



# THE CRIMSON SUN



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Photos: Amanda Sit



Photos (clockwise from top left): Jaime Sheppard, Joseph Fazio, Jaime Sheppard

Clockwise from top left: Ian O'Brien '19 fearlessly takes the stage; Courtney Ober '18 and Dominique Diggs '17 and singing “I Can’t Feel My Face” by The Weeknd; CMW Coordinator Mikael Jan '17 gleefully performs in Founder’s Hall. Story on page 7

## Students react to Donald Trump

BY ARIELLE MOSS WITH REPORTING BY LAUREN CONWAY AND GRACIE GOLDY

MBS students were interviewed in an informal poll in late September about the man who has monopolized the media for the past few months: Donald Trump. Despite students thinking that Mr. Trump’s “honesty” and raw opinion account for his appeal to prospective voters, most considered him an unqualified Presidential candidate and were not won over by his “Make America Great Again” slogan.

At press time, Trump led the 2016 Republican presidential race with about 27 percent support among Republicans nationwide.

“I don’t know when America went bad,” said Jessica Babb '16 in reference to

Mr. Trump’s slogan. “He’s the epitome of the worst things an American can be. He’s arrogant, ignorant, racist, sexist... he doesn’t think!”

Many agree with Babb; only two out of 33 interviewed thought his attacks against Latino immigrants account for his

appeal and no one thought his sexist views helped Mr. Trump gain support.

On the other hand, out of the 33 interviewed, 28 decided that Donald Trump’s appeal to voters comes from his perceived honesty and raw opinion.

Three out of 33 felt that Trump’s “Make Amer-

ica Great” theme generates his popularity.

“Americans are sick of politicians not speaking their minds. Trump is a change for America and can help improve the economy,” said history teacher Zoe Jameson.

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## Examining Trump’s slogan

BY LAUREN CONWAY AND GRACIE GOLDY

Journalism students examined the meaning of Donald Trump’s “Make America Great Again” campaign slogan in an informal poll of 10 students conducted the week of October 26, asking three questions: “When was America great before? Why is it not great now? How will Trump make America great again?”

Some students did not believe that America has achieved greatness yet.

“I think America was never great, there was always a problem,” says Lizzy

Sengle '17. “There was slavery, civil rights, war, and more conflicts that hurt America and its image,” she said.

Most students interviewed believed America was great in earlier generations.

“America was ‘great’ during World War II when we constantly worked to get better,” Jimmy Zilinski '16 says. “

“When we didn’t think we were the best country and we always pushed for the extra mile,” says Rob Saburn '16. “Now that

continued pg. 5



Photos: Amanda Sit

Jaime Sheppard '17 supports her dad, John Sheppard, at the Fall Blood Drive (left); Blood Drive Captain Tatiana James '16 chats with Joshua Aracena '17 as he finishes donating blood. Story on page 6.

# OPINION/EDITORIAL

## THE CRIMSON SUN

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The *Crimson Sun* corrects its factual errors and accepts corrections.

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The *Crimson Sun* provides information and entertainment in addition to various viewpoints on debatable issues. We will not print anything that is deemed libelous, obscene or in poor taste. We reserve the right to edit or withhold anything submitted and correct spelling, grammar and punctuation when necessary.

## Editorial: “Make America Great Again” trumped by student opinion



Cartoon: Oliver Stitt

Donald Trump, GOP presidential candidate, thinks he can make America great. Again.

We have all heard Trump’s “Make America Great Again” slogan. Moreover, the majority of MBS students have even seen it campaigned on baseball hats worn by Bob Meyer ’16 during Spirit Week and Annabel Pruitt ’16 in her parody — including Trump commentary and bravado — on Halloween.

His slogan is everywhere. It is shocking that even in an environment where most are unable to vote, Trump has still been able to influence our thoughts on the presidential campaigns. On the positive side, the Trump talk reflects student engagement with national issues on campus.

Trump has had a wide range of effects. Some cynical students claim America was never great, while other students don’t see when America stopped being great. How successful can Trump be as president if his campaign slogan causes so much disagreement?

Yes, this slogan has helped Trump spread his name among citizens, but

it also hasn’t spread the best reputation. Many people think of Trump as a racist, sexist, and narcissist because of his countless offensive comments. So is his upbeat slogan reference to a “great” filled with darker meanings, like a past America when women and blacks were treated inferior to white males?

If only two of the

thirty-three students polled about Donald Trump’s qualifications support him, his campaign may be ineffective for younger generations. We may have not lived through many American eras, but we know what it means to be an American. And it seems Trump doesn’t represent MBS’s idea of a great America.

