

## Common Application Website Creates Problems for Seniors Applying to Colleges

By ANNA BUTRICO (VI)

This year, the college application process for seniors did not run as smoothly as in years past because of problems with the Common Application.

The Common Application is supposed to be a simple and easy-to-use website where students can submit their college applications to multiple colleges in one place without having to put their information and essay in more than once.

However, chaos ensued this year when several glitches occurred on the Common Application website a few days before the November 1 deadline for seniors' early colleges of choice.

High schools across the nation have had to deal with the stalling, freezing, and slow-to-respond nature of the website during this already anxious time.

Created in 1975, the Common Application went online in 1998 and is now used by five hundred and seventeen schools. Before being updated to a new version this summer, the Common App had been relatively easy to use.

After six years of the old

format, the application's staff decided to make slight alterations. Instead of offering the run-of-the-mill "topic of your choice" essay prompt, the application now only offers five specific essay topics

the text boxes on the website. The Common App suggests that applicants write their essays in TextEdit or Notepad. Unfortunately, neither of these programs have word-count capabilities.

"But my application has been ready for two weeks, and I haven't been able to upload my supplement essays." She finally submitted her application by simply accessing the Common App through Firefox instead of Safari. She summed up students' frustration perfectly by saying, "If the Common App died, I would not go to its funeral."

Mrs. Amy Cooperman '90, the College Counseling Office Coordinator, said, "The biggest glitch that we have seen on 'our side' is that there have been difficulties syncing Common App and its partner website Naviance. We were able to pre-empt a lot of issues before deadlines, though, by having students match their accounts early on in the process."

Mrs. Cooperman added that while schools can see when materials have been submitted, "We cannot reliably track what has been downloaded on the college side. We will be emailing our representatives lists of those students who have applied to their schools as 'checks and balances' to ensure that both student and Pingry materials have been received by the schools."

Also, many colleges extended their deadlines to November 8 or November 11 to make up for the students' frustrations and have reported that they will be flexible as future issues arise.



C. Vanasse (VI) and Mr. Lear '92 encounter problems as she applies to colleges on the Common Application website.

to choose from. The website also underwent some aesthetic changes. The seniors, however, mostly do not care about these changes because it is their first time applying to college and they don't know the previous version of the application. It's the multifarious technical glitches with the Common App that they have been finding most frustrating.

Some students have had difficulty copying and pasting their essays from Microsoft Word into

The more frustrating glitch for many seniors, however, lies in the slow loading of pages. Some students' applications have taken three hours or more to load, leaving their application's "sent status" a mystery. Essays have been formatted strangely and many users have been charged more than once for their application fees. "Using the Common Application website makes writing my essays seem like a piece of cake," said Angel Fluett (VI).

## Spizzwink Ryan Campbell '12 Returns

By HANNAH CURTIS (IV)

On Thursday, October 24, the Yale Spizzwinks, the oldest undergraduate cappella group, performed for the entire Upper School student body. The group wowed audiences with songs like "Let it Be" and "No Regrets." Many students enjoyed having Pingry alum Ryan Campbell '12, a member of the Spizzwinks, back on campus.

Campbell performed as a soloist in the song "Let it Be." He said, "It was really cool to perform for everyone and show the community what I've been up to musically for the past year and a half."

The Yale Spizzwinks are an

received pleasant feedback from the whole student body. Some students enjoyed seeing Campbell sing, and others just enjoyed the performance itself. Avni Memani (IV) said, "I thought they were really talented." Michael James (IV) agreed and added, "It was absolutely incredible! I really loved the song 'Let it Be.' Ryan was great!"

After performing for the whole Upper School, the Spizzwinks joined the Buttendowns and the Balladeers for a class. During this period, the two Pingry cappella groups met and chatted with the Spizzwinks, helping students understand musical possibilities in college.

Balladeer Julia Friend (V)



Courtesy of Pingry Communications

Yale Spizzwinks sing in the choral room.

all-male, underclassmen cappella group that was established in 1914. Every year, the boys go on a tour around the globe to give musical and comedic performances to various audiences.

Sharing how proud he was of the group, Campbell said, "I love being in the Spizzwinks because it's a bunch of guys who care about music and each other." The group is rooted in a joint feeling of brotherhood, which, in Campbell's words, contributes to their music and performances.

The Yale Spizzwinks re-

turned up somewhere in New York. Mr. Virzi said that he and the other members of the maintenance staff still joke about this today.

Mr. Virzi said that it is "tough to let go of two guys that are so good at their job." Both are not only hardworking, but also genuinely nice people. He is happy that they are able to close this chapter in their lives but is very sad to let them go.

English Department Chair Mrs. Victoria Grant agreed. "Joe was always the man you can count on," she said "I'm also really going to miss hearing Alex say 'Good morning Vicki!' everyday. He is such a sweet guy!"

Math teacher Mrs. Virginia McGrath added, "You could not meet a friendlier person than Alex. He always has a smile on his face and will always add a little comment to his greeting to make it more personal. Joe, on the other hand, is more of the strong and silent type, but he is always working hard in the background. I have really enjoyed getting to know him. Losing them will be like losing family members."

fishing and camping with his children and grandchildren.

Mr. Virzi also had nothing but kind words to say about Mr. Gavrilenko. He said that his devotion to his job is astounding. Mr. Virzi added that Mr. Gavrilenko works just as hard now as he did when he first started here in 2000.

Mr. Virzi joked that the only difference from when Mr. Gavrilenko started to now is that he can speak English. He recalled a time when Mr. Gavrilenko was sent to the Short Hills campus during his first week at Pingry. He misinterpreted the directions because he did not speak English, disappeared for a few hours, and ended

## Two Facilities Staff Members Retire

By JULIA AXTELL (IV)

This December, Pingry maintenance staff members Mr. Joe Corsentino and Mr. Alex Gavrilenko will be retiring. Mr. Corsentino has worked at Pingry for twenty-six years and Mr. Gavrilenko has worked here for thirteen.

Mr. Corsentino said that he most enjoyed being "with his fellow workers and watching them grow into the community." His favorite part of Pingry was the sense of community together through both the good and the hard times.

Mr. Corsentino said that he looked forward to going to work every day. He said that it was amazing to "help Pingry grow into a wonderful and grand campus that we all can be proud to be a part of."

Mr. Virzi said that for as long as he can remember, Mr. Corsentino has been his "right hand man." He added that "he is the man you can always go to help solve any problem." Mr. Virzi also called Mr. Corsentino the "father" of the maintenance staff because he was always willing to take care of the other men.

After retiring, Mr. Corsentino looks forward to spending more time outdoors doing the things he loves the most like



Mr. Corsentino (third from left) and Mr. Gavrilenko (center).

Courtesy of Mrs. McGrath

## Inside The Record



On Friday, November 8, the Varsity Football team played Belvidere High School in the freezing cold for the annual Friday Night Lights game, which ended in a 17-14 victory for Pingry. Jake Greenberg's (V) winning overtime field goal ended the game in overtime. P. 8

### Pingry is Like a Marathon

Erin Butrico (VI) likens the four years spent in high school to the New York Marathon, saying that, on this metaphorical "run," "all kinds of people join together." P. 3

### Launch of New Science Page

Junior Abhiram Karuppur writes about the ongoing activities of Journal Club, Project 80, and the Independent Research Team. P. 6

### Election Day Round-Up

Matt Fromm (V) covers the results from recent elections nationwide, where Democrats gained ground in. P. 4

### Fall Season Recap

Mark Shtrakhman and other reporters look back at the fall season with the various teams' scores, news, and updates. P. 8

### Fall Play Review

Senior Matthew Marvin discusses the creative process of the fall play, "The Rimers of Eldritch" and the cast that helped make it happen. P. 5

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## EDITORIAL

## Don't Forget About The Humanities

We live in a technology-driven world where the quest for the latest scientific discoveries is dominating the economy and our national agenda. As Pingry follows this trend with the implementation of the 1:1 program and increased support for science research on campus, it is important to take a step back and recognize the significance of the humanities.

