well as tackling the Irish accents. They made the play really come to life, and I especially enjoyed the camaraderie between the family members."

The cast consisted of Matthew Marvin (VI), Aigner Mizzelle (VI), Stephanie Lipper (VI), Brian Brundage (VI), Simone Moten (VI), Melanie Naratil (VI), Re-

during their drama careers at Pingry, they all described the performances as "bittersweet" and "memorable." As Mizzelle said, "It was crazy because the reminiscent aura of the play matched our reality as seniors. It paralleled the nostalgia we felt in doing our last Pingry production."

Lipper added, "It was an incredible experience that I will never forget."

As a final message to the seniors, Mr. Romano said, "Find something you are passionate about and work in that area. Don't worry about money. Don't worry about status. Just worry about doing what you love."

After a series of auditions, five students were selected to present their speeches at Mt. Olive High

## Students Speak at TEDx Youth

By ERIN BUTRICO (VI)

As most fans of TED talks know, TEDx was created by the TED organization (Technology, Entertainment & Design) to reach local communities. TEDx Youth at Mt. Olive specifically focused on middle and high school students. Encouraged to spread ideas, challenge the impossible, and spark connections and conversation at a regional level, this organization caught Pingry's interest.

After a series of auditions, five students were selected to present their speeches at Mt. Olive High

School on April 11: Amol Kapoor (VI), Edward Leithead (VI), Simone Moten (VI), David Rockoff (V), and Eleanor Harrison (III). Kapoor later said, "The event was intense. There were lights, cameras, neck mics, press, and a NFL Super Bowl champion as an MC. All of the presentations were educational and very characteristic of TED."

TED and TEDx encouraged students to share their ideas in short, powerful talks, about eighteen minutes or so long. Kapoor's speech was titled "The Death of Death" and was about attaining immortal-

ity through technology. Leithead's "Advocating for Youth in Science" incited students to take action in real-world issues. Moten's "The Advantages of Risk-Taking," encouraged healthy risk-taking. Rockoff tackled the everyday and overlooked beauty in his speech, "Design," and Harrison spoke about challenging the "norms" in "Why? Why not?"

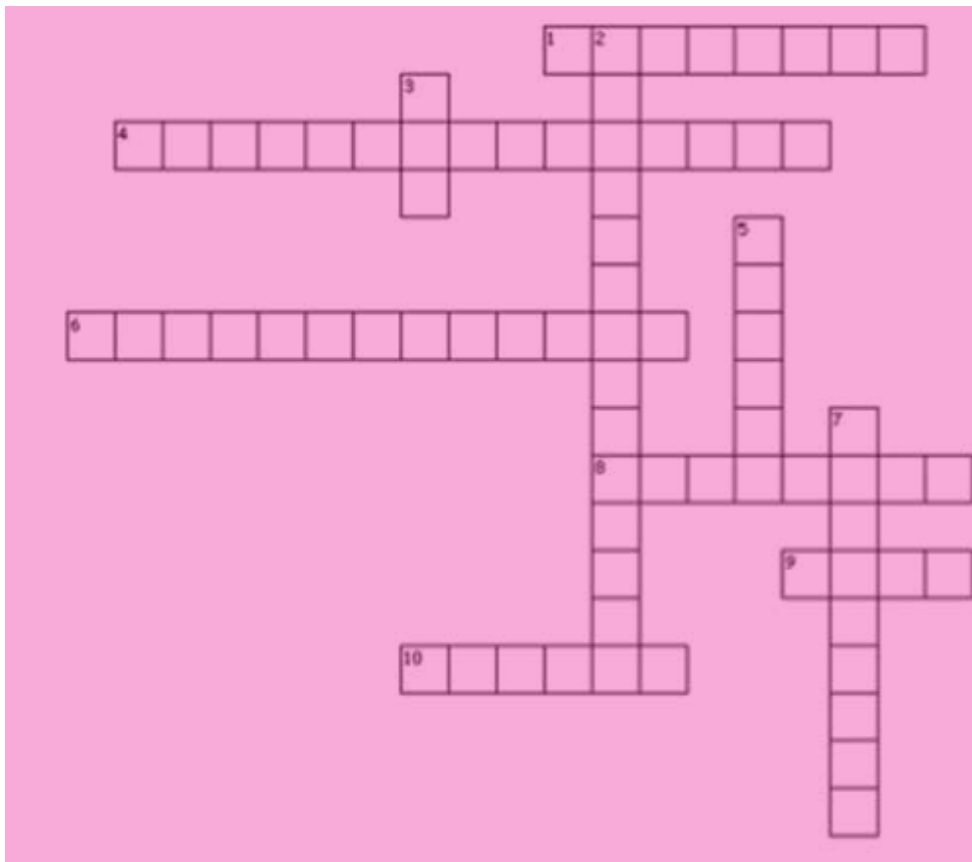
"I wanted to talk about taking risks because I felt like it's something that everyone has to face at one point in life," said Moten. "This itself was a risk for me because when I first applied, I didn't think I would be selected, or on the off chance that I was, I'd be far too terrified. While I was certainly correct about how scared I was, I was still glad I did it anyway. This was totally an empowerment speech—not only for others, but for me as well."