## The elephant in the room:

### Politics is the invisible presence

By MOLLY GLICK

It can creep up in nearly any class: History, English, Spanish, Geometry. Lurking in the shadows, shoving its way into classrooms. A swift turn of conversation and, without warning, the teacher must make a rapid yet crucial decision. Do I walk down that thorny path? With the election approaching, it seems that MBS faculty can no longer dodge the rushing, controversial bullet. It’s politics, and it’s now unavoidable.

Within the realm of current politics, two breeds of teachers exist. The first are the dodgers. They take the safest method: to completely

avoid it. Pulling a move straight out of *The Matrix*, they bend backwards to dodge the subject being hurled at them in slow-mo. Their political affiliation is separate from the classroom, they assure their students. An awkward silence paralyzes the room. Suddenly the pupils’ minds are churning: they’re quickly piecing together everything the teacher has ever said. Clearly, their thoughts on the Vietnam War indicate they are a card-carrying Republican. But are teachers Republicans? What even is a Republican?

Next comes the Embracer. They are more than happy to dis-

close their party. In fact, they are ever prepared to bash Trump. Talk of the election ranges from workshops to entire class periods. Spirited debates between teachers and students are incited by even the slyest of side comments. Some students sit, puzzled, wondering how their language class could have gotten so sidetracked. Others gleefully participate, though a portion of such are simply happy to get off topic.

While teachers should not be forced to reveal their personal views on politics, the topic should not be treated as a plague. We

should embrace its constant presence in our lives. The election can relate to seemingly any subject, enforcing the Humanities’ interconnected curriculum. Most importantly, students are exposed to a range of perspectives. Perhaps it takes a fiery debate to inform and broaden our views. Though most aren’t quick to admit it, we are carrying our parents’ agendas in our back pockets. When we hear other opinions, we learn new things and are able to form our own positions; despite the occasional temptation to bang your head on the desk.



# OPINION

## To AP or not to AP? That is the question

### Yes to APs

BY WILLIAM MALLEN

I must confess, by the time I graduate, I will have sat for 10 Advanced Placement exams. Sure, a little part of me takes these classes for college admissions. Another part of me takes them for college credit. But I mostly take APs for the fact that I think they are amazing classes and I get a lot out of them in ways most people do not realize. Rather than talking about APs nationwide, I am going to discuss three of the many benefits AP classes have to offer in the context of MBS.

First of all, most AP classes utilize textbooks, while most other classes do not. Students learn how to sort out a plethora of facts in order to identify main points and tones when reading a text. When a teacher assigns a chapter to read for homework (about 40 pages), no student has the time to deeply read the material. An AP student learns when to skim and how to study material in-depth.

This skill can be applied to answering free response questions as well. Students can write shorter responses by getting straight to the point and understanding which facts are necessary and which are not.

Secondly, AP students learn how to become better test-takers, which unfortunately is an important skill to have these days as students. Non-AP classes usually only administer tests that are free response and by the time students enter their junior year, they do not know how to answer multiple-choice questions. Many students do not know test-taking strategies, which leads to incorrect simple multiple-choice questions.

When I took my first in-class AP U.S. History test my junior year, the class did very poorly. But as time went on, the class average continued to rise with each test. Even though multiple-choice questions are not great, students should still be prepared on how to approach them. This is an essential skill to have for the SAT and ACT.

Lastly, in AP classes, not only do students learn how to “critically think” (I find the term a bit over-used), but they also get the facts. I found that in many non-AP classes, “critical thinking” is

stressed too much at the cost of core knowledge--there is an unequal balance between the two. When it is time to “critically think,” the connections made are very superficial because students are either not taught enough facts to investigate further or come up with ideas that students already know. Understanding topics in greater depth allows a student to make more profound connections.

Also, the College Board stresses key concepts unique to



Cartoon: William Mallen

Students are divided on how they want to be taught and AP classes symbolize the conflict.

each course that students practice throughout the year such as comparisons, contextualization, trends, and main points. For example, students in AP Biology learn how to come up with their own experiments rather than follow the instructions of a packet printout, which I have experienced in my non-AP science classes.

Some people may read this and ask, “What does an 18 year old know about education?” Believe me, I know my fair share because I have experienced it myself. It was not until I started taking AP classes that I was truly able to delve into a subject matter and be fully satisfied with the amount of learning taking place.

Even though my schedule is mostly comprised of AP classes, I continue to take and have taken electives and Advanced Seminars, which are also very rewarding classes. I am not putting down non-AP classes, but I do believe the attitude towards the AP name needs to change at MBS.