Over the past few months, articles in many of our country's leading publications, have debated whether the push for the sciences is trumping the study of the humanities in America's universities. A recent article in *The New York Times* reported that while 45 percent of Stanford's undergraduate faculty teaches in humanities disciplines, only 15 percent of undergraduates are majoring in those fields. That disparity is surprising and reflects concerns by many universities worried about the lack of students interested in those departments, which include English, History, Classics, Foreign Languages, and the Arts.

As someone who considers myself a "humanities kid" passionate about the study of English and History, I am deeply troubled by the small number of students wanting to study in those fields. When I tell someone that I want to be an English major, they often ask, "Oh, what are you going to do with that?" or "How are you going to get a job after college?" Questions like these help explain why so few students are interested in the humanities because as a society who has just weathered a recession, we are overwhelmingly concerned with how our studies will translate into job opportunities.

In a school where students in SHEMA (Science, Health, Economics, and Math) classes even get to eat lunch before students in other classes, those interested in pursuing the humanities shouldn't be lampooned as "unrealistic" and "artsy." Although an English or History major may not start out with a six-figure salary on Wall Street, there are many other benefits to studying the humanities.

The Humanities, unlike the sciences, does not progress in a linear fashion. It teaches us a great deal about the human experience through examining the stories of people in different times and in different places. A thorough understanding of the humanities is helpful in applying the lessons from literature and our past to the present and future.

Yale English Professor Verlyn Klinkenborg said in a *New York Times* editorial that through studying the humanities, "we are able to explore the cultural, social, and historical activity of our species through the medium of language."

Humanities students learn how to think and write in a clear way that allows them to engage in conversations about our world. They end up anywhere and in any career because their studies teach them a versatility of thought and language as well as an intellectual curiosity that can have rewards later on. Some of the best discoveries about our world are not made by scientists seeking to be useful, but by humanists with a desire to satisfy their curiosity.

I don't think it matters that Humanities majors don't always know the future benefits of what they study. As a society, too often we think about what's next in our life without focusing on what we enjoy now. Whatever you are eager to study—whether it is the humanities like me or science like many others—pursue what you love because as long as you are passionate, it usually all works out in the end.

—Ben Kaminoff

## Learn to Celebrate the Well-Earned 'B'

By ANNA BUTRICO (VI)

Advanced Placement (AP) classes are intense, college preparatory courses generally suited only for the most qualified students—which, of course, encompass most kids at Pingry. Upperclassmen and some underclassmen take them with the intention of either placing out of college-level introductory classes or having an impressive transcript when applying to college. The workload is notoriously daunting in AP courses, and the year-end exams are incredibly challenging.

Often, for some AP-level courses at Pingry, teachers curve assessments, which is the result of giving harder tests in an effort to mimic the immensely challenging AP exams that take place annually in early May. By giving students evaluations that are equally difficult—if not more difficult—than the actual AP exam, teachers feel they are justly preparing students for their AP's exams. And they're usually right: around half of Mr. Thomson's BC Calculus students received 5's on their AP exams last year.

By making the tests harder to prepare students for their respective AP tests, students often receive uncharacteristically low grades. This often looks bad for students when they apply to colleges, as admissions officers see a student's interim and semester grades without prior knowledge of how different one teacher or class is from another.

AP Chemistry and AP BC Calculus are Pingry's top-level courses that are most infamous for the curves they employ. For BC Calculus, there is a 5-point curve for all averages and if a

student's average is between 85 and 89 percent, it's an A-. If someone's average is a 90 percent, it's an A, and if a student's grade is a 95 percent or above, it's an A+. This grading system helps ameliorate the widely acknowledged difficulty of the course, giving students a more honest assessment of

experience a similar phenomenon, but in reverse. Many schools (like Harvard and Princeton, to name a couple) participate in a system called grade deflation, a type of grading where, instead of pumping up one's grade average to a difficult course, the schools decrease students' grades.

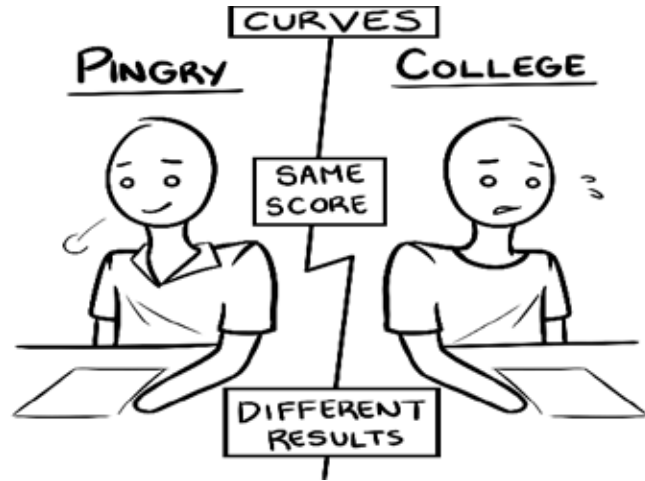
A *New York Times*'s Op-Ed

students have to work that much harder to achieve even an A-. The ultra-competitive school, already packed with high-achieving students, will become even more competitive.

Under the new system, all the departments, are on a more even playing field; previously, the engineering students were struggling more than the humanities students to earn A's in their classes. With this new system, it is clearly more difficult to do so as the "A-range grades" are rewarded to only the brightest and hardest-working students.

So, the blessing of Pingry's upwards approach precludes the curse of certain colleges' grade deflation systems. While Pingry students' grades look better as they apply to college, college students' transcripts may look dismal and unimpressive as they enter the workforce after attaining their degrees and search for jobs. To graduate with a 3.5 GPA is impressive, but a number like that may not impress graduate schools later in their careers if they seek admission at some of the most exclusive schools.

Both Pingry and colleges' grading systems distort the value of an A. In Pingry, A's are expected, but at some colleges, they are a rarity, an impressive accomplishment. Although we Pingry students are lucky that our teachers both adequately prepare us for the AP exams and are sensitive to our most evident high school needs (learning and maintaining high averages at the same time), we will come to a rude awakening in colleges when A's are much harder to come by. We will have to use the skills our teachers have given us to struggle through classes and learn to celebrate the well-earned B every once in a while.



S. Wang (V)

where they stand on the letter-grade scale for the work they have done.

The AP Chemistry rubric utilizes a far more extreme curve, though. There is a 20-point curve for scores underneath 70 percent. Therefore test scores in the 60's are in the B range, and scores in the 50's are in the C range. If a student's grade is above a 70, a different curve applies: 70 is an A-, 80 percent is an A, and a 90 percent or above is an A+.

Seniors thank teachers for doing this, knowing how hard their tests are in comparison to those in other high schools. This curve is necessary during the competitive college application process.

That said, here's the catch. Ironically, when these students eventually matriculate to the colleges of their choice, they ex-

perience a similar phenomenon, but in reverse. Many schools (like Harvard and Princeton, to name a couple) participate in a system called grade deflation, a type of grading where, instead of pumping up one's grade average to a difficult course, the schools decrease students' grades.

A few years ago, Princeton instilled a rule limiting the total number of A-range grades that can be handed out by each department to 35 percent of the students in a given class; thus,

## How Strong is Your Work Ethic?

By CHARLOTTE ZEE (VI)

The Ancient Romans recognized the value of hard work. Roman philosopher Marcus Tullius Cicero once said, "Constant practice devoted to one subject often outdoes both intelligence and skill." As someone who is diligent about completing school assignments, I have always admired those who share the same value for hard work.

During this critical time of the school year, especially for college-bound seniors, students feel the pressure to succeed in a relentless society where grades matter more than ever before. Although

hard work is the key ingredient to balancing the demands of a rigorous course load with the requirements of the college application process, I believe that many Pingry students value "natural smarts"

to invest more effort than someone else? As long as the outcome is achieved through honest means, the amount of studying a person does for an exam should not allow others to define their intelligence

working hard in school. She has told me that the tools that Pingry students learn throughout their time here should not go to waste; in fact, it has helped her practice disciplined study habits



M. Rice (V)

over a great work ethic.

