

## Annual Snowball Dance is Filled with Food, Photos, and Fun at Dolce Hotel

By SOPHIE RICCIARDI (V)

Though postponed one week due to Winter Storm Jonas, Upper School students flocked to the Dolce Hotel in Basking Ridge on the night of January 30 for Snowball, the annual winter semi-formal.

The weeks leading up to Snowball were both exciting and fraught with tension, as girls scrambled, not only to find the date of their dreams, but also to ask them in the most creative manner possible. Each year

of Snowball started early, perhaps with a manicure and hair appointment (some even splurged on a make-up session). After snapping a few pictures for their par-

chicken tenders and lemon ginger dumplings.

After a bite to eat, the dance floor was calling. In no time at all, shoes were off, ties were loosened, and

came to a close sometime early the next morning, as students rested up for a Sunday of the usual studying, homework, and test prep.

This year, in particular, Snowball was a night to remember. Girls sparkled in shimmer and metallic attire, while boys showed off their best ties. When asked what made this year's dance stand out, students unanimously reported that the DJ was especially entertaining and the shumai and pesto pasta were particularly tasty.

In addition, many guests from other schools who attended Snowball made the evening even more unique, allowing Pingry students to socialize with kids from private and public schools alike. Tobi Oliviera of New Hope Solebury High School remarked on how "welcoming and fun the Pingry community was on the dance floor."

It is safe to say that the night was rather unforgettable, and that April's Prom has quite a lot to live up to.



N. Beatty (V), R. LeBourne (V), P. Gilfillan (V), R. Borkowski (V), R. Beatty (V), E. Marvin (V) on the dance floor. Courtesy of Pingry Communications

students highly anticipate this "Sadie Hawkins" style dance. Girls showcased their creativity, asking dates with homemade fortune cookies that revealed a "Snowball?" message inside, clever posters, cakes and secret messages. One junior even proposed to her date with a fake physics quiz, the answers cleverly spelling out "Snowball."

For many girls, the day

ents, most students headed over to pre-parties, where even more photo shoots took place. Yet, by seven o'clock, students were out the door and on their way to Dolce.

Upon checking their coats, partygoers headed into the ballroom. Once inside, no one could help but gravitate towards the delicious buffet, stacking their plates high with crispy

the dancing only stopped when the heat of the mob became too much to bear. As the evening wrapped up, students danced to the final few songs before heading for the parking lot. But the night was not over. For many, the next stop was some other celebratory destination - an after-party, a diner, an ice cream parlor, a sleepover, or maybe all four. For most, the long night

By MACKINLEY TAYLOR (V)

This year, 96% (125 of 129 students) of the Class of 2016 applied to colleges early in some form, including ED, REA, EA, Rolling, Priority, or Other. College Counselor and College Counseling Office Coordinator Amy Cooperman '90 reports that, to date, 94 students have received an acceptance from one or more of their early schools. This number represents 76% of total early applicants.

Acceptances were offered to one or more students at 56 different colleges. 25 of these schools have accepted two or more members of the Senior Class.

There was at least one early acceptance to 7 of the 8 Ivy League schools: Brown (1), Columbia (1), Cornell (3), Dartmouth (1), Penn (6), Princeton (2), and Yale (2).

According to Director of College Counseling Mr. Timothy Lear '92, "If there is a 'bubble' in col-

lege admissions, it has yet to pop, and the dominant trend in the early rounds continues to be the increase of qualified applicants applying early." He noted that a near-record percentage of Pingry seniors applied early in some form.

10 students have since applied with EDII. According to the Common App website, EDII is when a student can apply to a second school if not admitted to his or her first Early Decision (ED) school. 28% of early applicants (60 students) received a deferral from one or more of their early application schools and are thus in the pool for the regular decision round.

23 students applied Priority/Rolling/Other. So far, 9 students have received acceptances and no students have received denials or deferrals in this category.



Courtesy of Google Images

There are various forms of early applications, including Early Decision, Restrictive Early Action, Early Action, Rolling, and Priority.

67% of the senior class (87 students) applied through Early Decision, a process in which students apply before the Regular Decision deadline.

As explained on the College Board website, applicants can only apply to one college with Early Decision because such an acceptance is binding: he or she is committed to the college if accepted. 45% of the Class of 2016's ED applicants were accepted (39 students), and 26% (23 students) were deferred to the regular round. 17% of the senior class (22

students) applied through REA, or Restrictive Early Action. This is a non-binding early option for students who are sure that a college is their first choice. 27% of REA applicants (6 students) were accepted, and 26% (13 students) were deferred to the regular round.

Looking forward, 72% of the senior class (93 students) have submitted Regular Decision (RD) applications to colleges.

"Many qualified seniors are awaiting spring decisions, and we are optimistic that the good news will continue," said Mr. Lear.

To seniors who are still midway through the college process, he advised, "Patience and continued hard work will be key, as colleges will be reviewing senior year performance more closely than ever."

The assembly was met with enthusiastic praise. "He was an amazing speaker," said Upper School Spanish teacher Ms. Malla Godfrey. "The students heard

about history from someone who experienced it firsthand."

She continued, "This assembly was a unique opportunity, and it was a privilege that we were able to hear from him. He was captivating, and I was overall very impressed."

Emily Tung (V), a member of the Student Diversity Leadership Committee, attended the reception in the O'Connor Board Room following the assembly.

Tung said, "I can't believe we had this opportunity to have such an important person in history come and talk to us about their experience. From listening to him speak during the assembly to talking to him afterwards and hearing his point of view, it was an unforgettable experience."

### Inside the Record



Gary Deemer

The Maintenance Team hard at work cleaning the campus roads during the recent blizzard.

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## MLK's Speechwriter and Friend Shares Memories

By ROSE BEATTY (V)

On January 15, Upper and Middle School students gathered in Hauser Auditorium for the annual assembly honoring Dr. Martin Luther King, Jr. Students and faculty had the opportunity to listen to Mr. Clarence B. Jones, personal counselor, advisor, speechwriter, and close friend of Dr. King for eight years.

"Mr. Jones doesn't usually speak on Dr. King's birthday because this is a tough day for him, so it is a special privilege to have Mr. Jones here with us today," said Dr. Diana Artis, Assistant Director of Admissions and Coordinator of Diversity and Multicultural Affairs. "It is because of his connection to the Mason family [Chloe '21 and Mark '24] that Mr. Jones agreed to come."

Mr. Jones was an attorney when Dr. King requested legal help from him in 1960. After listening to Dr. King give a sermon at a Sunday service about the moral responsibility of African American professionals, Mr. Jones was persuaded to travel to Alabama to defend him in court. After Mr. Jones won the case, he began doing research for Dr. King, eventually becoming Dr. King's speechwriter. Most notably, Mr. Jones wrote the first seven paragraphs of Dr. King's famed "I Have a Dream" speech delivered at the March on Washington on August 28, 1963.

Today, Mr. Jones is a Scholar

in Residence at the Martin Luther King, Jr. Institute at Stanford University. He feels compelled to tell Dr. King's story in the best way possible, which he has done through his writing. He published *What Would Martin Say?* in 2008 and *Behind the Dream: The Making of the Speech that Transformed a Nation* in 2011.

The format of this assembly differed from that of previous assemblies. Sixth grade English teacher Ms. Carol Mahida moderated a discussion between Mr. Jones and a student panel consisting of members of the Student Diversity Leadership Committee, Peer Leadership, Honor Board, and Student Government, as well as Middle School students. Mr. Jones responded to questions from the panel and shared stories about his work, personal experiences, and friendship with Dr. King.



Courtesy of Pingry Communications

Mr. Clarence B. Jones with Panel Members

## EDITORIAL

## Settle for the Far Parking Spot

Last month, I was involved in a small fender bender in the senior lot, amidst the 8:00 am frenzy to occupy one of the coveted parking spots. Fortunately, no one was injured (besides the front bumpers of our respective cars), yet I was so traumatized by the incident that, to this day, I have been too fearful to venture beyond the John Pingry statue and into the treacherous main parking lot. I have, in effect, exiled myself to the far lot.

Thus, I am obliged to walk the seemingly endless sidewalk to and from the school building each morning and afternoon. At first, I dreaded the trek. I have braved torrential downpours, battled high winds, and endured freezing temperatures with numb extremities. I have, on multiple occasions, sprinted to my first period class (despite my strong aversion to running). Yet, somewhere amid these meteorological challenges and the unnecessary exertion of energy so early in the morning, I stopped dreading the walk. In fact, I actually began to look forward to it.

It became a time when I could clear my head, breathe in the fresh air and exhale the stress of the day ahead of or behind me. In these mere five minutes, my expectations and obligations no longer consisted of meeting a deadline or preparing for a test or getting into college, but simply putting one foot in front of the other. By eliminating myself from the chaotic race to secure the perfect parking spot, I have literally taken a 150-foot step back: the far lot has offered me a new, broader perspective, one that forces me to focus on the journey, rather than the destination.

So why the rush? Surely, my parking habits (or, more accurately, fears) are perceived by many as inefficient, unfavorable, and inconvenient. But this is only a perception placed in the larger framework of our fast-paced, high-pressured culture. We rush for the prime spot, so as not to disturb our meticulously preplanned, precious, even sacred, time. We fill notebooks and agendas with unending to-do lists. We cram our school day with challenging classes (hello BC Calculus), and return home with our brains brimming and our backpacks bursting. Oh, and the scant time that remains we spend playing sports, practicing instruments, volunteering. All of this is expected of us, by parents, college admissions, teachers, and perhaps most often, by ourselves.