### No to APs

BY AMANDA SIT

Seniors tend to think they have no choice when it comes to Advanced Placement classes. They think they are a must. It's almost become a competition to see who can take the most. However, AP classes are not necessary to a successful learning experience.

The main objective of AP courses is to prepare students to take a cumulative exam at the end of the year, which means that AP classes are forced to stick to a strict

I don't have one answer. I love all of them.

Kendall Cairoli '16 (AP English) agrees: “I love all my classes this year and I think it's because I'm not playing the whole ‘AP game.’”

Aside from looking good for college admissions, most students interviewed said the number one reason for taking AP courses was they wanted to be “challenged.” Still, APs are not the only place for intellectual stimulation.

“Challenge is separate from expectations,” said Carlye Cording '16 (AP English, AP Calculus AB). “It's up to you to challenge yourself in everything you take. You can always push yourself harder, no matter what class you are in.”

Just because I decided to take only one AP class doesn't mean I'm slacking off. Although I'm in Spanish, I have also taken French since sophomore year and have doubled up in English electives for the past two years.

People ask me my hardest class, and I don't have an answer. All my classes require different kinds of mastery, from Photography I to AP Spanish. Anyone who has taken Photography understands that rolling and processing film in the dark is not easy.

Moreover, friends who are not in AP courses still find themselves engaged in Advanced Seminars and honors level classes. And Nick Fazio '16 (AP French, AP Calculus AB, and AP Statistics) finds his most meaningful classes to be some non-AP courses, such as Environmental Science.

“With the UN Climate Change Conference approaching, we are talking about real world problems that are happening right at this moment,” Fazio said.

So which is better? The student taking an AP for the sake of looking good for college, or the student taking electives in subjects that they enjoy and want to pursue in the future?

While my transcript might not be loaded with an abundance of AP classes, I'm still learning and growing all the time. At the end of the day, that's what matters.

curriculum so that the students in the class can learn all the required material and score well. As a result, there are fewer off-topic class discussions and less out of the box thinking as in non-APs.

As for using AP courses to get into a higher level course in college, most colleges only accept AP exam scores of 4 or 5 for higher placement.

“If I want to be a considerable candidate for some of the schools that I'm applying to, I need to take AP courses,” Cole Sanford '16, (AP English, AP Spanish, AP Calculus, AP Euro, and AP Statistics) said.

However, due to his demanding schedule, he had to drop Jazz Ensemble, an arts elective he had taken for three years.

I'm only in one AP class this year (AP Spanish). I could have taken two others, but I wasn't interested in those subjects. Instead, I'm taking classes that I am genuinely passionate about. As a result, I actually enjoy my schedule this year. People ask me my favorite class, and

# OPINION

## Senior parking lot issues

By HARRIS JOHNSON

The “senior lot,” located at the bottom of the campus near Hanover Avenue, lies between the Athletic Center, Founders Hall, and Frelinghuysen Arboretum. This lot allows the seniors to park on school property during the school day, rather than having to shuttle back and forth from the Westin Hotel like the juniors do.

In recent years, this has been a smooth process for seniors who park there, and there have been no incidents in which students fought over spots. This year, on the other hand, is different.

Since there are renovations ongoing to the math and science buildings, the senior lot is filled with two ginormous math trailers which take up almost 30 spots, so students now have fewer spots to pick from, creating a problem among some seniors, who are now inclined to fight over spots that they deem theirs.

Some students have even changed their morning routines in order to get the parking spots they want.

Christian DiCesare said that he now “changes in the car” in order to get the spot he wants. Specifically, he said that he walks to his car wearing what he wore to bed, usually sport shorts and a T-shirt, then changes into his school clothes while his brother drives. He also now

listens to the song, “Whip/Nae Nae” because he says, “It forces me to drive faster

Palazetti also said she likes to park in “the back four spots, specifically the far left one.”

year when the seniors left.” When asked, “Have you ever been in an altercation

spot. I said because someone parked in mine. Since then I have had no altercation with anyone else,” he said.

On the other hand, some seniors thought that there were no problems with the parking lot situation.

Regarding whether parking spots should be assigned, Jenna Dertouzous said, “No, they should not, because the system is fine the way it is.” Lexie Snook agreed that “the way seniors park now is fine.”

Patrick Davis, however, liked the assigned spot idea: “They should assign parking spots and have it like the add-drop period so you get a week to decide your spot.”