Throughout my four years here, I have heard many students make assumptions about others, making statements like "they're not smart, they just work hard." These remarks have always made me think: why does it matter how a student achieves genuine success?

Some students pull all-nighters at their local library to study for an exam, while others do not need to apply the same amount of effort in order to succeed. If the outcome of the exam is the same, why should it matter that one person needed

level in any way.

Like many other Pingry students, I grew up in a household with two working parents who emphasized hard work in all aspects of life. My family background has definitely influenced my studying habits and I am proud of the effort that I invest in my schoolwork.

We have all heard stories about people who never had to work hard in school and achieved success later in life without investing the requisite effort. Even my college-age sister, Caroline Zee '12, has given me advice about

in college.

Although it can be frustrating to listen to the advice of people older than us, what many of them say about work ethic is true. Hard work is a virtue and a sign of great character. I like to think that a great work ethic, combined with intelligence, is a winning combination for future success in our lives beyond Pingry.

As a community, we should work hard and value effort as much as natural intelligence because a strong work ethic will surely benefit us in our future endeavors.



### The Pingry Record

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# Considering Teachers' Perspectives on the New Schedule

By **GEORGIA MILLER (V)**

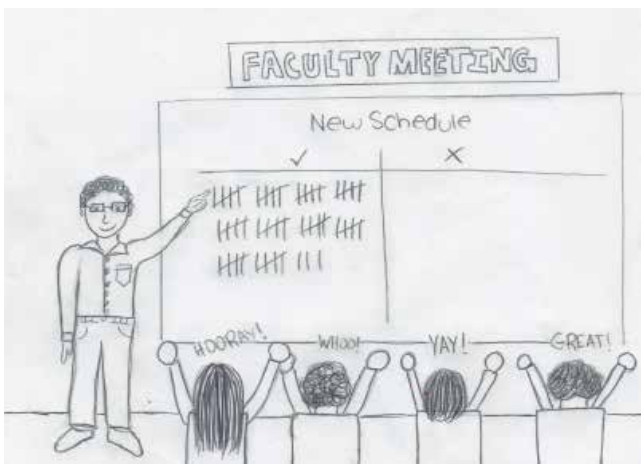
With the advent of our new schedule, most people have only taken into account students' reactions and few have considered teachers' points of view. The new schedule might have been a bigger adjustment for teachers than it was for students because they had to reformat classes.

After working within the confines of a 44-minute class for a long time, teachers had to alter their lesson plans in order to incorporate the changes needed for a 65-minute class period. They were also forced to adjust homework assignments in order to fit the same material into the new class parameters.

Do teachers agree with students' generally positive sentiments about our new block schedule? While many do, some teachers report having had a difficult time trying to fit all of the material into the allotted class time, especially in AP classes, since classes meet fewer times per week.

This fact raises the question

of whether the new schedule will affect AP exam grades or the amount of time that students will have to spend on one class period." Aside from the difficulty of adapting an AP course into the



E. Jin (IV)

need to study for them outside of class. AP US History teacher, Dr. Alfred DeSimone, said, "Because AP US has so much material, and the amount is always increased and never decreased, the fewer class periods you meet the more you have to pack into the periods. Especially when the reading assignments are very long, it is hard to fit all of the material into just

shorter periods, he added, "What does happen for students is less reading each night because of the downtime between classes, which can help them do a more focused job on the assignment."

Physics teacher Ms. Jill Kehoe echoed this thought saying, "I like having the extended periods so I don't have to rush through

new material, but in the upper school I found it challenging because there are weeks when I only meet with a class twice." Teachers generally agreed that although less information is presented due to infrequent meetings, longer classes lead to a more effective learning environment.

Despite some tricky aspects of the new schedule, teachers have responded positively to these changes. Dean of Academics and Math teacher Ms. Ananya Chatterji said, "How could I not love the new schedule? I get more time with the sweet and adorable students. I feel like class is at a better pace; I don't feel rushed, and I love that the students don't have to speed through topics because the clock is ticking."

Spanish teacher Mr. Victor Nazario also expressed his fondness of the new schedule saying, "The new schedule gives me greater flexibility with the material and the amount of time I can dedicate to it. I feel it gives the student more room for time

to work in the class on specific days. I really like it."

It appears that even though adapting to the schedule was difficult, teachers really enjoy the added time with their students. Dr. Anne Dickerson, a junior and senior English teacher, said, "I happen to love the new schedule. The school has been talking about a change since I started here in 2001, and honestly it's a huge relief. I felt the old schedule held us to a pace that was unsustainable over the long haul, not to mention unhealthy for both faculty and students. I feel so much better about my classes in general this fall, though

the change involves a lot of extra work for everyone. It's worth it!"

Having adapted to the new schedule by reorganizing their lessons, teachers acknowledge that there are benefits to having longer class periods. There's more time, for example, to show a related movie, have a discussion, and spend time on an assessment.

Even though classes meet fewer times a week, both students and teachers are gradually adapting to the new system. What we should do as students is respect that our teachers are working as hard as we are to embrace change, rethink our homework load, and help us learn.



C. Zee (VI)

# High School is a Marathon: Enjoy It While You Can

By **ERIN BUTRICO (VI)**

Want to feel unathletic? Sit on the couch in your pajamas, eat a large stack of homemade waffles, and turn on the New York City Marathon. As you devour your plate, and feel thankful for a moment of peace and quiet, glance at the runners who are beginning their 26.2-mile trek. In forty degree weather. With 25 miles per hour winds in their faces. Clocking a sub-six minute per mile pace.

Feel lazy yet? I did too.

That was the first wave of runners, the "elite" who ate, drank, slept, and lived to run. Moving in a tight pack, remaining focused and concentrated for two straight hours, these individuals were the ones to taste the sweetness of victory first.

And then came the regu-

lars, the "walk-ons" who just wanted to finish. I quickly noticed the variety of ages,



I. Zinn (V)

shapes, and ethnicities in this pack; it seemed that all kinds of people joined together for this event.

The reporters kept saying that the marathon was a "journey" and that the participants needed hard work to

get there. I couldn't help but think of Pingry as I listened to this.

The Pingry high school

experience is a marathon. There are many legs of this journey, and diverse students that take part. It is an adventure that requires diligence, determination, training, and support—it is a time to grow, change, and accomplish.

Freshmen begin their race strong and steady, surrounded by cheering parents, sympathetic teachers, and patient coaches. Although they may struggle to find their pace and may stumble over the first few academic obstacles, they remain confident, calm, and ready, chugging through with the help of their new companions.

Sophomore year is tougher, when the hills are steeper and the workload larger. Parents and coaches are found cheering in the distance, giving the student more autonomy to battle the difficulties ahead. This is a year filled with accomplishment, the 13.1 mile-mark, and defined packs; individuals learn to define themselves and their academic potential at this point in the race.

And then come the hills. Not only are runners fatigued

around the Junior Year mark, but they also face arduous obstacles. Goo-packs are eaten, water is sipped, and cheers become louder—despite stresses and strains and the realization that they "hit a wall," they use their training and practice to keep going, keep moving.

Senior Year is the final sprint. It's the time to finish the race and watch all the hard work pay off. It's the time to hold hands, time to dig deep, time to cross the finish line together—graduation is what the seniors have been working towards, college the final destination.

We don't all go the same pace; we don't all wear the same sneakers. We have our leaders, our followers, and those who just want to finish. We have our hopefuls, our defeated, our changed,

and our accomplished. Whether we finish the race with all A's, 12 Varsity letters and a 2:40 end time, or with twenty Alert notices and a 8:00 end time, we all get a medal at the end when we graduate together.

Our school environment needs to feel more like a marathon. Instead of getting competitive and secretive about the college process, we should be encouraging and collaborative. Instead of trying to beat out another student and get a better grade than them, we should celebrate their success, and work towards growth together. After all, haven't we all worked hard to be here? Haven't we all experienced the journey? We may as well enjoy the ride and celebrate the process as a class, because we are covering a lot of life's distance together.