Being a kid wasn't always this complicated. It seems like as society speeds ahead, we are required to keep the pace. From 2004 to 2014, the number of kids participating in up to three hours of after-school activities on a given day nearly doubled, while hours spent doing homework skyrocketed to an unprecedented 17.5 per week.

But aren't we a generation of "super-kids"? Aren't we bestowed with the super-kid power to over-prepare, overachieve, and over-perform? Sometimes I feel programmed. Sometimes I must remind myself that I am human, not superhuman.

You probably think that I am stating the obvious. And you're probably right. We are all conscious of our seemingly robotic lives, yet we continually refuse to change them. One reason for our stubbornness is the looming fear of falling behind, of finishing last, of being a mere spectator as those around us emerge victorious. Why should we slow down when no one else is? Another rationale for our uninterrupted sprint forward is our deeply embedded delusions of what it means to achieve. We tell ourselves that enrolling in one more AP class, adding one more leadership position to our resume, and being the super-kids we are all destined to be will undeniably ensure success. If we race to the finish line, without stopping to catch a breath or slowing down to a jog, shouldn't the gold medal at the end be guaranteed?

Lately, our programmed lives have become of great concern to educators and psychologists. They are advocating for an equilibrium, where we are neither instilled with the "Ivy-or-die ethos" nor permitted to be underachieving and mediocre. They speak of this place where we have the freedom to do what we love, where we can opt to walk, jog, or run at our own pace and still achieve our perceptions of "success."

I can't tell you exactly where this place is located. I am still in search of it myself, though I think I found a small part of it in the far lot. Maybe the only words of advice I can provide you with is to occasionally settle for the remote parking spot.

—Abby Bauer

## What is the Purpose of Dress Codes?

By HANNAH BENTON (VI)

Although the whole debacle regarding the leggings ban has seemingly died down, a comment made by a classmate the other day led me to reevaluate the whole situation in a new light. I cannot remember the exact wording of the comment, but I believe it to be along the lines of, "Why are leggings banned but not sweatpants? Sweatpants are much more unprofessional than leggings. At least when people wear leggings, they look presentable." This statement got me thinking about dress codes as a whole rather than thinking of it in terms of gender, as I previously had.

I started to wonder why Pingry and a large majority of other private schools have dress codes. Is Pingry, as a prominent private school in the northern New Jersey Area, imposing its dress code to make a statement that we, as a private school, are more professional and more respectable than the public schools

in the area without dress codes? By enforcing dress codes, are private schools implying that their students and their institutions are better than those of

as capable academically as our students despite their upbringing without a dress code that is aimed to encourage a professional attitude.

I understand that Pingry

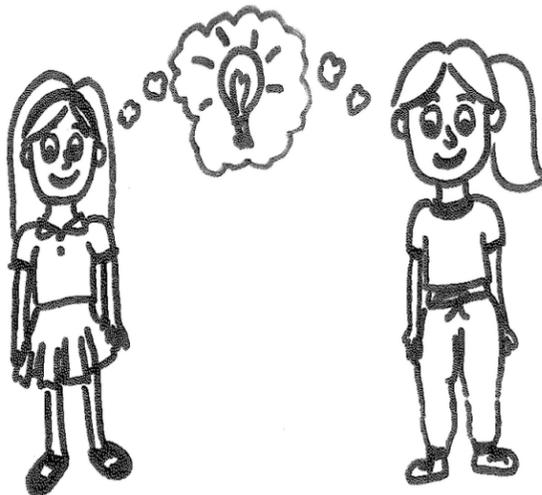
if I wear leggings or a nice dress to school. Also, as Pingry is a preparatory school, and its goal is to prepare its students to attend the best universities in the country, it seems a bit odd to me that our school is forcing us to dress nicely to prepare for a place where we will be free to dress as we please.

In college, teachers will not judge people by the clothing they wear but rather by their expressions and thoughts.

If Pingry were to abolish or loosen the dress code, I believe that our learning would not be hindered by our freedom to choose our own apparel.

Now there will be few exceptions with the few students who push the dress code boundaries, but that is inevitable with any sort of boundaries in place.

Pingry students push the dress code boundaries not simply for purposes such as comfort, but to show their fellow peers and faculty that at the end of the day, a student is just a student regardless of his or her appearance.



Emily Jin (VI)

public schools? New Jersey has some excellent public schools, most of which have no or loose dress codes in effect. Students from public schools attend many of the same universities as Pingry students and are just

wants to promote their students to dress in a way that reflects their hard work and diligence, but I feel that what someone wears is not a true reflection of who they are. I am going to be the same person regardless of

## Let's Talk About Panic Attacks

By MEGAN PAN (IV)

In accordance with the Upper School Health Curriculum, all Form IV students are required to take Health 10, where they learn how to provide basic life support and become CPR certified. This training given to all students of the Upper School will prove to be useful outside of the classroom when needed in case of emergency.

However, in addition to these skills that provide bystander assistance in response to cardiac arrest, students should also be taught the skills that provide bystander assistance in response to something that is not exactly fatal, but may as well be for the person experiencing it: a panic attack.

Panic attacks can occur anytime and anywhere, often without any warning or clear motivating reason. They are characterized by a sudden feeling of overwhelming anxiety and fear, accompanied by symptoms such as hyperventilation, accelerated heart rate, trembling, and a fear of dying or losing control, among others. A person who experiences a panic attack does not necessarily

have panic disorder, a type of anxiety disorder, though repeated panic attacks may result in its development.

From personal experience, I know that having a panic attack can be one of the scariest things. For me, there is

Although I do not blame people for not knowing what to do in that kind of situation, I believe it reflects a need for expansion in the school's mental health education.

In Health 9, a third of the trimester is dedicated

million people. With such a prevalence, it is possible that there are people in your life who have panic attacks without your knowing.

This only makes it more important for the entire student populace to be educated



E. Jin (VI)

a sense of foreboding that precedes a panic attack, as if you know it is going to happen but you must still struggle to control it.

The aftermath is nearly worse than the attack itself: all your energy has been drained, your eyes are bloodshot, and somehow you have to manage to pull yourself together and get to your next class.

What is crucial for a person having a panic attack is the response and aid of bystanders. Often times, people do not always know what to do when confronted with someone having an attack.

In my experiences, most people would simply stand there; one or two would ask if I was alright, but most people just carried on with their conversations, perhaps extending the courtesy of pretending to not see me in such a state.

to teaching students about stress management and relaxation techniques. This kind of education is already very progressive in its promotion of mental health awareness, and it can be further developed to encompass basic knowledge of mental illnesses, particularly on how to help someone experiencing a panic attack.

Perhaps in a system reminiscent of how students learn about basic life support, students can learn how to help someone else as well as themselves in case of a panic attack. This way, students will be better equipped to confront panic attacks if and/or when they occur.

According to the National Institute of Mental Health, anxiety disorders are the most common mental illness in the United States, affecting approximately 18% of the adult population, or about 40

about panic attacks.

If such an education can allow a student to alleviate even a single person experiencing an attack, it will be worth it in the end.

Some general parting advice on how to help someone during a panic attack:

Stay with the person and keep calm.

Move the person to a quiet place, preferably without other onlookers.

Ask the person if there is anything they need, and don't make assumptions.

Offer water or tea, or medicine if the person usually takes it during an attack.

Ask if they want to talk about it, and respect their preference if they don't.

Offer encouragement, but do not diminish their concerns.

Remind them that they are safe and loved.



## The Pingry Record

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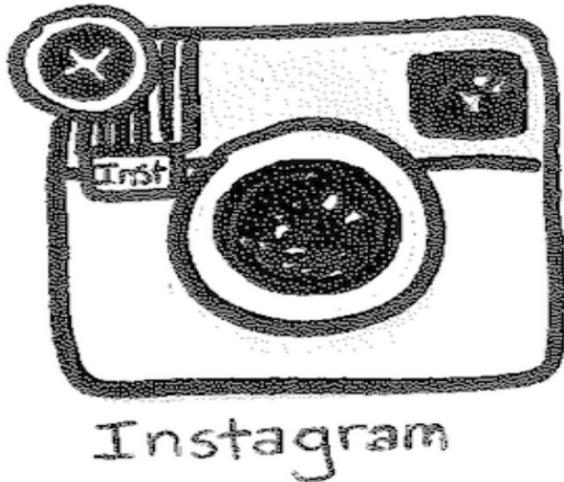
# Weighing the Pros and Cons of Life Without the Instagram App

By KATIE HO (V)

Over winter break, I did something that surprised me, something that I had never really contemplated doing before. As my second finger hovered over the mouse of my desktop computer, I clicked the “disable” button on my Instagram account. Though the simple act of clicking a button may seem trivial to many, for me, thoughts like “What will I be missing out on?” and “I won’t be connected anymore” raced through my head seconds before I made my final decision.

To make sure that I would not entirely be filled with grief if I desperately yearned for my account back, I made sure that I temporarily disabled my account rather than permanently deleted it; that way, in a week, I could always re-load my account and once again stay connected with the social media world around me.

My sole purpose for deleting my account was simple: I felt that I was wasting too much time on social media, which was preventing me from completing tasks and activities that I truly wanted to do. For many, a quick scroll through their Instagram feed typically ranges from 60 seconds to 240 seconds, depending on whether a person chooses to like or comment on a picture. These seconds often seem inconsequential and minute when compared to the 86,400 seconds that make up a day. However, when that cycle is repeated again and again throughout the day, the amount of time spent on social media, or in my opinion, the amount of time “wasted” on social media, certainly adds up. In addition, Instagram sometimes caused me to lose my focus; in the middle of my math homework, I would often take a “quick break,” and pretty soon my supposed sixty-



E. Jin (VI)

second social media break would turn into something much longer. This extended pause made re-focusing my energy on my math homework much harder.