In my opinion, the only solution to this problem would be if the school held a lottery and had assigned spaces. This would cause less drama in the senior lot if kids know where they are supposed to park every day.

For a lottery to work, we would need to number every parking space. Seniors then would need to draw a number from a bucket and the number they get is the spot they park in.

On the other hand, some seniors might not like where they get assigned to park. The only real solution is to take the math trailers out of senior lot.



Cartoon: Joshua Arcena

Some seniors fight over their parking spots as if it is the end of the world.

because the song pumps me up.”

Alex Borowiec added, “I now wake up earlier than I did last year to make sure I get to school on time to get my spot.”

When asked about their favorite spot to park, many students seemed to have the same answer. Anthony DiCesare shared that he likes to park in one of the “back four spots” because “they are close to the exit, so it is easy to get out.” Victoria

Oddly enough, Borowiec said the same exact thing, claiming he likes to park in the “back four spots farthest to the left.”

You have to wonder whose spot it really is. He said he likes to park there because “that’s where my friends park, and it is the best place to dry off my hockey equipment.”

As for why she likes parking there, Victoria Palazetti said, “because I have been parking there since last

with another student over a spot?”

Victoria Palazetti said, “Yes, I asked the person not to park in my spot anymore, and lucky for me, she did not.”

Borowiec added, “Yes, I have been in an altercation.” His usual spot was taken, so he parked in the spot next to it.

“As I was walking up to school, someone confronted me and asked me why I had parked in his

## Letter to the editor

### Bagpipes

October 15, 2015

To the Editor,

I am writing in response to Bailey Rechler’s spirited and witty op-ed piece on this year’s Convocation and Community Day (Crimson Sun, October 2015). One of the main academic reasons for the creation of this day was to give more weight and institutional support for our summer reading discussion groups. Prior to this year, these discussions had to be wedged into the schedule for the first day of classes when students and teachers were, understand-

ably, a bit distracted by the looming presence of their new courses.

As a result, summer reading discussions were sometimes given short shrift, the implication being that summer reading was a relatively unimportant part of our academic program. In fact, the opposite is true—independent reading engaged in solely for the joy of reading is one of the most powerful mechanisms available for helping students develop a sense of inquiry, curiosity, wonder and the desire to learn independently.

We felt that it was sending the wrong message not to give summer reading some dedicated

space. So, bolstering our summer reading program was a key driver in the creation of Convocation and Community Day.

I also think, in contrast to the more abrupt ending to summer our traditional schedule created, that the “soft landing” approach to the new school year has a lot of merit. Mr. Burns, Ms. Luna and Ms. Patterson did a brilliant job in laying out the day, and overall I felt a very good vibe permeating the campus.

As for Bailey’s two major criticisms—that she lost a day of summer vacation and that she had to endure the presence of a

bagpiper—first, let’s compare the length of the school year for an independent school such as MBS to that of a public high school, something like 180 days for the public school versus the 160 or so days here. Is that one day really so crucial in this context? As for the bagpiper, well, you have to admit he looked pretty cool in his outfit (not everyone can wear a skirt so well) and he did have some serious bagpipe chops. And at least he didn’t play “Amazing Grace.”

Dr. John Mascaro  
Dean of Faculty

◆ CRIMSON SUN ◆  
**NEWS**

## Reaction to Trump (cont. from pg. 1)

Although many agree that Mr. Trump's honesty is an important factor of his candidacy, some doubt that his words have substance.

"I don't think Donald Trump can make America great again. It's just all talk," said Rob Saburn '16.

"He will gain his respect if he follows through with his words. He has a lot of support, but he needs show that he can actually do

## Trump's slogan (cont. from pg. 1)

we think we are the best, we stopped striving to become better. In the 1980's we were the best, under Ronald Reagan."

However, some students thought that America was great during times of protest and change.

"During the civil war, woman suffrage, gay rights. Our country was founded on protesting and working against problems," Sam Marcus '16 said.

Patrick Davis said that America was great after 9/11, "the way we responded and Bush re-

acted . . . and follow through with his plans and words," said Sara Seuffert '16.

However, some of the interviewed felt that Mr. Trump would make a good candidate.

"He is what America needs, because I think it's time to make America great again," said William Segal '16. "America's economy is failing and Donald Trump wants to solve this country's problems."

Even though Trump responded after such a horrific attack."

Two students who were interviewed said that the Reagan era was the best. They looked back upon this time period and spoke highly of it.

"During the Reagan era, there was a sense of American pride and people had faith in their government to get things done," Spencer Bridges '16 said.