# Implementation of 1:1 Raises Questions: What More Can We Do with Technology?

By **HALEY PARK (IV)**

As our school continues to travel the path toward modernization, there are certainly some things that I personally would look to update and improve as we move to a more technology-based environment.

Before joining Pingry in ninth grade, my previous middle school used an online grading system where teachers were able to frequently update students profile with graded tests, quizzes, papers, and projects as well as display class averages.

In so many ways, this was an extremely effective way for both students and parents to be notified of their grades without having to constantly ask their teachers. I remember being able to check my profile at any time, and teachers had the ability to easily update the students' profiles at their own convenience.



C. Porges (V)

As Pingry recently transitioned to the one-to-one program with laptops this year, having an online grading system would give students an easy way to view their

grades. Since our school runs on a two semester system and we are only given two interim reports a year, there are many occasions when I'm unsure of what my

grade is in my classes. It's bothersome to continuously have to record my quizzes, tests, and returned papers to calculate of my averages. With sophisticated and

fast-paced technology all around us, it's important for apps and sites to be updated, attractive, and user friendly. Recently, I have heard of many schools and colleges having their own app in the App Store. I was curious to see whether or not we had an app, and sure enough we did.

After using the Pingry app, I realized that it needs improvement and we are due for a new version. Although the information in the app is accurate, it is presented in a way that is odd and inefficient.

It also is missing some key aspects that I believe are vital. For example, there should be an all-school calendar so that students, parents, and faculty do not have to go through the lengthy process of opening the Internet on their phones.

Since Pingry's social media pages on Twitter, Facebook, and YouTube are up and actively running,

shouldn't the Pingry App also be running? A large majority of students use smart phones and it is necessary that this app be updated so it can be a useful tool to all

Another reoccurring question that many students have raised since the implementation of the one-to-one program is about when we are actually going to use our laptops in class. It is one thing to bring our laptops to class everyday, but it is another to actually use them in class for some useful purpose.

As of now, I only use my laptop for one class. Teachers should try to incorporate more meaningful technology in their lessons and less reliance on heavy textbooks.

If we institute some of these technology recommendations, as a community we will all benefit by making a more efficient use of our time, the ultimate goal of the one-to-one program.

## Democrats Gain Ground on Election Day

By MATT FROMM (V)

This year's Election Day, November 6, was an important one. Although this year's Election was less

paint him as responsible for the recent missteps with President Obama's Affordable Care Act.

Several experts concluded that the state's demographics



Courtesy of Google Images

publicized than last year's because it did not include a presidential race, it was crucial for a variety of reasons and showed evidence of changing public opinions in certain parts of the country.

In perhaps the least surprising result of the day, Chris Christie, the Republican incumbent governor in New Jersey, rolled to an easy 22 point victory over his Democratic challenger Barbara Buono. By winning a large margin of the vote in a heavily liberal state, Christie demonstrated his ability to sway voters to vote Republican in a state that has been notoriously hostile to conservatives.

Many pundits believe that Christie is leveraging his national support in preparation for a 2016 presidential campaign. The Wall Street Journal's polls suggest that he would be the leading Republican candidate. His primary challenger from across the aisle is rumored to be Hillary Clinton, who is widely believed to be preparing herself for a drawn-out fight for the presidency.

Another critical election that took place was the vote for the new governor of Virginia, where Democrat Terry McAuliffe narrowly defeated Republican Ken Cuccinelli. McAuliffe depicted his opponent as an extremist on social issues, while Cuccinelli tried to

ultimately carried the day for McAuliffe. Recently, Virginia has become more urbanized and its population more diverse, benefitting Democrats. Virginia will undoubtedly be an important battleground state in the 2016 presidential election, and this election could determine whether Democrats carry the state in the general election.

The voters of New York City also elected their next mayor, Bill de Blasio, by a wide margin. New York City's first Democratic mayor in twenty years, De Blasio's win reveals that the city is changing direction after Michael Bloomberg's three terms in office.

De Blasio soundly defeated Republican Joe Lhota by an impressive 49-point margin, running a campaign in which the mayor-elect promoted views in stark contrast to Bloomberg's policies. De Blasio denounced Bloomberg's focus on the economic interests of the upper class, promising to be more concerned with the "working man" during his time in office.

This year's Election Day proved to be an important win for liberals, though it remains to be seen how successful McAuliffe or De Blasio will be in office and whether Christie's reelection will factor into a Presidential run in 2016.

## Students Enjoy SAC Assembly

By EMILY JIN (IV)

On Friday, October 25, the Pingry community came together after a day of community service to watch the Rufus Gunther Day assembly prepared by the Student Activities Club (SAC). Club presidents Alec Kirmser (V) and Ryan O'Reilly (VI) organized the annual assembly along with faculty advisory and history teacher Mr. Ted Corvino.

The assembly opened with the annual costume presentation. Students, faculty, and sports teams were encouraged to display their Halloween spirit by presenting their costumes. The Girls' Varsity Soccer dressed up the freshman minions from "Despicable Me" and the Girls' Cross Country team dressed up as Snow White and the seven dwarves. People also dressed as clever puns, like Brian Tiggs (VI) as the "ceiling fan" and Anouk Chocron (V), the French

exchange student, dressed as "French fries."

Eric Rogers (VI) then continued the assembly with a humorous take on Mrs. Trish Wheeler's Mindful Awareness program. The SAC then showed a se-

faculty "look-alikes."

Some other memorable moments included the introduction video to the assembly, which had a rendition of "Big Booty Girl," an original take on a popular song, and an overnight

Wang (IV) agreed with O'Reilly and said that his favorite part of the assembly was also the Jaywalking segment. It was clearly a crowd favorite, but because of time constraints and minor technical difficulties SAC didn't have enough time to show the whole video.

O'Reilly admitted that they did not have a "complete rehearsal to find out if everything would work properly a day or two in advance," making some videos and half of the slide show. Regardless of the minor issues, the assembly was still very humorous and entertaining.

The assembly featured a performance by student band "We Shadows", who sang "Gimme Shelter" by The Rolling Stones. Although Alec Kirmser (V) said that "almost nothing went as planned," many people will agree that it was still a very funny assembly and a great way to end a busy day of community service.



Students in SAC perform a song in front of students. R. Davis (VI)

ries of video clips and photos to entertain the crowd. Some of the crowd favorites included the "Teacher Instagrams" segment that displayed various photos of Physical Education teacher Mr. Douglas Scott in the gym along with student and

party in the Pingry Publications Suite.

O'Reilly said that his favorite part was of the assembly was the "Jaywalking" segment because he loves "hearing the responses to the questions from students." TanTan

## Homecoming Day Was a Success

By ZAYNA NASSOURA (IV)

October 5th was an eventful and busy day at school. All the hours and weeks of preparation for Homecoming were evident throughout the day. Pingry alumni, teachers, faculty, parents and current students gathered at Pingry for a wonderful day.

The day moved along quickly with tours of the school given in the morning along with the Upper School Back-To-School Day.

Many parents came to school to meet their child's teachers and learn about what their child would be doing for the remainder of the year.

Homecoming was in full swing by noon with many athletic events about to start. The barbeque going on throughout the day never failed to make empty stomachs full so fans could continue supporting Pingry on the sidelines. The amount of support our

teams had was incredible and motivated the players to do their best.

on throughout the day.

Field hockey had many supporters as well at their

sports fans also had the opportunity to watch the re-dedication of the soccer field to Assistant to the Headmaster Mr. Miller Bugliari '52.

It was an emotional ceremony with current students and alumni gathered to partake in the event.

As the games wound down, everyone rushed home to get ready for the Homecoming dance. The 80's theme allowed people to dress creatively. Girls dressed in variety of costumes, from neon and black dresses and accessories to Madonna inspired clothes. Although boys had it a little harder to find clothes to wear to the dance that fit under the theme, many just opted for a neon tee. Haley Park (IV) said, "The dance ended up being better than expected because of the good music and fun 80's outfits."