In the New York Times article “Attached to Technology and Paying a Price,” Matt Richtel says that looking at technology can create “a primitive impulse to respond to immediate opportunities and threats. The stimulation provokes excitement – a dopamine squirt – that can be addictive. These urges can inflict nicks and cuts on creativity and deep thought, interrupting work and family life.”

So, by deleting my account, I was striving to learn what benefits (and potential drawbacks) not having Instagram would provide in my life. Though I wasn’t necessarily “social media obsessed,” I realized very quickly that the first two days without my account were pretty challenging; there was this constant lingering desire at the back of my mind to pull out my phone, click my favorite button, and take a quick look at all of the photos on my feed. Though long car rides were tough (I was forced to gaze outside the window and watch the

trees blur past me), deleting my account actually made me *see* the world around me. Rather than walking around, staring at my phone screen, I was able to get to know more people and observe more situations.

I completely agree with Nick Bilton, who wrote a New York Times article called “Reclaiming Our (Real) Lives From Social Media.” He said, “Like a virus slowly invading its victim, social media has methodically started to consume every hour of my day. Now, it’s all social media all the time. At the end of the day, what do I have to show for it? Am I more enriched as a human being? Maybe, but probably not.”

As a result of deleting my account, I have had amazing opportunities to re-direct my energy. Whenever I feel overwhelmed after a difficult assignment, I like to pull out a book and read, which I find so much more meaningful than resorting to my phone. As a result, I have finished classics like *The Old Man and the Sea* and *The Sun Also Rises* by Ernest Hemingway, books that I had always wanted to read, but never “had the time” to

because I was always seemingly too busy.

Though I have personally found that I am more focused now academically, I have to say that social media isn’t entirely bad; I don’t think that students should delete their Instagram accounts and view it as a colossal waste of time. For many, social media’s benefits may outweigh its drawbacks. I find Facebook, for example, extremely helpful especially when I am able to ask peers about homework assignments, find out more about ongoing current events, and stay connected with some of my friends from other states and countries.

The decision of having a social media account just depends on whether it is the “right choice” for a particular person. While some may find that they are perfectly able to accomplish their goals and assignments after taking a quick scroll through their account, uninfluenced by distraction, others may find it more difficult, and that is entirely okay. As Nick Bilton put it, “You don’t have to quit social media; the trick is finding balance.”

I do believe, however, that if students are aware that they are constantly checking their social media sites and apps various times throughout the day and feel as if their life is unproductive as a result of this, they should perhaps consider taking a break to see whether social media is having a negative impact on their life.

Since winter break, the iconic Instagram button is still nowhere to be seen on my phone, as I have made the decision to continue to keep my account deactivated. Perhaps one day I will choose to re-download the app and re-activate my account, but for now, I am rather enjoying devoting ten-minute breaks to reading a mentally stimulating book rather than scrolling up and down my feed like a phlegmatic robot.

## EDITORIAL

# Stop the Ad Hominem Attacks

This month marks the formal beginning of the 2016 election. By that I mean that votes are actually being cast for candidates, instead of merely campaigning as candidates have been doing for the past year or so. Just as candidates have been debating for months, so too have students. As a result of the election process, there has been a noticeable uptick in students’ political conversations.

High schoolers, particularly upperclassmen, have been closely following the polls and primaries, often adding their own commentary of how so-and-so doesn’t stand a chance against someone else. Simply put, I think that’s fantastic. I’m pleased by the fact that some kids want to discuss politics with their friends and even teachers. (I suggest taking AP Government with Dr. DeSimone if you want to sit around talking about this regularly.) In a day when people decry millennials as politically inactive, it’s nice to see students debating conservatism vs. liberalism and more.

There is plenty of room for debate at our school. Besides the aforementioned class, there’s the Pingry Politics Club (and accompanying Facebook group) and casual conversations in the cafeteria. At a time when students are becoming more politically active, they need to remember to look at others’ opinions as just that—their opinion, not their personal character. In the interests of maintaining the kind of civility supported by our Honor Code, students need to be wary of ad hominem attacks.

If you decide to call a candidate a joke, for instance, what’s the basis for that opinion? What makes someone a joke? What even is a joke of a candidate? Someone who stars on Saturday Night Live as an actual comedian or someone who has different opinions (or something someone personally disagrees with)?

In a column entitled “I Miss Barack Obama,” conservative columnist David Brooks decries the current Republican race as lacking in civility. Brooks applauded Obama and his campaign as possessing “basic integrity” and “a sense of basic humanity.” In simple terms, they were respectful of their opponents and the overall democratic process.

In today’s political landscape, candidates personally attack one another and even threaten to sue each other over opponents’ actions. Students here should not descend to the same levels. Above all else, students need to remain civil. Conservative and liberal students might disagree over political issues here at school, but they are still classmates and teammates. With so much going on at school, there is no room for personal attacks.

—Mark Shtrakhman

# No More Excellent Sheep: Balancing Intellectual Exploration and Social Responsibility

By KATIE COYNE (VI)

Two years ago, *The New York Times* reviewed William Deresiewicz’s book, *Excellent Sheep*. Deresiewicz, a former Yale professor, wrote a scathing indictment of, what he considered to be, “the miseducation of the American elite.” He criticizes the intensely competitive college admissions process that produces “blinkered overachievers,” students who are “unable to do anything they can’t put on a résumé.” According to Deresiewicz, these overachievers enter top universities with wholesome intentions: intellectual exploration, self-discovery, and the chance to make a difference.

But somewhere between freshman orientation and graduation, those overachieving college students lose their idealistic visions. They study hard, take classes within their prescribed majors, and pad out their résumés for profitable future jobs. According to Deresiewicz, elite American universities are no longer hallowed grounds of intellectualism and personal development, but carefully calibrated institutions designed to produce successful alumni.

*Excellent Sheep* interested me

very little at the time of its publication. But my classmates and I will be heading off to college next year, and Deresiewicz’s concerns have now become relevant to us. I see a graduating class of friends who are exceedingly intelligent, talented, and charismatic. Rose-colored glasses cast aside, I see a graduating class of friends who possess many of the hallmarks of Deresiewicz’s “excellent sheep.”

Pingry cannot change the culture of the nation’s top universities. My intention here is not to fixate on what *might* happen to Pingry graduates once they matriculate at the colleges they

have worked so hard to get into. Rather, I want to examine how our school prepares students for those colleges. Are we shepherding a herd of excellent sheep?

“The mission of the Pingry School is to foster in students a lifelong commitment to intellectual exploration, individual growth, and social responsibility by inspiring and supporting them to strive for academic and personal excellence within an ethical framework that places the highest value on honor and respect for others.”

Pingry does not link intellectual and moral development.

We strive for both “academic and personal excellence” and commit ourselves to both “intellectual exploration” and “individual growth.” These are worthy goals, but we act as if these two forms of education exist completely separate from each other. I believe that we must put our quest for “academic excellence” within an ethical framework to give it any sort of moral imperative. This apparent dissociation between intellectual exploration and social responsibility concerns me.

The best safeguard against becoming an “excellent sheep” involves recognizing that intel-

lectual exploration is a social responsibility and the quest for truth is fundamental to any Honor Code. The more likely a student is to view the process of education as an end in and of itself, the less likely they are to view their time spent in college as a means to an end. But how exactly do you get a bunch of overworked teenagers to view their high school education as something so profound as a social responsibility?

There are several steps that we can take to restore the link between intellectual exploration and social responsibility that are not as drastic as rewording our mission statement. To start, students should be given more information about course selections for upcoming years, and they should be encouraged to view these selections as a chance to craft an education for themselves, rather than a portfolio for college.

While our teachers do a fantastic job of framing information in a manner that is accessible to students, there is always something more that could be done to make curriculums feel relevant, timely, and important. Thus, student feedback surveys should not just be about evaluating teacher performance, but the curriculum

and content as well.

Finally, as a community, we should examine our rhetoric about the relationship between our Honor Code and our academic lives.

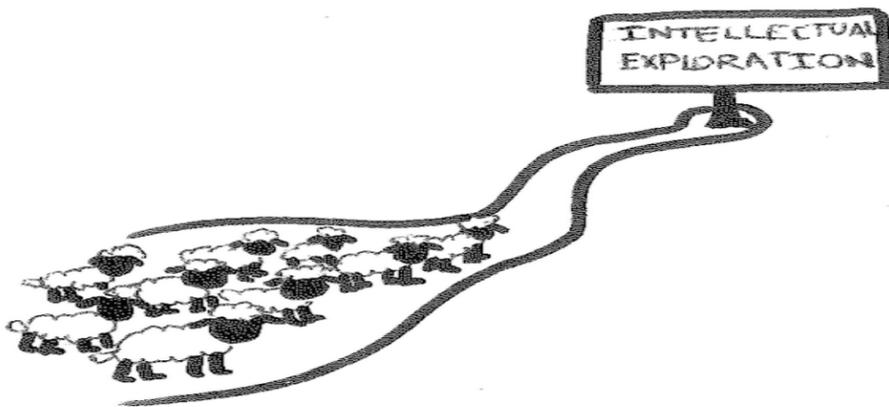
I always cringe when discussions about “academic integrity” turn inevitably to cheating, as if cheating is the be-all and end-all of academic Honor Code violations. Cheating exists, and cheating is wrong.

But in terms of “academic integrity,” a conversation that focuses solely on plagiarism seems to me like a doctor who treats a sore but ignores a disease.