Hunter Kronk said he was proud of the Reagan era "because everyone was happy."

continues to have success in his race for the presidency, 31 out of the 33 students interviewed consider Donald Trump an unqualified candidate.

"I think he is a clown, but I think he's dangerous," said Susan Speidel, Head of Performing Arts department. "I think we need more compassion. I think we need a change in the tax law that does not benefit the rich and I think we need to embrace our identity com-

As for Trump's specific plans for a "great again" future, most students said Trump will not follow through with them or has unrealistic plans overall.

"There are still issues in our society but Trump is focusing too much on problems that don't need a lot of attention," Marcus said.

"In relation to the actuality of his plans happening," Patrick Davis '16 said, "if he really wants to succeed he needs more realistic goals. Building a wall between Mexico and the U.S., good luck

pletely by including immigrants. He's not going to do any of those things."



Cartoon: Samantha Chanzit  
*Donald Trump: Is he what America needs?*

with that!"

Overall, most students had the same view on Trump. They said that Trump has extreme ideas and unrealistic goals for American change. Some of the students do not believe America will be great with Trump as a leader of the country.

## Goodbye, math building

BY MEGHAN NELLIGAN

The long journey down to the senior parking lot for math classes is not the only change that students will face this year. After Thanksgiving break, the math building and science annex completely disappeared. Over Thanksgiving break, the buildings were torn down and demolished.

"It'll be a shock at first but then, probably in a week or so, people will adjust," said Mark Clar, head of buildings and grounds.

In December, track excavators will be digging new holes to determine whether or not the soil is strong enough to support the new building.

If the soil or substances within it turn out to be unsuitable, workers will "remove by digging the unsuitable material out and replacing it with stone, then compacting it," Mr. Clar



The last sight of the math building, which was demolished on November 21.

Photo: Paris Luckowski

said.

From this process, they will reach a compaction that will keep the building up. The possibilities will only be known when they take down the building.

In case of needing to fill the ground with stone, MBS will have to allocate

money originally purposed for something else in order not to go over budget.

Because of the construction on the new building, the community will lose access to the quad area right in front of the cafeteria and the sidewalk near the current annex and math build-

ing. However, the sidewalk near the middle school and behind Beard Hall will remain open. A fence will cover the closed areas.

More changes will come as construction begins to create new science classes in adjacent facilities, not yet begun.

Come September 2017, the new state of the art math and science building is expected to be finished, connecting the totally revamped science building to the cafeteria.



## Nine new faculty members arrive

By RYAN GREEN

From an avid bicycle rider to a freelance illustrator to a parent of a current student, nine new faculty members have begun working at Morristown-Beard School, including two in the math department, four in language, one in Digital and Visual Arts department, and two in English.

Each adds a unique creativity or “quirkiness and character,” as math teacher Mikós Jalics said.

Dr. Jalics teaches Advanced Placement Calculus BC, Calculus, Geometry, as well as an independent study.

“I am a bike commuter,” he said. “I bike to school every day rain or shine. An “outdoorsy” type of guy, Dr. Jalics also goes canoeing and cycling.

Jennifer Larson also joined the math department. However, she is not just a middle school Pre-Algebra teacher, but also the parent of Maddy Larson, a Junior.

“I see mathematics more as a game and a puzzle rather than a set of rules to follow,” she said. The language department added four, including Séverine Fortune, Amanda Gregory, Elizabeth Harrison, and Jennifer Laviola.

“I mostly like interacting with people. I am more about how the brain works and what I can bring to help them (her students),” said Ms. Fortune, who teaches French 2 and French 3 Honors.

Amanda Gregory, teacher of a seventh grade Latin class, Latin 2 and Latin 4, and an ancient history course, got into education because she “had a really influential high school Latin teacher who made learning really fun for me. He would go with what we wanted to learn and what our interests were and I try to do that.”

Ms. Laviola, who teaches seventh and eighth grade Spanish and an Upper School Seminar on Italian Language and Culture, said she and her parents spoke several languages.

“I love New Jersey!” said Ms. Harrison, who is from Venezuela and teaches Spanish 3 and Spanish 3 Honors. She also likes students.

“I just like this age,” she said. “Kids are doing so much growing and learning and changing.”

Deanna Whelan, in the Digital and Visual Arts department, is a self taught illustrator, who draws mostly girls and finds inspiration

from magical girl anime.

She does not teach a class but assists the Digital Arts class, as well as teaching lessons on technology to many classes.