Homecoming was a fun way to kick off the school year and spend time with your parents, alumni, and friends.



E. Butrico (VI)

G. Zachary, M. Suzuki, and S. Carver (VI) at dance.

Our student sections at the games were always loud and encouraging. Many people came out to support the Boys' Soccer team and helped lead them to a victory. Countless others attended the football game and cheered the team

homecoming game, and it drove all the players to do their absolute best. Keara Sullivan (IV) said, "I liked that everyone came to the school to watch the games and cheer Pingry on."

In addition to all of the games that took place,

## Word in the Hall:

### What Are You Most Thankful For This Thanksgiving?



Arushi Agarwal and Stephanie Yeh (VI)

"Our friends and family!"



Dr. Brown-Allen

"My family!"



Henry Kraham and Rae LeBourne (III)

"Being so welcomed into the Pingry community and meeting new friends."



Hunter Conti (V)

"My aunt's mashed potatoes."



Matthew Marvin (VI)

"The Macy's Thanksgiving Day Parade!"

# Students Give Back to the Community on Rufus Gunther Day

By MARIA WERNER (IV)

On Friday, October 25, Pingry students and faculty participated in Rufus Gunther Day by volunteering for a range of organizations to give back to the community. The day was started at Pingry more than twenty years ago as way to celebrate Halloween. Though its namesake is fictional, Rufus Gunther Day has come to represent an enjoyable day of reflection and service to others at Pingry, along with a tradition of creative and humorous assemblies throughout the day.

Most students spent the day with their advisory groups, and for many, this was a bonding experience. While most students within the same advisory know each other,

spending the day with their fellow advisees allowed them to get to know each other in a new way.

"I thought Rufus Gunther Day was fun and a great way to bond with your advisory and meet new people. Knowing that it was good for the community made me feel like I was improving the lives of others," Emily Tung (III) said.

Sandeep Biswas (III) agreed. "It was a great day because I got to spend some time with my friends while helping out my local community," he said. "Knowing that my work at SHP is helping make others' lives better is truly rewarding. I hope that my future Rufus Gunther Days can be as productive and enjoyable as this year's."

For the new freshmen,

Rufus Gunther Day was a new and rewarding experience.

This year, students participated in a wide range of service projects whether they worked at Pingry or traveled to an off-campus location. As in the past, the day's events were organized by Director of Community Service, Mrs. Shelley Hartz.

The projects included the Community Food Bank, the Link School in Newark, Bridges Outreach, the Deirdre O'Brien Child Advocacy Center, the Wellness Community Center, and several family crisis shelters in Newark and Bloomfield. The on-campus service projects included putting blankets together for Bryan's Dream Foundation and creating cards for the Color A Smile Foundation.



I. Barrionuevo (VI), R. Storms (VI), J. Friedman (V), J. Gluck (VI), and R. Mickens (VI) at St. Justine's Pre-School. Courtesy of Pingry Communications

# Rothpletz's Political Analysis Club Debates Current Issues

By MARK SHTRAKHMAN (IV)

Election Day may have just passed, but

some students are already looking forward to next year's election.

To help create informed

voters, Peter Rothpletz (V) has redesigned the Pingry Political Analysis and Debate club into a

thriving, efficient, and interesting place to discuss current political affairs.

The club now opens every meeting with a discussion, but as things get more serious, it hopes to a set an agenda with approximately three topics per meeting. These topics include the recent government shutdown, the Obamacare website, and contrasting political figures.

The club has gained a larger, more loyal following as a result of its new format with anywhere from 15 to 35 kids coming to a meeting. Now dubbed "Politics Club 2.0," the group focuses on being more attentive to the issues that concern future voters.

One way of maintaining this philosophy is

through the appointment of a "fact-checker" to ensure that comments are not just rhetoric or soap boxing. The fact-checker verifies all claims to keep the discussions accurate and focused.

Additionally, Rothpletz and some other members of the club have been posting short videos from Politico, the Huffington Post, and other news sources in the club's Facebook group.

That gives members time to form their own opinions prior to a meeting. This insures that once they arrive, students can dive right into debating the set topics.

In previous years, only a handful of students consistently participated in the debates, but these new techniques have tremen-

dously increased participation.

The club's Facebook group has grown into a quasi-political blog. Debates and ideas exchanged online are compared to what goes on during the actual meetings.

The group welcomes any participation in any form, and members span a range of political viewpoints. Group members range from staunch libertarians to strong liberals.

The group has also grown in the sense that it moderates itself now. There is no longer a need for an active moderator to ask questions as there has been in the past.

Rothpletz, who was once the moderator, can now contribute to the natural flow of conversation in the group.



Students debating during a meeting of Politics 2.0.

H. Curtis (IV)

# Romano Directs Amazing Ensemble in "The Rimers of Eldritch"

By MATTHEW MARVIN (VI)

This year's Fall Play, Lanford Wilson's "The Rimers of Eldritch," would not be a drama production without a little drama. On Monday, October 28, terror struck in Movement for Actors, a mandatory class for Fall Play cast members. Stephanie Lipper, a senior cast member with a principal role, suffered a concussion while stretching. Her injury follows a pattern experienced by the cast of the past two fall productions. A snowstorm put a stop to rehearsals the week before 2011's staging of Anton Chekov's "The Cherry Orchard," and last year Superstorm Sandy kept the cast of Tom Stoppard's "On The Razzle" from participating in valuable technical rehearsals, postponing the performances.

The only good news was that Stephanie was double-cast in two lead roles with fellow senior Rebecca Gever. Together, they shared the roles of Evelyn Jackson and Mavis Johnson, which they had been preparing both parts separately. With the help of

Pingry alumna Sarah Paton '09, who stood in for the op-

about Stephanie and felt awful that she had to miss so

duction was uncertain, hopes for its quality were still high.

details to know how the story truly plays its course."

Stacey Chen (VI) agreed and added, "I wanted 'The Rimers of Eldritch' to show people that sometimes the good is actually the bad, and vice versa." Simone Moten (VI) said, "When people see the play, they will gain a perception of the characters. But by the end of the night, those prejudices will change. I want our audience to walk away reflecting on that idea of false reality."

Once she returned, Lipper was able to ease back into rehearsal with the help of the cast. "It was challenging to be away from the cast, and I really wanted to be rehearsing with everyone," she said. "At first, I did not know if my doctor would clear me to perform in the play. When I came back, it was a challenge because we had changed some things, but the cast really supported my transition back."

One of the most interesting parts of this year's fall play was the involvement of two Pingry alumnae, both of whom played pivotal roles in the production's mount-

ing and success. In addition to Sarah Paton who worked as Assistant Director, Diane Giangreco '09 designed the lights for the play because a unique opportunity arose after a generous alumna donated a fellowship grant for young alumni to come back and work with the Drama Department. She said, "When Mr. Romano called me and asked me to be his lighting designer, I was excited and grateful to take the opportunity. Although it was a difficult play to light, Mr. Romano and Mrs. Asch both encouraged me to take risks with the design."

In the end, Stephanie was cleared to perform, and the week of the production went without a hitch. Audiences were receptive and open to the message of the play. As Abby Tizzio (VI) said, "It's always inspirational to see students perform onstage, but this was an entirely different example. The combination of the set and light design, the script, and the student's performances created an amazing theatrical event. I loved every minute of it."



J. Barral (VI), D. Rockoff (V), S. Fischer (V), and B. Brundage (VI) on stage performing a scene.

Courtesy of Pingry Communications

Brian Brundage (VI) stayed positive about its outcome and focused on the greater picture and the message of the play, saying, "I hope people will be able to learn that not everything is cut and dry; you need to know all the

## Independent Research Team Conducts Biology Research

By ABHIRAM KARUPPUR (V)

After school hours, serious scientific research is conducted in Room 104 of the Biology wing. The laboratory is filled with students throughout the school day who are on the Independent Research Team, or iRT for short, performing series of experiments or discussing recent scientific papers.