True integrity extends well beyond signing the Honor Code on the top of a physics quiz. It requires that we view our education as a social responsibility, rather than a means to an end. It requires that we regard our time here at Pingry equally with reverence and healthy skepticism.

We are all in a position of privilege to attend this school. Granted, our education is a different sort of privilege than white privilege or class privilege.

But it demands the same commitment, to check that privilege, and to use it for good. True integrity hates sheep.



E. Jin (VI)

## Looks in the Hall: Evolution of Sneakers

By **URSULA DEDEKIND (VI)**

Whether we lace them up for a jog or flaunt them to make a bold statement, we all wear sneakers. However, the history and hype that surrounds our rubber soles, and the \$40 billion industry that creates and sells them, goes much deeper than we might expect.

It all began in 1917 with the Converse sneaker, the first shoe ever made for basketball, endorsed by superstar athlete Chuck Taylor. Soon after, sneakers reached a global scale when German sportswear founder Adi Dassler produced the Adidas sneaker. Adidas quickly became an international sensation when track and field legend Jesse Owens wore a pair of customized Adidas spikes to win four gold medals at the 1936 Olympics.

Sneakers began to take on a whole new meaning, encompassing more than functionality and fit: they began to symbolize a desire for athletic greatness. Competition in the shoe industry only escalated when Adi's brother, Rudi, started his own sneaker company called Puma.

In the 1950s, sneakers became a fixed piece in every wardrobe, a fashion statement made to be worn everyday. The shoe craze only intensified from there, with people forming lines down city blocks for Air Jordans and, more recently, stalking E-Bay for a pair of Yeezys under \$300.

I spoke with Ryan Boylan (V), who informed me that he once met a seller in a Dunkin Donuts to purchase one of the original pairs of "Air Jordan Grape 5" from 1990.

Boylan's interest in shoes began in his freshman year of high school when a close friend introduced him to the industry

of buying and selling sneakers. According to Boylan, when it comes to Air Jordans, there is a lot of profit to be made.

"It isn't as common for men to wear jewelry or accessorize like women do," Boylan said. "So sneakers are a way for men to make a fashion statement. To someone who doesn't know about sneakers, they might not mean much. But to those of us who do, we have a certain level of respect for them."

Harrison Jones (VI) shares a similar view on the role of sneakers in the U.S., adding, "People who shape fashion trends and call the shots on what looks good and what doesn't play a pretty large role in what people buy. And right now, Nike is dominating the sneaker game."

Jones's favorite fashion icon, Bryson Tiller, often sports Nikes, along with basketball superstars LeBron James and Dwayne Wade. Clearly, professional athletes strongly influence which sneakers teenagers consider to be currently trending.

In a culture that values athletics, it comes as no surprise that we wear sneakers, joggers, and hoodies on a daily basis. So keep wearing your athletic best. Who knows, you might be the next Chuck, Jesse, or Michael, making your mark in sneaker history.

### Top Nike Sneakers:

- Air Jordans
- Foamposites
- Roshes
- Air Maxes
- Dunks

### Other Popular Brands:

- Converse
- Adidas
- Vans



U. Dedekind (VI)

T. Dupree (V) and H. Jones show off their kicks.

## Food for Thought: Cosentino Explores Local Favorite Soup Shoppe

By **AMANDA COSENTINO (VI)**

You have second lunch, you're starving, and the cafeteria is serving fish. So, what are you going to eat? Soup Shoppe, just down the road from school in the Riverwalk Strip Mall, nestled between Starbucks and O'Bagel is perfect for a quick off-campus run. It's a small place with just a few tables, but it's great for a filling on-the-go lunch, and the owners and employees are friendly and welcoming. The staff really makes that extra effort to ask about your day and make conversation.

It can get pretty busy around lunchtime, so calling ahead and ordering for pick up will expedite your process.

They promote freshness and quality in their food, and it really shows. They make everything from scratch, use quality ingredients, and feature healthy foods as most of their menu.

They also always have vegetarian, gluten-free, or vegan choices that are

actually good and aren't rabbit food. Additionally, they have yummy snacks and munchies at the register (which are always so tempting to buy — great sales



Courtesy of Soup Shoppe

tactic!) like homemade granola bars, cookies and brownies. They also always have fruit and parfaits ready-made.

Chris Witte (VI) said, "They have these fruit cups that have watermelon and grapes, which, in my opinion, is the best fruit combination imaginable."

With its wide selection, Soup Shoppe has some-

thing to satisfy every craving. True to its name, they have a selection of different soups every day, ranging from your classic chicken noodle to more adventur-

en, cucumbers, sun-dried tomatoes, and balsamic dressing. They also have pre-made sandwich and wrap options that you can ask to have toasted.

Jess Foy (VI) commented, "I get the southwest chicken sandwich with bacon, cheddar, and chipotle mayo every time. It's the best."

Witte added, "I love Soup Shoppe. They have this really good sandwich with chicken, mozzarella cheese, and roasted red peppers."

They also have specials that change every day, so you're always on your toes. They can have anything from chicken parm to pasta to different sandwiches.

"The other day, I had a toasted vegetarian wrap with cheese, roasted veggies and a black bean burger, and it was so satisfying," Holly Butrico (VI) said.

Next time you're choosing where to go off-campus, consider Soup Shoppe because they'll always have something you'll want to eat for lunch. You won't be disappointed.

## Just Ask Jess: Cafeteria Hacks

By **JESS FOY (VI)**

Unless you're a senior with off campus privileges or someone who brings their own lunch, you grab lunch in the cafeteria every day.

As a freshman, lunch seems new and exciting for a while, but after two months of the same kinds of food, lunch can get pretty repetitive.

Here are some tips and tricks I've gathered from fellow seniors who try to keep their lunch options interesting while eating on campus.

I'll start with quick tips. If you need something on the go, here are some "hacks." Holly Butrico (VI) said, "When I grab something quick I take a slice of wheat bread and slap some peanut butter on it and fold it in half."

Another great tip is to take the saltines from the soup station and put peanut

butter and jelly on them. The salt from the cracker makes for a great bite.

*I always add basil mayo. It's a great condiment.*

Another one of my favorite tricks with peanut butter is to toast a piece of wheat bread, spread peanut butter on it, and then cut up a perfectly ripe banana to stack on top. This combo is both healthy and filling -- perfect for a mood when you're not crazy hungry.

Secondly, the salad and the sandwich bars in the cafeteria are really underrated. The mayos at the sandwich bar are an awesome addition to any sandwich. Julia Rotatori (VI) said, "I always add basil mayo. It's a great condiment."

Another tip is to use the

lettuce from the salad bar in your wraps or sandwiches. It tends to be crunchier than the shredded lettuce they keep by the sandwiches.

The salad bar also has an awesome assortment of vegetables and pasta salads. Just last week, they had pesto pasta that was delicious.

Amanda Cosentino (VI) said, "I love when they have edamame. It gives any lunch a fun twist." On days when they have guacamole or hummus I love to dip pita chips in it.

*I love when they have edamame. It gives any lunch a fun twist.*

Another hack is to check out the vegetarian options. Vegetarian sandwiches always have the best bread and spreads, and if there

is good turkey or chicken, I'll add it to the sandwich and give it a quick Panini press for a warm crunchy sandwich.

Dessert at school ranges from "froyo" to ice cream to apple cobbler every day. A classic combo is vanilla ice cream with peanut butter.

It makes you feel like your ice cream is healthier, and everyone knows that peanut butter makes everything better.

A Friday would never be complete without cookies. One trick that many of my friends love is taking the cookies and putting them into the Panini press.

If you leave them in for a minute, they warm up and the chocolate melts. Paired with a large glass of cold milk, they make for the perfect end-of-lunch snack.

Don't be afraid to try something new in the cafeteria.

## Popping Up on the Big Screen: One Day

By **ZAYNA NASSOURA (VI)**

While browsing through the movie selection on Netflix during Winter Storm Jonas, I came across *One Day*. The film, based on the book of the same title written by David Nicholls, premiered in New York on August 8, 2011, with an estimated budget of \$15 million. According to Box Office Mojo, *One Day* went to gross almost \$60 million worldwide.

*One Day* tells the story of Emma Morley and Dexter Mayhew, played by Anne Hathaway and Jim Sturgess. The film documents their lives on the same day each year: July 15. Emma and Dexter first officially meet on the day of their graduation

from the University of Edinburg. After a failed romantic evening, they decide to spend the following day, July 15, together as friends. Thus begins the plot of seeing Emma and Dexter on July 15, sometimes together and sometimes alone.

On the surface, Dexter is the stereotypical popular guy, always surrounded by friends or women, while Emma is rather nerdy and reserved. However, only ten minutes into the movie, I quickly realized that there is more to their relationship than what meets the eye.

After their graduation, Emma moves to London to become a writer and Dexter follows his passions and travels for a while. At this time in their lives,

Dexter becomes seemingly successful, co-hosting his own television show. Meanwhile, Emma struggles to succeed in her writing career, and is forced to find employment at a local Mexican restaurant. For me, it was devastating to watch Emma, who worked so hard and had such admirable goals and dreams, return to her old, run-down apartment, while Dexter was often drunk, slept around, and came home each night to his million-dollar pad.

Their different lifestyles ultimately force Emma and Dexter to grow apart. Emma simply wants Dexter to live up to the person she knows he can be. However, at this point, Dexter only cares about women, his

reputation, and the world of show business. In one chilling scene, Emma warns Dexter that she can no longer be his friend if he continues to live this way.