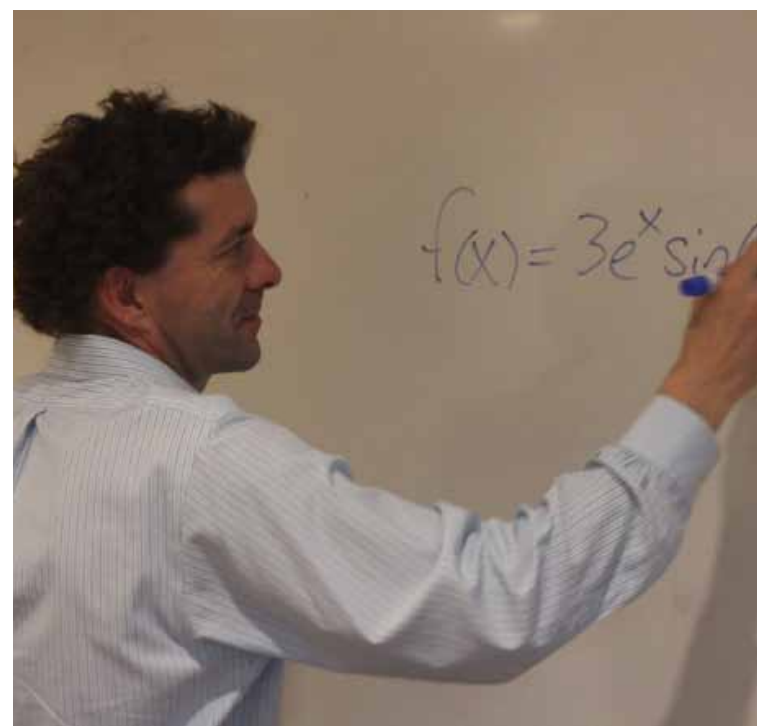
“I want to teach students and teachers to get something done that they didn’t think was possible,” she said.

Darcy Caldwell and Nikolin Eyrich joined English.

“I came from a family of teachers and all of our conversations were about the craft of teaching. Four generations of teaching. I love teaching because I love learning,” said Ms. Caldwell, who teaches three Freshman Humanities English courses and a senior course called Crime and Conscience.

Ms. Eyrich teaches Humanities English for Sophomores and Juniors, as well as electives Iconic Women and Other Voices. Her parents were also educators and, for her, entering education seemed like a natural fit.

A lover of the visual arts, she incorporates the arts into her teaching. “I like to show a painting side by side with a poem. The arts and literature are about what it means to be human,” Ms. Eyrich said.



Photos: Amanda Sit

Madame Fortune explains le subjonctif to her French 3H class (top). Dr. Miklos Jalics writes an equation for his AP Calculus class.



Photos: Joseph Fazio (top), Amanda Sit

Blood drive captain, Lindsay Friedman '16 and Ms. Caldwell catch up on school while donating blood (top); Isabelle Fagan '16 fills out paperwork prior to donating.

## Blood drive fears fade

By ISABELLA CARR AND EMMA BLANCHARD

This year there was a fear that there would not be enough donors for the annual blood drive.

“There were maybe fifty donors, tops, signed up than less than two weeks before the drive,” said Blood Drive director and art teacher Laurie Hartman. Luckily, the situation changed and between 130 to 150 donors signed up, Ms. Hartman said. On Blood Drive day, of 129 donors who arrived, 102 units of blood were collected.

The top student organizers, Lindsey Friedman 16', Nick Fazio 16', Ella Cannon 16' and Kendal Caroli 16' all helped turn it around.

The day of the blood drive is filled with a medley of emotion. In the MBS gym on

November 5, a wide variety of people swarm around tables. Anxious students, teachers, and staff await the prick of a needle.

There is also an overwhelming sense of joy and excitement, evident in the gym from conversations with some blood drive captains and students.

“This is a great way for the MBS community to unite and make a positive impact on our community,” said senior and blood captain Cole Sanford.

“I am very nervous but excited,” said donor, Grace Kellogg.

Another blood captain, John Crispo 17', adds, “It is a lot of hard work, but I’m happy to be involved.”



# FEATURES

## CMW blows the audience away

By MARK TIMCENKO

The Contemporary Music Workshop (CMW) surpassed high expectations from past performances with more participation than ever in its fall show on October 23.

"We've had more people audition for this fall show than any other," said Sr. Troy Rusnack, Spanish teacher and CMW faculty adviser.

With an impressive 28 acts in the two hour extravaganza, the interest for CMW within the student body is clear. Such a show would never have happened if it weren't for Brandon Bernstein '16 and Mikael Jan '17- student leaders of CMW, who put in hours of their own time to make the electric performance possible.