The team aims to provide high school students with op-

Mr. De said, "At the research exhibit last year, scientists from Rockefeller University ranked our science program the best they had ever seen." He added, "This wouldn't have been possible without the base of research here, the help of the faculty, and the funding of the donors."

In order to join the iRT, one must first show interest in science by presenting at Journal Club or being actively involved

we do goes beyond the traditional high-school biology lab, and it helps us think about different ways to solve problems," Hong said. He added, "We are building skillsets we normally would not have access to, and it helps us translate it into the real world."

"We want to give the students access to real problems and complement their capabilities by placing advanced technology in their hands," he said.

When asked about future plans for the iRT, Mr. De smiled cryptically. "I'm stoked to learn that we have received a grant to expand our facilities," he said. The expansion will take place over the next two to three years and will completely change how students conduct research at Pingry. The motto of all the research opportunities at Pingry can be summed up

by this statement from Mr. De: "Putting research in the hands of the students is the greatest respect we can pay to the one thing that matters above all; the study of life."

in Project 80. Once a student has shown interest, he or she is designated as a "Temp" for a project, and sits in on project meetings to learn how the iRT operates and observe the experiments.

New members are elected to join iRT by the current members of the group, and elected members join an existing project as "Scrubs." Scrubs conduct experiments as part of the project and are expected to attend weekly meetings and help plan experiments. Scrubs who have been on a project for a substantial amount of time become "Minions." Minions who conduct summer research or become eligible to take over an existing project then become "Lab Heads" and manage a team of their own.

The benefits of joining iRT are numerous and have applications in the real world. "What



J. Friend (V) and A. Hatfield (VI) working on a lab.

opportunities to conduct university-level research. "The research is really interesting, and every project is based on a real-world project or experiment," member Derek Hong (VI) said.

Run by Biology teachers Mr. Luke De, Mr. David Maxwell, and Dr. Morgan D'Ausilio, the students conduct research projects that are generated by students, teachers, and scientists. Ongoing projects include studies on miRNA 310-13 on fruit flies, novel drug therapies on rat prostate cancer cells, the effect of alcohol on Zebra fish, the effect of various fertilizers on plant growth, and a study on the virulence of salmonella. Students generated these projects over the summer while doing research at Dartmouth University, Rockefeller University, Robert Wood Johnson Medical Center, New York University, and Rutgers University.

## Journal Club Exposes Students to Science

By WILL JOHNSON (V)

The Journal Club, led by Biology teacher Mr. Luke De and student leaders Claire Putman (V), Andrew Verdesca (V), Jackson Artis (IV), Jackson Hoit (IV), and Mark Shtrakhman (IV), has gotten off to a good start this year. The club has already had eleven different presentations on studies from different journals, from the effects of marijuana on the brain to cancer therapies involving naked mole rats.

The variety in the presentations that club has makes it interesting to many people. Dana Wang (V) said that this variety "keeps her coming back for more." Putman said that the meetings are awesome "because the articles presented really give a modern display of what the scientific world is doing."

Gaurav Gupta (V) agreed and added, "Listening to other students present research allows you to keep up with the latest

scientific research without having to sift through pages of complex and technical terms."

However, the club does not want to seem like it is exclusively for the brightest minds, but rather a place for learning.

Natalie Lifson (III) said that the environment was amazing "because everyone just wanted to learn, not critique everything." That kind of atmosphere is what Mr. De was hoping for when he created Journal Club a few years ago. He hoped the latest science could be discussed without the fear of mistakes. Hoit fell in love with the club for these reasons and thought it was "a cool way to engage in my passion for science."

When asked about the future of Journal Club, Verdesca said, "It is bright. We have more people than ever who want to present and new types of articles being presented. Employing new technologies helps enrich everyone's experience."

The club also hopes to expand

## STC Expands Its Role

By ALYSSA BAUM (VI)

The Student Technology Committee (STC) has been working on many different projects this fall ranging from staffing the help desk to reimaging laptops. According to Director of Educational and Information Technology Mr. Brian Burkhart, "STC has played an integral role in implementing the new 1:1 policies in the Upper School."

Recently, STC accepted seven new members that will allow the committee to expand their role in the community.

On the Community Service Day, the STC members remained at Pingry and worked on some of their long term projects: reimaging laptop carts, posting on the STC blog, and creating Student Technology Announcements. STC member Eric Klawitter (VI) really enjoyed staying at Pingry for Rufus Gunther Day. He said, "It is good to know that the work we did will help every member of this community better utilize technology."

The STC blog, which can be found at [stc.pingry.org](http://stc.pingry.org) or

by scanning the QR code with your smart phone, is a great resource for both students and faculty. STC members make all of the posts, and the topics range from how-to tutorials

will be making short videos for the admissions office to show prospective Pingry families samples of what life is like at Pingry. The STC also plans on re-launching the green ini-



I. Barrionuevo (VI)

L. Ajmani (V), F. Chang (V), E. Klawitter (VI), and C. Daifotis (V)

to technology news. Recent blog posts include "Printing for Windows 7 Users," "How to Change your Pingry E-mail Password in the Outlook Web App," and "How to Read Fastr."

Member Theo Rabke (V) said, "The blog is the perfect place to publish and find helpful tips, useful tutorials, and intellectual discussion regarding technology in the school and beyond. Now all it needs is readers."

In the coming months, STC members will be working on many different projects. They

tiative that it began last spring.

STC continues to staff the help desk during all flex and conference periods, so be sure to stop by if you have any questions.



## Simone Moten Interned at Princeton's Plasma Physics Laboratory

By ABBY BAUER (IV)

While many students spent last summer lounging around a pool, Simone Moten (VI) was busy finding an alternative energy source for the world.

Moten interned at the Princeton University Plasma Physics Laboratory (PPPL), a national center that works with scientists across the world to develop fusion as a safe, economical, and environmentally friendly energy source.

She viewed the internship as a promising opportunity to continue her love of science by contributing to PPPL's research of plasma science and technology.

Plasma is a state of matter containing free electrons that allow current and electricity to flow. Examples of plasma include lightning, stars, and fluorescent light bulbs. Fusion is a form of plasma physics that releases energy when light

atoms fuse together very tightly. The sun's core, for example, is a natural fusion reactor that uses gravity to make its nuclei



Courtesy of pppl.gov

S. Moten (VI) working in the lab at Princeton.

close together and hot enough to produce fusion. Researchers like the ones at PPPL are trying to build fusion reactors of their own to replace fuel as a future energy source.

Under her mentor, Dr. Sophia Gershman, Moten conducted

new experiments that test the propagation of plasma surrounded by bubbles and collected electrical data. Moten's research helped advance the lab's overall examination of the characteristics of plasma and fusion power.

Although fusion technology is still in its early stages of development, Moten said, "We are making tremendous progress. Several countries have come together to work on this." She added, "Natural resources are being depleted and fusion has the ability to work as an alternative fuel. I've seen its power and it really does have a potential future."

Moten will enter the research she conducted at PPPL in the NAACP's Afro-Academic, Cultural, Technological and Scientific Olympics, a scholastic competition among African-American high school students.

In addition to plasma physics, Moten is interested in learning about and pursuing other fields of science. "My main areas of interest are astronomy, astrophysics, and aerospace engineering," she said. "I want to eventually become an astronaut and study that area of science."

Moten viewed her summer at PPPL as a great experience. She said, "If you are interested in research in general and want to try something new and fun over the summer, I recommend interning at PPPL."



C. Putman (V) giving a presentation.

H. Curtis (VI)

beyond the Upper School to the Middle School. Mr. De calls the entire initiative "Project 80," which he defines as an attempt to educate absolutely everyone about scientific issues. "It is not limited to the middle school, upper school, or even students," he said, noting, "The journal club is a part of project 80."

Journal Club is open to everyone because according to Artis, it is a place "all about learning and sharing information."