"I would do it again in a heartbeat," said Harrison. "It started as a laugh and a giggle, and I was really just a fan of TED that was excited about an opportunity. I never dreamed I would actually give the talk. I'm so happy I did."



A. Kapoor (VI), E. Harrison (III), D. Rockoff (V), S. Moten (VI), and E. Leithead (VI)  
Courtesy of Pingry Communications

## May Crossword Puzzle



**Across**

- Our Editor in Chief's Last Name
- One of the Boys' Varsity Tennis Team captains
- First and Last Name of Pingry's Chief Financial Officer
- Facebook group for Pingry Athletics
- The board game being played by freshmen near the Physics Department
- The University where the Robotics team had its Regional Tournament

**Down**

- The former Pingry teacher whose name graces the Spring Concert
- Pingry's Science Magazine Abbreviation
- Where teachers put course material
- The First and Last Name of the Holocaust speaker

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

## May Sudoku Puzzle

	2	7	6					4
			7					5
	3							8
	9	6	4					
				5				
					3	2	1	
9								7
4					1			
1					2	8	9	

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

Published in The Guardian



Modern Guild Presents Gazzo will be on June 9 at 7 PM in Scotch Plains. This will be a benefit concert for charity. Contact Allie McManus or Rebecca Muller for more information.

## Congratulations to the Cum Laude Inductees!

**Front Row:** Liam Mullett, Tammy Gu, Caleb Ho, Allison Yu, Eric Klawitter, Arushi Agarwal

**Back Row:** Angel Fluet, Carter Allinson, Avery Hatfield, Derek Hong, Drew Topor, Adriano Taglietti



By MARK SHTRAKHMAN (IV)

With JOSH METZGER (III), ZAYNA NASSOURA (IV), EMILY JIN (IV), JULIA AXTELL (IV), RACHEL JACOB (V), KATIE HO (III)

**BASEBALL**  
6-8

Coached by Math Department Chair Mr. Emanuel Tramontana and History teacher Mr. Ted Corvino '94, and led by captains Michael Silbert (VI), Mitch Suzuki (VI), and Kyle Walker (VI), the baseball team currently stands at

team went down to Disney World to work on their skills while building camaraderie. Marino also added, "What also makes our team special is that there aren't any 'groups'. The underclassmen and upperclassmen completely gel together."

The positive attitude between the grades has definitely helped the team work together. The past few games have shown an upward swing with their biggest win of 19-0 against Franklin in a conference game. With more games ahead of them, the girls are sure to come out strong.



K. Marino (IV) throws a pitch.

Courtesy of Pingry Communications

a 6-8 record. The team has faced some tough competition in the last few weeks, but looks forward to the second half of the season. Coach Corvino has scheduled many difficult non-conference games. Those match-ups force the players to play at their best and develop as players.

According to Coach Tramontana, "The team is halfway through the season. It's like a restart now. With about a dozen games left, the team is trying to finish over .500." The team has been playing well recently. They lost a 1-0 heartbreaker to Immaculata, a conference rival, in eight innings. Pitcher Justin Friedman (V) pitched well that game and continues to be a key part of the lineup.

The team is graduating only three seniors this year and is looking forward to improving underclassmen. Speaking about Walker's graduation, Coach Tramontana called him one of the best hitters he has seen at Pingry in over 40 years.

**SOFTBALL**  
10-7

The girl's softball team has started off the season with a 10-7 record. Captains Natalie Gilbert (VI), Alyssa Baum (VI), and Katie Marino (IV) have led the team to a positive start along with Coach Chip Carver. The girls have persevered this season, and things are looking up after their 6-4 win against Gill St. Bernard's.

Marino said, "I think one of our key strengths is our team unity. We all get along really well and know how to bring out the best in one another." This strong team support is carried on and off the field. During spring break, the

Golf Tournament.

The team has big expectations for the rest of the season and hopes that it can continue its winning streak with some major tournaments and matches coming up.