Without spoiling the rest of the movie, the remaining scenes show how Emma and Dexter's lives evolve both with and without each other. I most definitely recommend this movie to everyone. What I thought would be a relaxing romantic comedy to watch while weathering out the storm turned out to be something unexpected: I found myself laughing and crying my way through the 108-minute movie. *One Day* will make you feel a range of emotions and keep you glued to your screen the entire time.



Courtesy of Google Images

# Community Service Spotlight: Luke Ittycheria

By CAROLINE PETROW-COHEN (IV)

This year, Luke Ittycheria (III) started the Buddy Program, a new club that takes monthly trips to the Greater Brunswick Charter School to mentor underprivileged students.

The Greater Brunswick Charter School is a free, independent

opportunity to form lasting relationships with these less fortunate students.

While Ittycheria created the Buddy Program in September, he has been involved with the Greater Brunswick Charter School since seventh grade as a dedicated volunteer. Hoping to share his special community service project with his peers, Ittycheria started

pate in the program.

Community Service Director Ms. Shelley Hartz, who serves as the club's faculty advisor, hopes to continue developing the Buddy Program. "I think that Luke's Buddy Program is such an amazing opportunity. I can see the program having the same popularity as our Bridges Runs, especially since our students enjoy mentoring younger students," she said.

Ittycheria feels that community service is just as rewarding for Pingry students as it is helpful to the students attending the Greater Brunswick Charter School. He said, "Just seeing the kids, and seeing them happy, is my favorite part. When we leave, they always ask us when we're coming back."

Ms. Hartz expressed her excitement for the Buddy Program to continue to grow within the school community and make a lasting impact. "I think any service that allows the students to interact with young children is always impactful. That type of service demonstrates how important it is to work together to achieve a common goal."



Luke Ittycheria (III) with one of his buddies.

Luke Ittycheria (III).

public school located in New Brunswick, NJ. Once a month, members of the Buddy Program interact with students from kindergarten through fifth grade, helping them with their homework, playing games and sports with them, and offering their advice and mentorship. The club provides Upper School students with the

the Buddy Program to enable the Pingry community to contribute to the school.

Ittycheria started the club independently, first taking trips to the Greater Brunswick Charter School with a small group of classmates. Since then, the club has grown, allowing even more Upper School students to partici-

ment for the Buddy Program to continue to grow within the school community and make a lasting impact. "I think any service that allows the students to interact with young children is always impactful. That type of service demonstrates how important it is to work together to achieve a common goal."

## 'Crafting a Class': Applying to Pingry in 2016

By MARIAM TRICHAS (IV)

Have you ever thought about the application process and what it takes to accept a student into Pingry? Being at this school since third grade, I have always asked myself this question and wondered about many other statistics relating to the application process.

The 2014-2015 application year, in which students applied for the 2015-2016 school year,

The application process for students applying to grades 6-11 has been modified over the years to accommodate the school's new schedule. When Pingry switched to a new schedule, the Admission Office started to require visits and interviews to occur on separate days rather than on the same day.

The Admission Office has also been working towards a paperless application process by updating to an online system. The application,

school requests the final report card and all standardized test results from the prior two years, as well as grades for at least one marking period from the current year. Three recommendations are required from one current math teacher, one current humanities teacher, and one extracurricular advisor of the family's choice. Recommendations are helpful to the Admission Office, as they provide Pingry faculty with the ability to gauge a child's learning style, their classroom behavior, and their familiarity with a particular subject.

Applicants are required to submit standardized testing results from the ISEE, SSAT, or ERB.

In order to be valid for application, these tests must be taken between September and January of a student's application year. Finally, families may request Financial Aid as part of their application.

Mrs. Samantha Schifano of the Admission Office admits that admission decisions are thoughtful and difficult.

"We approach the process like a puzzle as we are crafting a class," she said, adding that the Admission Office "seeks to choose the best possible candidates to fill the available spaces."

As there are more qualified candidates than available spaces each year, the Admission Committee is thorough and thoughtful about maintaining strong balance in each grade.



Dr. Artis (center) talking to students.

Courtesy of Pingry Communications

brought the highest number of applications in the last 20 years for Pingry. The rise in applications corresponds to the rise in openings for each grade.

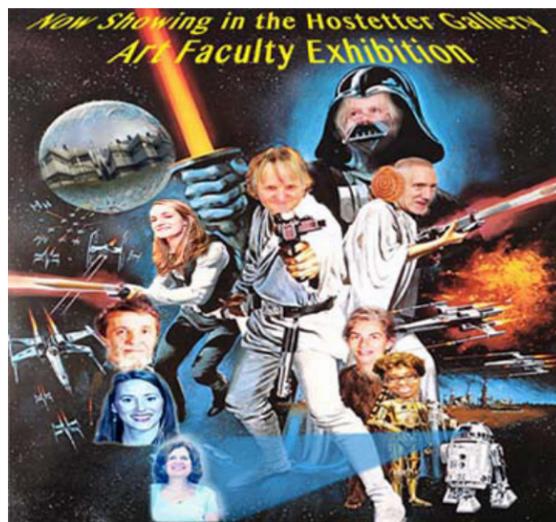
For Grade 6 there were over 110 applications with 25-30 openings, while there were over 280 applications for 45-50 openings in Form III. Likewise, for Forms I and II, there were over 55 applications, respectively, and for Forms IV and V, there were around 30. For Forms I, II, IV, and V, openings occur only through attrition, or when a current Pingry student transfers to another school.

recommendations, and transcript are now required to be submitted electronically.

The application process itself begins with an online application, consisting of questions that are filled out by both the student and parents. Upon receiving the admission application, the Admission Office contacts the student to schedule a required day visit to the grade to which they are applying. On a separate day, the student and parents are required to have interviews with a member of the Admission Office.

After the interviews, the

## Art Exhibit Features Star Wars Theme



PINGRY ART DEPARTMENT PRESENTS

# ART STARS

Art Faculty Exhibition

JANE ASCH   LINDSAY BAYDIN   MILES BOYD  
 RUSSELL CHRISTIAN   PETER DELMAN  
 RICH FREIWARD   JANE KUNZMAN  
 JENNIFER MACK-WATKINS   REBECCA SULLIVAN

Through February 10th

By RACHEL CHEN (IV)

The Annual Art Faculty Exhibit, titled "Art Stars," features the work of all Pingry studio art teachers, including Mrs. Jane Asch, Mrs. Lindsay Baydin, Mr. Miles Boyd, Mr. Russell Christian, Ms. Rebecca Sullivan, Mr. Rich Freiward, Mrs. Jane Kunzman, Ms. Jennifer Mack-Watkins, and Mr. Peter Delman. The collection includes a variety of mediums, and will be on display in the Hostetter Art Gallery through February 10.

Several faculty artists drew inspiration from the decline of nature as a result of human neglect and climate change. Mr. Delman's rich oil paintings use bold strokes and dramatic colors to depict images of fallen or chopped-down trees. Humans stand by triumphantly, either holding sharp weapons or relaxing.

"The paintings are really about the uneasy coexistence between humans and nature," Mr. Delman reflected. In the close foreground of each piece, a single animal glares at the viewer, which Mr. Delman describes as a "silent witnesses of our tension and disconnect with nature, watching us with reproachful, challenging stares."

Other nature-based pieces include Ms. Sullivan's glacier series. Inspired by visits to national parks, she drew attention to the delicacy of glaciers and rainforests by combining images of them in various me-

diums, such as drawings, edited photographs, 3-D printed sculptures, and candles.

The works of other faculty members are of a deeply personal nature. Mrs. Kunzman's *Tomato Apron*, a vibrantly painted apron suspended above a circle of salt, reflects multiple parts of her identity as a gardener, cook, maker of things, mother, and woman.

"I decided to create an apron because an apron signals to the outside world that you're prepared for some activity. For me, that is motherhood - nurturing children, feeding the family, growing seeds," she said.

Philosophical reflections on time and reality are the subjects of other faculty work. Inspired by home videos, Ms. Baydin's small paintings and shadowy photo transfers depict little moments that are lost in time. Although the images were taken from her personal life, they comment on the universal passage of time.

Meanwhile, Mr. Boyd's series of photographs feature dark, brooding tones, while the lack of a clear subject forces the observer to see only what the photographer sees. Inspired by Plato's *Allegory of the Cave*, he questions, "What is ultimately more noteworthy to capture: what was 'really there' or what the photographer saw?"

In the center of the gallery, Mr. Freiward's collection of vases stands tall and luminous,

each glazed with an iridescent glow. Mr. Delman said, "Mr. Freiward's pieces were all titled on the fly as references to David Bowie songs. A homage to the late artist, you could call it."

On the far wall, Mr. Russell's work features an "endless alphabet" of abstract, surreal, flat forms that are simultaneously alien and familiar.

Stretching across the opposite wall, Ms. Mack-Watkins' paper installation, *Urban Excavations*, is a winding map of bright colors and exciting disorder. It is a personal reflection on her life in the city. She said, "These layers become a memory of individuals who choose to leave their mark in a particular place."

The faculty exhibition is always highly anticipated by the faculty and well-received by the community.

When asked about this year's exhibition, Mr. Delman comments, "It's so diverse. It's always a chance to inspire, teach, and set an example for students."

Ms. Kunzman added, "It's truly an honor, a privilege, to do this every year. Pingry is the only place I've worked that I've had the opportunity to exhibit with colleagues. We get to see who we are as a team, to take chances with new materials, to have conversations about our work. A teaching gallery is the most rewarding space for me to install my work and share my ideas."

## SAC Continues Recent Renaissance

By CAROLINE TERENS (VI)

On December 18th, the Students' Activities Club (SAC) closed out 2015 with its annual holiday assembly.