## Go See “Captain Phillips”

By SAM KORN (VI)

Despite the stress and workload I have as a first semester senior, I found time on a recent night to see the newly released film “Captain Phillips.” After hearing numerous positive reviews, I knew that it would be a worthwhile study break, and I was right. “Captain Phillips” proved to be a film that was not only worth skipping my homework for, but also potentially worth future Oscar nominations.

“Captain Phillips” is based on the true events of a pirate attack on the ship Maersk Alabama in the Indian Ocean during 2009. The story follows Captain Phillips, played by Tom Hanks, as his ship is hijacked and he is subsequently taken hostage by Somali pirates. While the

script is based on true events, some details were cut out of the film concise. While the film is over two hours long, those two hours are action-packed and filled with emotion.

While the movie itself is incredible, Tom Hanks is the reason for that greatness. The world knows that Tom Hanks is a top-notch actor for his roles in classics like “Forrest Gump,” “Big,” “Saving Private Ryan” and “Sleepless in Seattle.” I think that audiences, however, will be surprised by how amazing he is in “Captain Phillips.” The complexity that Hanks gives the character of Captain Phillips is an absolute pleasure to watch and kept my eyes peeled to the screen, waiting to see Phillips’ next move.

To mention the incredible acting in “Captain Phillips” without noting the performance given by Barkhad Abdi, who plays the lead hijacker Abduwali Muse, would not be fair. Amazingly, this is Abdi’s first film, and he has received more than a little Oscar buzz from critics. His character has a villainous-type demeanor that makes the audience squirm in their seats. Although he is a poor Somali pirate, his presence in the film makes him feel like most powerful man in the world. It is difficult for any



Courtesy of Google Images

actor to portray such strong emotion and power, and undoubtedly harder for an actor that has never acted in a film before. Abdi achieves this, however, showing that he has raw talent for acting.

In my movie reviews, I usually spend the bulk of my article discussing the achievements of the director, screenwriter, or cinematographer at hand. I particularly believe the acting in this film is what made it so great. I would not be surprised if the Academy of Motion Pictures gave Hanks and Abdi academy award nominations for their fantastic performances. Needless to say, I recommend that everyone should see “Captain Phillips.”

### Films to See Now:

*Gravity*

*12 Years a Slave*

### Coming Up:

*Mandela: Long Walk to Freedom*

*Saving Mr. Banks*

*August: Osage County*

## Alum Teicher ‘06 Shows Film “Tall as the Baobab Tree”

By SAM KORN (VI)

Last July, “Filmmaker” Magazine named him one of

serious issue in Senegal and elsewhere. In the film, when a son’s leg injury is about to destroy the family’s income,

He eventually joined Teicher on the project, and together the two Pingry grads made movie magic. Although Collins was



Courtesy of Pingry Communications

Students talk about film in a post-viewing discussion.

the 25 New Faces of Independent Film for this movie. On October 4, Jeremy Teicher ‘06 returned to Pingry to screen his new critically acclaimed film “Tall as the Baobab Tree” in the community that helped nurture his talents. Everyone was invited to see the film; those who came were able to experience 82 minutes of independent-film-perfection.

Teicher graduated from Pingry in 2006 and went on to study film at Dartmouth College for four years. During his time at Dartmouth, he was able to discover and visit a village in Senegal, Africa, where he would eventually shoot the film. Despite the raw talent in “Tall as the Baobab Tree,” the actors are actually local students from the village. These locals also helped Teicher develop the plot line for the story, which focuses on the issue of bride price, a

his father decides to pull his youngest daughter out of school and marry her off for money from her prospective husband. While he plans to pay for his son’s medical treatment with the money, his daughters hate the idea. The older sister hopes to prevent the marriage by raising the money herself.

Although the film is in French, the English subtitles were definitely not a distraction. The film has even received numerous awards and acclamations for “the rich dialogue and admirable performances.”

It is impossible to note the excellence of “Tall as the Baobab Tree” without mentioning Teicher’s film studies with Mr. Peter Delman, or the cinematography by another Pingry alumnus. Chris Collins ‘05 graduated from Pingry in 2005 and studied film, first at Pingry and then at Emerson College.

supposed to join Teicher at the screening in October, he was unable to do so because of a job responsibility in California.

As a film student at Pingry, I was inspired by Teicher and Collins’ amazing achievements so soon after graduating. After speaking with Teicher one-on-one, I felt as though I could reach any goal I set for myself.

He not only inspired me, but also every student who met him.

Before the screening, Teicher spent the day talking to art students. Students in Mr. Boyd’s Portfolio Development class said that Teicher, his journey, and his film inspired them to work hard to achieve their own goals.

If you did not come see Teicher’s “Tall as the Baobab Tree,” I highly recommend that all students and faculty find a way to watch it in the near future.

## Drawing and Painting & Photo Classes Visit Chelsea Galleries

By LORI KIM (V)

On Wednesday, October 3, art students in “Drawing and Painting” and Photography traveled to New York City for their annual trip to visit art galleries in Chelsea.

Commonly referred to as the “Art Capital of the World,” Chelsea, in Manhattan’s Lower West Side houses almost 300 galleries. Students had the opportunity to visit about 15 of these before the day concluded at the Italian food market, Eataly.

ving Penn’s “On Assignment,” which was on display at The Pace Gallery. The exhibition featured portraits, still-lives, and fashion images once featured in popular publications like “The New Yorker” and “Vogue.” Photography II student Bella Zinn (V) said, “It was really cool to see such a famous artist’s work in person. Since we are working on portraits in class, it was really cool to see how another photographer captured his portraits”

Fine Arts Department Chair

my paintings.”

AFS student Anouk Chocron (V) added, “This is my first time taking an art class since we don’t have them in France, and this trip gave me a lot of inspiration for my future works.”

Fine Arts teacher Mr. Peter Delman admitted that he was at first skeptical to hear students’ reactions because he “wasn’t completely sure if the trip would make as much of an impact since many of the larger galleries were closed.” He was happily surprised to learn



R. Davis (VI)

Students examine art in a gallery.

The trip began with a visit to the High Line, an abandoned railroad track that was converted into an urban park by the non-profit organization Friends of the High Line back in 1999. Since then, it has become a popular tourist and local attraction and a display of modern, public art. Students had the opportunity to walk along part of the mile-long track and snap some pictures on the way.

Students then visited up to 15 galleries. Some only housed a few pieces of art, while others had dozens of photographs, sculptures, and paintings. A popular exhibition was iconic American photographer Ir-

and Photography teacher Mr. Miles Boyd also expressed how fortunate students were to have visited such established galleries such as Pace and Gagosian, another well-known contemporary gallery. “These companies are in major markets around the world,” he said. “Money is no object for these museums and they can represent whomever they want.”

Reflecting on how the galleries impacted his artwork following the trip, Drawing and Painting student Josiah Taylor (VI) said, “The paintings we saw were very realistic and inspired me to focus more on the smaller details that I put into

that his Drawing and Painting students thoroughly enjoyed the trip, commenting, “They saw more in the paintings than I did.”

According to Mr. Boyd, “There are a lot of students who never get the chance to visit these galleries, but luckily we did.” He added, “It is an incredible opportunity to walk in and see a variety of galleries—some of these artists are in history books while others are up-and-coming.”

Mr. Delman agreed, adding, “Anyone can look at art online and in books, but it is so much more effective to see these works of art in person.”

## Faculty Spouses Showcase Art

By JOSH LEBOWITZ (V)

The art gallery is currently displaying works by Andrew Sullivan and Andrea Freiwald, spouses of Art faculty members Mrs. Rebecca Sullivan and Mr. Richard Freiwald.

Both artists are skilled at transforming material in their works, especially in this exhibit. Chair of the fine arts department, Mr. Miles Boyd said, “Although their styles are different, the two artists’ works play off of each other very nicely in the exhibition.”

Sullivan is an American born painter and graphic artist, specializing in painting abstract landscapes and creating mixed media collages. He currently has nine works on display in the Pingry gallery. The piece “Eulogy II” hangs in panels among his works in the collection. He created this unique work using coffee, tea, river silt, and gel medium on paper.