"I do this for fun and don't really consider it to be a "burden" of any sort," Jan said.

The Cult of Obediah, a veteran CMW group, comprised of Zen Luckowski '16 (drummer), Ross McGuinness '16 (guitarist), Sam Nickson '16 (bassist/guitarist), and Steve Karbachinskiy '16 (vocals), with a crowd-pleasing guest appearance of Peter Smith '16 (musical wood stick) brought the house down with performances of "R U Mine" and "Gimme Shelter."

Richie Carchia '18 stole the show singing "The River," a difficult Bruce Springsteen song. The House Band, consisting of Sr. Troy Rusnack (bass/vocals), Dean of Faculty Dr. John Mascaro (guitar/vocals), Ross McGuinness '16 (guitar) and Tiernan Mulane '16 (vocals) belted out "Brown Eyed Girl" and "Dead Flowers."

Many students took the stage for the first

time, including Emaan Jan '22, of the Jan Trio performers, singing "Stitches," with vocal support from her sister, Amna Jan '21, and Gracie Goldy '16.

Six students represented the middle school: Liv Racaniello '21, Joele Russomanno '21, Bella Becchi '22, Amna Jan '21, Emaan Jan '22, and Ava Ostroff '22.

Even the audience surpassed expectations. Parents, siblings, and friends of performers filled the entire lower level of Founders hall, electrifying the atmosphere. As the Cult of Obediah closed the show with "Joker and the Thief," the audience jumped out of their seats into a standing ovation.



Photos (clockwise from top left): Joseph Fazio, Jaime Sheppard, Amanda Sit, Jaime Sheppard (last 2)

(Clockwise from top left) Middle Schooler, Ava Ostroff (6th Grade), sings "Picture Show"; Dominique Diggs '17 continues to shine on stage; Vinayak Sharma '18 shows off his original track, Far From Home; Molly Glick '16 sings at her second to last CMW; Devany Di Paolo '18 moves the audience with emotional song.



# FEATURES

## Almost, Maine sparkles with romance

By BAILEY RECHLER WITH REPORTING BY GRACE GOLDY

The fall play, *Almost, Maine*, by John Cariani, transformed Founders Hall into a small town in Northern Maine where everyday people explore the ups and downs of falling in and out of love. The play is made up of nine distinct vignettes with a different pair of characters in each scene.

"Because of the structure, no character is more important than another," said Steven Karbachinskiy '16, who plays Randy.

Since 33 students auditioned for 21 parts, "Casting led to sleepless nights," said Director Susan Speidel, Head of the Performing Arts Department.

"There is no perfect play where everyone gets the perfect role," she said.

To create opportunities for students who did not get cast in roles, Dr. Speidel created an ensemble called "The Parka People." These students move the set and perform in the both the opening and closing scenes. The Parka People include Pamela Beniwal '19, Perri Easley '19, Liza Leever '19, Nicolette Lewis '19, Lauren Mennen '19, Ian O'Brien '19, and Amy Sales '19.

Acting parts were performed by Elisabeth Buscemi '18, Richard Carchia '18, Brian Collins '18, Ryan Fisher '16, Gio Guanill '17, Iain Jaeger '19, Tatiana James '16, Steven Karbachinskiy, Harrison Kern '17, Ethan Kim '19, Rachel Leung '16,

Ross McGuinness '16, Sydney Morris '17, Arielle Moss '16, Meghan Nelligan '16, Annabel Pruitt '16, Bailey Rechler '16, William Segal '16, Rebecca Tone '19, and Hailey Winterbottom '16.

The entire set looks like a snow globe, an illusion that the new Stagecraft Class worked hard to create.

Putting the components of the set together was primarily done by the class.

"They've really built the whole set," said Jim Ruttman, Theater, Dance and Stagecraft teacher.

Stagecraft class includes Brian Collins, Ryan Fisher, Connor Heffernan '19, Grace Hromin '18, Taylor Jaskula '17, Brandon Levy '19, Arielle Moss, Annabel Pruitt, Jackson Robillard '16, Amy Sales, Jacqueline Silvers '19 and Paige Williams '18.

In addition to the many actors, the critically important, large stage crew was led by Stage Manager Taylor Jaskula and Assistant Stage Managers Sophie McGuinness '19 and Courtney Ober '18.

Crew members included Katharine Bernstein '18, Jack Collins '16, Terri Green '17, Grace Hromin, Maddy Larson, Ray Namar '16, Natalie Pruitt '18, Jackson Robillard '16, Samantha Salazar '17, Leah Seldin '17, Jacqueline Silvers '19, and Aidan Wood '17.