Erin Dugan (VI), one of the heads of SAC, said, "The week before winter vacation is very difficult because there's a lot of work and the seniors receive their top choice college decisions, so I

like to think of the assembly as a break from that."

To start out the laughs, Mr. Leone played the drums as Darth Vader to set up a *Star Wars* parody narrated by Dugan, Brandon Beckford (VI), Chase Capanna (VI) and Thomas Horn (VI).

Next, students and teachers were chosen to participate in a game called "Junk in the Trunk." Following the game, Horn dressed as Santa

and gave gifts to members of the community. The assembly ended with teacher impersonations.

"I think it was totally successful because people had a fun time. That's all we really want," Dugan said as she reflected on the winter assembly. Both students and teachers enjoyed the assembly and look forward to SAC's final show in the spring.



The SAC team during their most recent show in December.

E. Dugan (VI)

## Dr. Burt '69 Shares Medical Wisdom Community Service Beyond the Requirement

By RACHEL CHEN (IV)

Since his graduation in 1969, Career Day speaker Dr. Donald Burt has worked as a primary care physician, taught as an Assistant Professor at

years, Dr. Burt applied to New Jersey College of Medicine where he ultimately earned his MD. He moved to the Berkshires in Massachusetts to become a primary care physician, and, while there, he discovered a new passion. "Around

tive people. "It's amazing to hook up with people who know stuff that I don't know, to get an idea, and to start planning it out with them. Connecting with people and listening to what they have to say is so important," he said, sharing his personal favorite quote from the Dalai Lama: "Every time you're talking, you're saying what you know. Every time you're listening, you're learning something new."

An example of this collaboration was Career Day. He recounts, "I was sitting next to some of the most energetic, creative, young people, and it was so much fun! Graduates of MIT and Harvard who were CEOs, programmers, and marketers. I may have learned more during Career Day than the students did."

Dr. Burt has many words of advice for current Pingry students. First, he encourages students to step out of their comfort zones. "Sometimes people get stuck in what they do. Doctors are the perfect example. When you get really good at something, it can get tedious and boring, but you never stop," he said. "It's never too late to try something different."

He also advises all students, regardless of their grade, to watch the video of Lyric Winik's Career Day Keynote Address five or six times, noting that she imparts valuable words of advice that students should be open to.

He said, "I didn't understand this as a student, but she said something that really stuck with me: 'If you have the most brilliant idea in the world, it's worthless if you can't communicate it to someone.' At Pingry, I could have paid more attention to the building blocks of communication."

Finally, he advises students not to resent the required classes that they think they might not enjoy. Instead, he tells students to apply their passions to these classes, especially in the beginning of the year, and they might find themselves pleasantly surprised at the end of the semester. "Nothing you learn is worthless," he said. "Everything will come back and help you at some point."

By TRACY COOPER (V)

The Community Service Club, led by Keileh Atulomah (VI) and Mariel Sander (VI), is engaging students in projects to help the larger community outside of Pingry.

Since the beginning of the school year, the club has offered a myriad of service opportunities to Upper School students, in partnership with various local non-profit organizations. Thus far, they have contributed drawings to Color-A-Smile, an organization based in Morristown that distributes drawings to people in need of joy. They have also packaged dog bones for St. Hubert's Animal Welfare Center, a network of New Jersey animal shelters and adoption centers, and wrapped silverware to be provided along with food at the Samaritan Homeless Interim Program, an organization based in Somerville that provides aid to those who cannot afford food, housing, and other necessities.

The club also held a Thanksgiving Turkey Drive, asking members of the Pin-

gry community to donate turkeys to beneficiaries of the Samaritan Homeless Interim Program. They also cut

plan to offer more opportunities for students to, not only fulfill their required community service hours,



Courtesy of Pingry Communications

**Donald Burt '69 (left) during a breakout session with students.**

the University of Massachusetts, and contributed to the successes of three different database-organizing softwares in the healthcare industry.

After leaving Pingry, Dr. Burt received his B.S. in Biology at Trinity College. He then spent four months hitchhiking around Europe and North Africa, including the countries of Morocco, Algeria, Tunisia, Spanish Sahara and Mauritania, before spending two years as a "ski bum" in Aspen.

"She's never told me this, but I suspect that my mom called up Miller Bugliari and asked him for some help," he said. Coach Bugliari had been his soccer coach at Pingry. "Because then Miller called me up, in Aspen, and said, 'Look, I have an opening for a Biology teacher and soccer coach. This could be a chance for you to start a career for yourself.'"

After working at Pingry for three

this time, computers were absolutely horrible, so I became really interested in computer science in the context of improving healthcare," he explained.

He left his practice and began a career building databases and software for large medical organizations. He has been a part of developing three successful software applications under major healthcare corporations such as HCA and McKesson, and, most recently, a small startup company called PatientKeeper. "Essentially, PatientKeeper pulls all of a patient's information - from insurance to clinical - together and puts it all into one place on iPads, iPhones, and tablets. It eliminates paper records, so doctors aren't tied to their desktops anymore," he said.

Dr. Burt's favorite part of his job is the creative process, because it allows him to work with skilled, communica-

with players and coaches, and the high caliber of teachers were all helpful to me in figuring out how people work and how to work with them."

While at Pingry, Mr. du Pont was a passionate member of the football and lacrosse teams, and was coached by current Middle School History Mr. Mike Webster. By working with Mr. Webster in an athletic, team-oriented environment for so long, Mr. du Pont feels that he is now more aptly able to "figure out how to create a bond between all different ages and kinds of people, in addition to people with varying experience levels."

Mr. du Pont also remembers former History teacher Mr. John Rabey as a standout teacher he encountered while at Pingry because of his unbridled passion.

Mr. du Pont said, "To see Mr. Rabey's spark of enthusiasm and his raw emotion in the classroom

was pretty empowering." He added, "I always imagined Mr. Rabey saying, 'I'm not afraid to look weird or sound crazy right now because I really believe in this.'"

Mr. du Pont also believes in giving back to the greater community, as a result of his worldly experiences.

After living in various African countries and seeing abject poverty first hand, Mr. du Pont wanted to stress that "it is impossible to communicate the opportunities that Pingry students have.

"So, my message to current students is to recognize that level of opportunity, be thankful for it, and, lastly, embrace it," he said.

He continued, "If people with our level of opportunity do not take advantage of it and create good things, then who is going to? Nobody is. So it is really our responsibility to go and make it happen."

## Mr. du Pont '03 Sells Business Career

By ALLY PYNE (IV)

After graduating from Pingry in 2003 and Columbia University in 2007, Career Day speaker Mr. Paul du Pont jumped straight into the world of startups and international business.

After co-founding Vox Supply Chain (soon to be rebranded as Tundra.com), Mr. du Pont accumulated a huge amount of live deal experience as Director of Sales, which ultimately offered him insight on how to improve business-to-business transactions more broadly. With this insight, Mr. du Pont and his team shifted strategic focus to go after what they saw as the much bigger opportunity.

In Mr. du Pont's words, Vox Supply Chain is an "ecommerce and logistics platform for business-to-business trade, which basically means helping companies to bring their transactions fully onto the Internet." Mr. du Pont heads all commercial activities, including fundraising and engagements between suppliers and buyers.

Mr. du Pont attributed the origins of his business model to "just getting out into the world, discovering a problem, and then deciding to solve it."

Mr. du Pont appreciates the opportunities Pingry gave him to collaborate with people while in high school. He said, "My interactions with classmates, teamwork



Courtesy of Pingry Communications



Members of the Community Service Club. T. Arnold (VI)

fleece to make blankets for Bryan's Dream Foundation, which aims to help children with brain tumors and to further awareness and research of pediatric brain tumors. This past month, the Community Service Club supported the Cycle for Survival event hosted by the Student Movement Against Cancer (SMAC) club, in which students ride stationary bicycles to raise money for the Memorial Sloan Kettering Cancer Center. In addition, the club organizes Dress Down Days and bake sales to support various charities each month.

When asked about the club's current and future projects, Atulomah and Sander explained that they

but become more engaged in service. Currently, the club is planning to host an event, during which students construct dog toys to donate to St. Hubert's Animal Welfare Center.

The club also plans to organize a Dress Down Day to benefit further ALS research. In the future, the club hopes to host a "Walk of Benefit" to involve the entire Pingry community in raising money for a particular cause.

Atulomah said, "Our main goal for the club is to provide opportunities for Pingry students to help both the school and outside communities."

She added that the club "hopes to maintain the current level of activity and to get even more students involved."

## Career Day Features Myriad Alumni

By KATIE HO (V)

On Friday January 29<sup>th</sup>, the juniors and seniors started off Career Day by gathering in Hauser Auditorium to listen to the 2016 keynote speaker, Mrs. Lyric Wallwork Winik '84.

Mrs. Winik, a writer and author, attended Princeton University after leaving the School. After graduating from *magna cum laude*, she worked on a plethora of variegated tasks, ranging from writing political memoirs, magazines, and books to working with influential people like First Lady Laura Bush and First Lady Michelle Obama. She has also received the Simon Rockower Prize for Excellence in Feature Writing and has published over thirty-five cover and lead stories in *Parade* magazine.

Mrs. Winik started her speech by recalling her high school experience, which allowed students to connect with her. She remembered, "At Pingry, I was a very good student, but I wasn't the top student. If you asked my classmates what they remembered about me, they would probably say that I worked really hard and did a ridiculous number of extracurricular activities, starting with being editor-in-chief of *The Pingry Record*."