**GIRLS' GOLF**  
3-8

The Girls' Golf team hit off the season with a win again Mount Saint Mary. With only four practices before their first game, this win was very exciting for all members of the team. They have also had a very close game against Hillsborough, losing by just one point. The team is led by Coach Debby Murphy, Coach Sean McAnally, and captains Haley LaFontaine (VI) and Mikaela Lewis (VI). There are also a few new members of the team, including Amara Wahby (IV), who optimistically said, "The team has a lot of talent and will continue doing well this season." Although the team scored fourth out of the five teams in the SCIAA tournament, Coach Murphy said, "Each player showed great improvement and scored better on their second nine after their first nine." She and Coach McAnally also believe that the Girls' Golf team is "looking towards a strong second half to the season."

**BOYS' LACROSSE**  
12-3

This year's lacrosse team has made a major turnaround in comparison to last year's season. Led by captains Evan Key (VI), Ryan O'Reilly (VI), and Eric Rogers (VI), the team currently stands at 12-3.

At the start of the season, History teacher and Head Coach Michael Webster established a goal for the team to win twelve games. The team is close to achieving its goal and is looking forward to the tournaments at the end of the season, including the Bristol Bowl.

Last year, the team finished 2-13, and this year's great start has many wondering what could have changed in a year. Part of the team's success is the result of the hard work of goalie David Metzger (III). Metzger averages 5.8 goals per game. Additionally, the team has a strong defense and has been working well together.

The boys' lacrosse team is looking forward to the rest of its season and to continuing its success.

**GIRLS' LACROSSE**  
5-12



D. Braverman (V) prepares to catch the ball.



H. Curtis (IV)

**Girls' Lacrosse play in a match.**

(IV) said that, despite the tough losses, "The seniors have been very supportive and continue to motivate the underclassmen." She added that the team is overall very athletic, which will "hopefully give them the opportunity to finish the season strong."

Head Coach and History teacher Ms. Carter Abbott said she feels that the team has "done a nice job adjusting to the loss of some great seniors from last year." She added that the team has worked hard to fill the positions left by the former seniors.

The team will soon rematch many of the teams to which it had close losses. Coach Abbott said she hopes there will be better outcomes the second time around and added that the team's greatest strength is its "willingness to take risks."

**BOYS' TRACK**  
2-2

With a difficult start to the season, the boys' track team continues to persevere. Despite bad weather, many were able to surpass their personal records. However, the future looks even brighter for the team according to captain Adedire Fakorede (VI). He explained that the boys were "working hard to try to put everything together and ultimately bring home both the Sectional title and the State title".

The team continues to pre-

pare for meets such as the Skyland Conference, the SCIAA Championships, and the NJSIAA Sectionals. It's the last stretch for seniors like Liam Mullet (VI), Stewart Wood (VI), Justin LeAndre (VI), and Fakorede, who have all been recognized

for their efforts during previous track seasons.

The Boys' Track program is bound for victory as long as "everyone is doing everything they can to help the team," including the Blue Army with support from the stands.

"As the weather gets warmer, we are looking forward to a great ending to the season."

**BOYS' TENNIS**  
10-6

The boys' tennis team led by Captains Julian Chartouni (V) and Maulin Hemani (VI) and Coaches



H. Curtis (IV)

**J. Zucker (III) hits a forehand.**

**GIRLS' TRACK**  
1-3

The Girls' track team is led by Head Coach Tim Grant, Head Captain Angel Fluet (VI) and Assistant Captains Anna Butrico (VI), Erin Butrico (VI), Sara Gagnon (VI), and Vineeta Reddy (VI). The season is going well with team members focusing on skills during practice and putting them to use in dual meets. According to Fluet, there have been "great performances in conferences and counties."

The team had many new people join this year, and Fluet was especially excited about having "new athletes for different field events" and seeing "new people perform." Having more athletes will help the team perform better in meets. The experienced athletes have been leading and guiding the newer athletes, and the captains and coaches have enjoyed seeing the team come together during practices and meets.

The team is hoping to win sectionals, and both Fluet and Coach Grant are determined to be state champions. Coach Grant said,

John Diaz and Marion Weber currently ranks in the top 10 in New Jersey. The team placed 3<sup>rd</sup> in the Skyland Conference County Tournament. "The team this year is the best we've been in a long time. We've been able to win a lot of close deciding matches this year with our cohesiveness and determination. I believe we can be the best team in Somerset County," Chartouni said.

With a 10-6 record thus far, the team has established rivals such as Watchung Hills, Basking Ridge, and Montgomery. Coach Diaz said, "This year we have such a young and talented team. We must set a good standard for this year and following year to become a dominant force in the county tournament and states." First Singles player Jeffrey Zucker (III) has a 16-0 winning record, only dropping two sets this season. Zucker became the first Pingry player in over 10 years and the first freshman ever to win the first singles title in the Skyland Conference Tournament. This season the team hopes to bring home a state title by the end of the year.