Although using all of these materials may seem a bit chaotic, he achieves a sense of order and unity by arranging the paper in a grid pattern. Also inspired by natural landscapes, Sullivan explained, “Each piece in this show is reflective of a location and embraces the ephemeral qualities of memory.” Some of his landscape paintings are covered by gauzy layers and textures with the purpose of

both covering and revealing the scene, similar to an old memory.

Sullivan’s work received enthusiastic feedback from the Pingry community. Art student Will Johnson (V) said, “I really liked the exhibit and especially Sullivan’s use of thick layers of color.”

Andrea Freiwald is also displaying her work in the gallery. In the past, she has worked with digitally altered photographic images and glass in some of her pieces.

Much of her artwork combines “Empty Spaces Contained” by Andrea Freiwald

computer-generated images and clay forms with other mixed media. In the current display, she uses a vast array of materials including glass, wood, steel, and clay.

Freiwald currently has nine pieces in the exhibition. One of her main pieces, “Empty Spaces Contained,” sits in the center of the gallery. The work is a metal sculpture shaped like an Erlenmeyer flask with iron points that hold glass bulbs. Art student Jeremy Algoo (V) enjoyed the piece and said, “I like how she combines both glass and metal into one work.”

Freiwald explained, “The



I. Barrinuevo (V)

flasks symbolize containment; containment of space, containment of a mysterious residue, containment of thoughts perhaps.” Freiwald also leaves traces of water and other substances, “possibly traces of thoughts.”

While the works by Sullivan and Freiwald have evoked different reactions from the community, most are simply appreciative of the range of artists showcased in our gallery. As art teacher Mrs. Jane Asch said, “At Pingry we are extremely fortunate to have an art gallery with great works from skillful artists.”

By MARK SHTRAKHMAN (IV)

With KATIE HO (III), AMY KAPLAN (III), AKASH KUMAR (III), DAVID METZGER (III), URSULA DEDEKIND (IV), EMMA PALMER (V), and ANNEISE KINNEY (V)

**BOYS' SOCCER**  
**15-5-1**

The boys' soccer team this year has persevered through an interesting season with a final record of 15-5-1. Matthew Mangini (VI), Louis Montegudo (VI) and Charles Moore-Gillon (VI) lead the

then," he added, "I think the success will come."

Co-captain and center midfielder, Rachel Corboz (VI) agreed, and also mentioned how stepping on the field and playing a great game followed by a win "is such a good feeling." Co-captain and center back, Drew Topor (VI), explained that the team has "been trying to get excited during the day" by partaking in spirit wear, such as blackouts and sign-making, to get motivated.

But when it all came down to it, co-captain and midfielder

were the distractions. "We need to keep focus as a team to perform." However, the busy lives of Pingry students take away from the ability of the team to reach their maximum potential.

Although, he considered the game against Hillside a "must-win" and was optimistic, unfortunately the team was unable to pull through. Coach Shilts said that the current view on the state of the season changes every week.

The team won its Friday Night Lights game against Belvedere with a narrow 17-14 score thanks to an overtime field goal by Jake Greenberg (V). The game launched Pingry into the playoffs.

Unfortunately the team lost in the first round of the playoffs, bringing its season to an early end, to the disappointment of its fans.

**FIELD HOCKEY**  
**5-7-1**

The field hockey team has experienced a roller coaster of ups and downs this season. Although starting off on the right foot, the girls faced some of the toughest teams in the state toward the middle of the season.

Despite putting up a good fight, the team was unable to come through with a win. Disregarding the team's current record, Coach Judy Lee believed, "It's a whole new season once state games start, a time to start over and a chance to go far."

Along with the rest of the team, Coach Lee was hopeful that the team will be capable of winning some big games in order to continue the state tournament. Captain Lily Neibart (VI) thought, "Our team has grown so much throughout this season. With dedication, focus, and enthusiasm, I think we definitely have a chance to go far in states!"

After winning a big game against Kent Place, the team fell to Oak Knoll in the semi-finals of the tournament, bringing their impressive season to an end.

**WATER POLO**  
**0-14-0**



T. Edell (IV)

**D. Topor (VI) looks for an open player.**

team as Varsity captains along with Mr. Miller Bugliari '52, the soccer team's head coach.

Of his four years at Pingry, Mangini said that this year has been the most wearisome because of many injured players. He said, "We had more injuries this year than ever before which has been putting us at a constant disadvantage."

Whether it is meeting new friends on the fields or spending time with old ones, the players agreed that they each have their own memorable moments. Mangini said, "My favorite part of this season has been playing soccer with a lot of my closest friends." He added that has gotten to know and become friends with a lot of younger players while on the team.

Mr. Bugliari said that he has enjoyed each player's enthusiasm throughout practices and tournaments. The team has an impressive record to show for their season and made it all the way to the finals of the state tournament, obtaining a South A Sectional Title in the process.

**GIRLS' SOCCER**  
**12-5-2**

Varsity girls' soccer closed out this fall season with a noteworthy twelve wins, five loses, and two ties. Having won their conference title, the team set their sights on winning its third state championship in a row.

Success has been a large part of the girl's season and head coach, Mr. Andrew Eggington, emphasized his goals for the team. "I wanted the players to come out, work hard, and have a great time with their teammates," he said. "And

the high point of the season was the game against Bound Brook. "It had ups and downs, and we came back from behind to win," Walker said. "It basically summed up our season."

Coach Shilts said that the biggest challenges in the season

The water polo team had a season filled with great experiences, and the players learned a great deal.

Coach Jeffery Jenkins said, "We made steady progress learning the sport. Given that we are only graduating a single



Courtesy of Pingry Communications

**J. Jakimowicz (IV) returns the ball.**

senior, our captain Jason Jin (V), we're in a good position to capitalize on the experience gained."

Mr. Jenkins, like the rest of the team, felt that next year will be the year to win it all. The team will also say goodbye to Jin, a team leader who set an example in and out of the water.

While the team did not have many wins, they had a great time and enjoyed growing into the sport. The team looks like it will be tough to beat next year, with Kamau Holston (V) and Matt Fromm (V) looking to lead the team.

**GIRLS' TENNIS**  
**18-2-0**

The girls' Varsity tennis team won the Group State Championships this season. They beat Holy Angels 5-0 to win the title.

Madison Stevens (VI), Christina Zajkowski (VI) and Jacquie Jakimowicz (IV) played and won their singles matches. Jennifer Guo (VI) and Avery Hatfield (VI) as well as Wesley Streicher (III) and Tiffany Yu (V) were the winning doubles teams.

After the group championships, the team advanced further to the Tournament of Champions, beating Newark Academy in the first round. Unfortunately, the team lost

years. One of the captains, Zajkowski, said, "We had a great season. I'm really proud of everything we accomplished."

Next season, "I think that the team will still be strong, but we need some of the players to step up," Zajkowski added. The team is losing four of its

title in a row and 6th overall.

The girls' cross country

**GIRLS' CROSS COUNTRY**  
**9-2-0**

team has also had a remarkable season going 9-2 in dual meets and performing well in



Courtesy of Pingry Communications

**J. LeAndre (VI) takes on the Holmdel Course.**

members, who are graduating seniors. The team had a strong, successful season and is looking good for next year.

**BOYS' CROSS COUNTRY**  
**9-2-0**

The boys' cross country team had an impressive season with a record of 9-2 in dual meets as well as victories and strong performances in the invitational meets.

The boys' Varsity team had success, finishing in 2nd place at the Prep A Championships. Coach Mr. Matt Horesta, said "The Prep A meet was the best 1-5 effort of the season and a good indication that the team would do well at the Non-Public B State Meet."

The team has also had an impressive season overall, placing 5th at the Somerset Country Championships and 7th at the Skyland Conference Championships.

The boys cross country team did great at the Non-Public B State Meet, earning their 2nd



Courtesy of Pingry Communications

**The Pingry Offensive Line gets ready for the snap.**