After her introduction, Mrs. Winik shared the most important pieces of knowledge that she had accumulated over the years. Besides writing, which she emphasized was by far the most valuable skill that one could learn because "no one has of yet come up with a way to communicate complex and complete thoughts without words," she offered five other pieces of advice. She encouraged students not to follow their passions, but rather to

find something that they can be passionate about, to never stop growing and self-reflecting, to truly listen to what someone else is saying "without an agenda, without preconceived notions," to give one hundred and fifty percent of effort, and finally, to remember that everyone matters.

Josh Baum (V), who was extremely impressed with the speech, noted, "It captivated me from start to finish. I hope the speech reached out to others the same way it did to me."

As soon as the keynote address was over, students filed

session best because she "appreciated that one of the presenters showed actual commercials that he produced," meaning that students could "experience the work product rather than just hear about it."

The sessions also provided helpful insight into what it was like to work for certain professions. Jackson Artis (VI), who attended the engineering session, said, "I got to hear the ups and downs of being an engineer and I also got a clear vision of what I'd be doing a few years out of college."

Career Day was very suc-



Keynote Speaker Lyric Winik '84 presenting. Courtesy of Pingry Communications

out of Hauser and separated into different groups that correlated to the three career options they were most interested in.

Emily Tung (V) said that she learned a lot about what different people's life experiences were truly like, which was a lot more helpful than "just reading about different industries." Though all of the sessions she attended were helpful in discovering what her passions were, she enjoyed the marketing and advertising ses-

successful in allowing upperclassmen to explore a wide range of occupations and to start thinking about their futures. Baum said, "Career Day definitely gave me a better sense of industries that I am interested in. The opportunity to speak with industry professionals was one that I think everyone took advantage of. It might have even broadened my scope, getting me interested in industries that I may not have thought of before."

## Christina Barba '98 Leads Law Session

By ALEXIS ELLIOT (IV)

Career Day speaker Ms. Christina Barba '98 is currently a litigator for the New York City Department of Education, devoted to weeding out incompetent teachers from New York City public schools.

During high school, she was both an athlete and art enthusiast. At Pingry, Ms. Barba

Upon graduating from Princeton in 2002, Ms. Barba worked as a paralegal at the Manhattan District Attorney's Office through a Fellowship Program called Princeton Project 55 (now Princeton AlumniCorps). Following her fellowship year, she attended law school, with the goal of becoming an Assistant District Attorney (ADA). In 2006, after receiving her

as a lawyer is her work on an attempted murder case that she ultimately dismissed. Ms. Barba had inherited the case from a former colleague and, after a thorough investigation, she became convinced that the two eyewitnesses who had identified the defendant were mistaken and that the grand jury had indicted the wrong individual. Using cell site data and phone records, Ms. Barba succeeded in proving that the charged individual was, in fact, innocent. He was then released from jail and his indictment was dismissed.

Over the course of her career as an ADA, she was primarily preoccupied with the root causes of criminal conduct, and recidivists in particular. She cited lack of adequate education as one major cause. Ms. Barba stated, "If these individuals had access to a better education, they would be less likely to be in these positions."

This realization led Ms. Barba to move on in her career to the New York City Department of Education's Office of the General Counsel to tackle the problem of incompetent teachers in New York City schools. As an attorney in the Teacher Performance Unit, Ms. Barba drafts disciplinary charges against ineffective tenured teachers and then litigates the resulting incompetence cases seeking their termination. Ms. Barba is extremely passionate about her work because it addresses an issue that is both substantial and critical.

When asked what advice she has for current Pingry students, Ms. Barba encourages students to "throw themselves wholeheartedly into their education, not the end goal of a specific career." She advised, "Live in the moment, and don't be single-mindedly focused on careers or college."

Courtesy of Pingry Communications



played field hockey, ice hockey, and lacrosse at the Varsity level. "My experience at Pingry was exceptional," she said. "I had great friends, and I really appreciated all of the opportunities Pingry had to offer."

One defining moment of Ms. Barba's Pingry experience was taking an Art History course taught by Mrs. Barbara Berlin. This class instilled a passion for both art and art history within her. She credits Mrs. Berlin's exceptional teaching style for her love of the course. "She incorporated religion, history, and art into the curriculum, while requiring her students to think critically and creatively."

After Pingry, Ms. Barba attended Princeton University where she majored in History.

juris doctorate from American University, she finally achieved her goal and joined the Bronx District Attorney's Office as an ADA.

Ms. Barba was drawn to the work of ADAs, in part because of her experiences at Pingry. She served on the Honor Board, which "made an impression on her" and "cemented in her a moral code of conduct." Ms. Barba always hoped to become a lawyer, but she did not know what type of law she wanted to practice. Her father was a lawyer who served as Assistant Special Counsel to President Eisenhower, and his example inspired Ms. Barba to pursue a career in public service.

Her proudest achievement

## Laura Tseng '89 Explains Veterinary Medicine

By MEGAN PAN (IV)

Since she was five years old, Laura Tseng '89 knew she wanted to be a veterinarian, and she spent the next 20 years working toward this dream.

Upon graduating from Tufts University School of Veterinary Medicine, Dr. Tseng completed an internship in small animal medicine and surgery, a fellowship in emergency medicine, and a residency in emergency and critical care at the University of Pennsylvania. She currently serves as a diplomat of the American College of Veterinary Emergency and Critical Care.

After passing the ACVECC credentialing exam for board certification in emergency and critical care, Dr. Tseng officially became a specialist veterinarian. Now, she is the Co-Hospital Director and Chief of Emergency and Critical Care at the Veterinary Specialty and Emergency Center in the Levittown Hospital.

"It's a different job than a general practitioner," Dr. Tseng said. "At a hospital like ours, we don't do any general practice, but we have specialists in emergency and critical care, surgery, internal medicine, oncology, ophthalmology, the list goes on."

For Dr. Tseng, an average day of work begins at around seven o'clock in the morning. She starts work in the Intensive Care Unit (ICU) and goes through rounds with the overnight doctor to review information on all of the animals being treated at the hospital. After rounds, she examines the patients, adjusts patient test and treatment orders, and makes phone calls to their owners to provide status updates. Dr. Tseng then sometimes has time to return to her office for administrative work.

According to Dr. Tseng, one of the most rewarding aspects of her career is the relationships that



Courtesy of Pingry Communications

develop with her patients and their owners.

"From an emotional approach, you're really taking care of the family, as well as their pet," Dr. Tseng said. "That's probably the most rewarding thing - enabling people to see their pets get better, or, if their pets are not able to get better, helping them to feel comfortable knowing that they did everything they possibly could."

This ties in with the more challenging aspect of Dr. Tseng's job, which involves euthanasia (putting a pet down) and the deaths of her patients.

"The really challenging part is actually dealing with the psychological effects of losing a pet on a family," Dr. Tseng said. "There are a lot of people who treat and view pets like their children, and it's very hard for them to see them sick or to lose them. We do have a pet loss counseling session once a month for people who struggle to cope with such a loss."

Although she only began attending Pingry in her sophomore year of high school, Dr. Tseng believes that her three years at Pingry have single-handedly influenced the veterinarian she has become. She said that Pingry

taught her "how to study, how to be organized, how to approach a problem, how to write, and how to work as a group."

However, she cited the Honor Code as an aspect of the Pingry experience that has greatly influenced her. "The Honor Code here definitely is something that a lot of schools don't have or don't emphasize," Dr. Tseng said. "Going through college, vet school, residency, and now in practice, the Honor Code has helped me when I find myself in difficult situations and need to make hard decisions. If you come back to the Honor Code, you will be reminded to do what is honest, fair, and ethical."

To anyone interested in pursuing a career in medicine, as well as to all high school students, Dr. Tseng stresses the importance of communication skills.

"When you're in medicine, you're talking to people about very personal things, and you have to have that rapport with the patient to get them to trust you," Dr. Tseng said. "Coming out of a school like Pingry gives you the motivation to always do your best and to stand up for what you think. Those things will help you as you go further through school and beyond."

## Winter Teams Continue to Win Across the Pools and Courts

By TUCKER BICKELL (VI)

With MIRO BERGAM (III), JAMIE MOORE-GILLON (V), ALISA CHOKSHI (III), WILL DIGRANDE (V), DARLENE FUNG (III), FELICIA HO (III), JUSTIN LEANDRE (V), LINDSEY LUBOWITZ (V), MARY NUSSBAUMER (III), ZACH TRICHAS (III), and ALLISON VERDESCA (IV)

### BOYS' SWIMMING 5-4

Boy's Varsity swimming currently holds an impressive 5-4 record and has had notable performances at meets, including a third place finish at the Skyland Conference Championships.

Despite having graduated a successful senior class, the team is managing to maintain moderate success with powerhouse freshman and sophomore swimmers.

Captain Matthew Zeikel (VI) said that, while he is the senior captain, "the leadership definitely comes from the bottom. There are a lot of great freshmen and sophomore swimmers, and everyone on the team has great chemistry regardless." He foresees that "Pingry swimming is going to be a force to be reckoned with in the coming years."

When asked about the team's goals for this season, Zeikel said, "To win preps, for sure. We're trying to win counties too, but that might be tough. Obviously, we are aiming for the state championships

as well."

The team is also looking for redemption. With a few key swimmers missing, Pingry lost 108-62 to rival Lawrenceville. They are hoping to shut them out at preps and reclaim victory.

### BOYS' ICE HOCKEY 5-8-7

With a 5-8-7 record, the boys' ice hockey team is poised for battle in every game for the rest of the season.

So far, they have forced countless ties and generated impressive wins against very tough competition. Led by captains Chris Browne (VI), Max Cummings (VI), and Jack Zanelli (VI), the team is working hard to improve upon last season's record of 5-14-1.

Forward Matt San Miguel (V) has been motivated by the senior leadership. "The captains have done a good job maintaining a positive outlook even on losing games, which has helped us turn losses into wins and ties." San Miguel added, "The captains have also generally improved our team's morale and success."

Brett Zanelli (V) is leading the offense this season with an impressive 4 goals.

Coach John Magadani particularly praises Browne, the team's starting goalie. "It is great to have Chris in net as he is undoubtedly one of the best goalies in the



Matt Zeikel (VI) swims the breakstroke.

Courtesy of Pingry Communications

Head Coach Ramsay Vehslage has high expectations for the rest of the season and expects the team to benefit from its most recent addition, Assistant Coach Marion Weber.

After narrowly defeating Lawrenceville 4-3, the team earned their ranking of #1 in the state.

In reflecting on the season, Park said, "We've worked extremely hard this season in practices and in matches, as shown by our record. Our competition was tough, but all of the girls played extremely well."

The team finished 16th in states over President's weekend, capping off another dominant season.

### WRESTLING 12-5

The wrestling team started the

season off with a 12-5 record that includes hard-fought wins against Arthur L. Johnson High School and rival Bernards.

In addition to their winning record, the wrestlers have broken individual records at both the Somerset County Tournament and the Rutgers Prep Tournament, where the team placed second overall. Wrestlers Brandon Spellman (III), Aidan Dillon (IV), Tommy Tarrantino (V), Frankie Dillon (V), and Brian Miller (VI) have all had stellar matches and placed at both tournaments.

Captain Michael James (VI) said, "We knew that we had the potential to be one of the greatest teams in Pingry wrestling history, but we also knew that it would take hard work and dedication."



Mary Pagano (V) looks for a pass. Courtesy of Pingry Communications

**WRESTLING**

(cont.)

This team is younger than in years past, with five freshmen currently starting for Big Blue. Head Coach Mark Facciani said, "I think there is a high ceiling for this team. However, it is crucial for us to take one match at a time."

James concluded, "This season might change Pingry wrestling from being just another team to being a team to watch in the upcoming years."

**BOYS' SQUASH**  
9-6

With nine wins and six losses, the boys' squash team has had a great season so far.

The team has strong players in all grades, including Chris Zachary (III), who won the Junior Gold Squash Championship in October, and Sam Scherl (V), who is currently ranked as the #6 squash player in the nation, according to the U.S. Squash National

lowed the team to secure their wins this season. The team has seen standout performances from Vella, who impressively finished second overall at the Somerset County Championships.

Last year, the team took second place in the state tournament, and Coach Barr and Vella both noted that their goal is to qualify for the state finals again this year. Most recently, the epee team placed in the top ten in a state tournament. Several athletes, including Katie Vella (VI) in epee, and Aubrey Molloy (IV) and Maddie Shilts (V) in foil, are expected to have strong performances at the individual championships at the end of the year.

**BOYS' BASKETBALL**  
10-8

With an 10-8 record so far and an impressive winning streak in the middle of the season, the boys'



Courtesy of Pingry Communications

**L.J. Davidson (V) protects the ball.**

17-Under rankings, and has several national titles under his belt.

The team is led by captains Mark Shtrakhman (VI) and Yash Jaggi (VI), who both have had impressive high school careers and use their years of experience to guide the younger players on the team.

Jaggi is proud of the team's performance and confident in the team's future. He said, "The boys have been playing really well this year. That's reflected in the team's great record. We've had some tough losses to some of the best programs in the country, but the program will only continue to grow with the arrival of courts."

The Boys capped off their season finishing 16th in nationals over President's weekend, facing tough opponents including Belmont Hill, Packer Collegiate Institute and Poly Prep. The team is excited for their younger players to continue to develop over the coming seasons.

**GIRLS' FENCING**  
8-5

With a current record of 8-5, the girls' fencing team, coached by Mr. Li and Mr. Barr, has started this season strong. Despite several setbacks, including injuries and a short roster, Coach Barr said that the fencers have managed to beat several tough teams and win close matches.

Captains Katie Vella (VI) and Ellen Li's (V) leadership has al-



**Katie Vella (VI) lunges for her opponent.**

quarter we play. Not so much winning a whole game, but winning each individual quarter."

With the mix of size and shooting abilities from forwards Drew Gagnon (VI), Ryan Lane (VI), and Michael Weber (IV), along with the grit and quickness of guards Brendan Kelly (VI), Zach Aanstoos (IV), LJ Davidson (V), and Phito Jean-Louis (IV), the team has been able to mesh on both offensive and defensive ends of the court. If this group continues to play as a team, be sure to expect more successes and highlight plays from boys' basketball this season.

**GIRLS' BASKETBALL**  
12-10

With a record of 12-10, the girls' basketball team hopes to continue this season's successes.

The team is one of the youngest in years, with Captain Libby Parsons (VI) as the sole senior on the squad. She is assisted by junior Captain Charlotte Cumin (V) and Coach Courtney Tierney.

The team has slumped in their last five games, winning only against Mount St. Mary 44-30 on February 9. Despite this, Libby is excited by the team's progress thus far and hopes that the team will continue to improve. "The girls' team has made some amazing progress this season," she said. "We've exceeded our expectations and are continuing to excel."

Charlotte is excited about next season, citing the team's development and her hope that younger players will assume leadership roles on the varsity squad. "We are a very young team this year. Especially with Libby's injury, all of our starters are underclassmen," she said. "I have seen a lot of growth throughout the season and am excited about next year's season."

The team is looking forward to further developing their skills and finishing the season strong.

**BOYS' and GIRLS' SKIING**  
6-0

Led by captains Tucker Bickell (VI), Grace Wollmuth (VI), and Chase Capanna (VI), the ski team is competing with a big squad and many excited newcomers this season.

In addition to the new freshmen, there is one senior and several sophomores who are new to the sport and learning to race for the first time.

While multiple races in the beginning of the season were cancelled due to the lack of snow, Winter Storm Jonas allowed for



Courtesy of Pingry Communications

**Namita Davey (IV) returns the ball**

the perfect slopes to compete on.

With three Giant Slalom Races and two Slalom Races completed, Coach Coxe's goal for the team is "getting the skiers to be more comfortable on their skis and to bring their times down."

The girls' team has achieved much success so far this season, having finished in first place in the Dual Slalom Race, with notably impressive performances by freshman Annie Leithead (III).

Wollmuth is very optimistic about the final months of the season, and looks forward to seeing if the team qualifies for States. "We are off to a slow start, given the lack of snow, but I am very proud of the progress we have made thus far, and hope we will have a strong finish."

**GIRLS' ICE HOCKEY**  
2-15

With a record of 2-15, the girls' ice hockey team is very proud of their accomplishments thus far this season. Led by captains Keara Sullivan (VI) and Abigail Ren (VI) and coached by Mr. Sean McNally and Ms. Caroline Burke, the team has been working hard to improve their record.

When asked about the team's progress this season, Sullivan said, "Time and again I have been blown away by how hard everyone is working. I think this effort has been paying off because we increased our record for number of wins from 1 to 2, despite losing our goalie."

Ren added, "We have had a few close games and are definitely looking to get more wins this season, now that we have had more experience playing together."

Player Josie Cummings (IV) noted that, "even though we don't have the best record, we have played a lot of good games and

improved significantly since the beginning of the season. We also have had a lot of fun together and grown very close as a team."

Be sure to stop by Bridgewater Sports Arena to cheer on the girls' ice hockey team this season!

**BOYS' FENCING**  
10-3

Despite losing a number of seniors from last year, the boys' fencing team has had a strong start this season, with a current winning

ing participated in six group meets over the past few weeks.

The team is split into two sections of running and track. Running events include distance, coached by Mr. Matthew Horesta and Ms. Sarah Christenson, and sprinting, coached by Ms. Lauren Moinaro and Mr. Josh Orndorf. Track events include pole vaulting, throwing, and jumping.

While the team is slightly smaller this season than in years past, girls' track captain Amanda Cosentino (VI) says that they still



Courtesy of Pingry Communications

**Jack Zanelli (VI) waits for the puck.**

record of 10-4.

The team, led by captains Dillon Noone (VI) and Brad Hong (VI), kicked off the season with a close 14-13 win against Hunterdon Central High School. Fencers Malcolm Fields (IV) and Michael Sun (III) did exceptionally well during this meet, both scoring an impressive 3-0 in their bouts.

Head Coach Davidson Barr described the team as being "very green," as it is comprised of mostly freshmen. The relatively young team has had great success thus far, especially in terms of the team's cohesion. When fencer Zan Rabney (III) was asked about the dynamics of the team, he said, "It's great because everyone helps you improve."

The team looks forward to improving their fencing skills, as well as enjoying the growing camaraderie among players, in the remaining meets of the season.

**WINTER TRACK**

The winter track team has had a successful start to the season, hav-

have a "good team bond." The team practices five to six days a week, beginning with a group warm up before splitting up into their separate events. Boys' track captain Jamie Barker (VI) adds that winter track is "a great way to stay in shape."

Coach Christensen speaks highly of the season so far, noting that they are "looking forward to strong performances from the captains," and that the team has a "broad bench, including several strong freshmen."

With the NJSIAA Group meet, one of their biggest events of the season, coming up on February 20, prospects are looking bright for the winter track team.

*All records and scores are accurate as of February 16, 2016.*

*Let's Go Big Blue!*

Courtesy of Pingry Communications