Photo: Annabel Pruitt

Sandrine, Tatiana James, and Jimmy, Ethan Kim, awkwardly meet in the town's bar, the Moose Patty during their vignette.



Photo: Bailey Rechler

On the snow globe shaped stage, Rachel Leung as Glory and Richie Carchia as East, argue in his front yard.

## Bisa Washington's art premieres in Maplewood

By COLIN PATTERSON



Photo: Gregory Burrus

Art teacher Bisa Washington beams beside her mixed media sculpture, "Dat Ole Black Magic," at her art opening at Maplewood Arts Center on October 25.

Bisa Washington, MBS art teacher and recognized mixed media artist, showcased her artwork along with two other artists at a reception for their show *A Common Thread* at Maplewood 1978 Art Center on October 25. Her work included many of her pieces, along with art by fellow artist Eleta Caldwell and Rosalind Nzinga Nichol.

"I believe in the ability of Art to transform. Art has the power to make things happen! Found objects become fetish and the sacred and profane become objects of power," she wrote in her Artist's statement.

One of her pieces, "War Dress," started out as a tribute to the martyrs of African American culture. It is

created out of many pieces of scraps and other materials she found.

Ms. Washington can create art out of almost anything, whether it is a found object she finds lying on the sidewalk like an old key, or something she constructs. Many of her pieces start out as a few random pieces, almost like a puzzle, which she then turns into an original, handcrafted piece of artwork.

Ms. Washington has been inspired to do her work by many African American artists. She worked with Eleta Caldwell for many years, having her as a mentor, a friend and another member of the art community. She taught Ms. Washington many ways to transform her

art into what it has become today. Rosalind Nzinga Nichol and Ms. Washington are friends who have shown their art together at Art in the Atrium in Morristown.

"I have been guided by some of the greatest African American artists on the east coast and I thank them all," she said.

With a Major in designing crafts and sculpture from Jersey City State College, she not only has the experience, but also the dedication and perseverance to do what she loves. Her art show was on display and open to the public until November 21. It was definitely worth the visit, not only to support one of our own teachers, but to get a look at the power of her work.



# FEATURES

## Roci Romero's big puzzle:

### Hola scheduling!

BY IZZY POMPEO

In Rocio Romero's ground floor office, two enormous computer screens reflect light onto stacks of printed schedules and Spanish textbooks. Pencils and pens, a mousepad, and radiant sticky notes cover her over-sized desk. Throughout the day, students routinely come in and out, asking about Spanish or scheduling matters, but the interruptions don't seem to bother her.

"Making schedules...is like solving a big puzzle," she said. "It's exciting and always different."

Ms. Romero holds the position Registrar of Scheduling, in addition to teaching Spanish, but that was not always the case. In the past, she taught Spanish classes full time, until Dr. John Mascaro, Dean of Faculty, approached her about the open position.

With a double-major in Computer Information Systems and Business Administration from

Caldwell College, she felt confident and accepted the position.

But she did not completely drop Spanish.

"Teaching Spanish during the week is a beautiful thing," she said. "It lets my mind wander, and allows me to continue to teach students."

As a break from the stress that accompanies the Registrar position, Ms. Romero finds great pleasure in teaching and physically interacting with her students, since most of her scheduling work is technology-based.

Still, the stress level of reworking 150 students schedules during the add/drop period for Rocio Romero, can be overwhelming. During that period, she gets almost no time for sleep. Figuring out new scenarios that students can like is a priority.

"Even when driving to school, I think about new ways to rework a schedule,"



Photo: Amanda Sit

Mrs. Romero interacts with her AP Spanish students in addition to coordinating student schedules.

she said.

The remedy for relieving the stress of creating schedules?

"There's almost nothing, that is the sad part," she said. "As long as I have coffee, I am kept calm."

Ms. Romero uses her two computer screens to view different programs and schedules simultaneously. Creating all the schedules for the Upper School's 423 students takes 4-6 weeks, while creating middle

school schedules for 149 takes about one week.

Oddly, she does not create schedules individually. She creates scenarios for all schedules at the same time. This summer it took 58 scenarios, or different versions of schedules, until there was 99.9% accuracy within the schedules. The 99.9% accuracy, means that each student was given their core classes.

The scheduling process begins in November,

when she plans the basis of the next academic year, followed by upcoming curriculum guides. Supply and demand are deciding factors regarding new courses, supply being numbers of students and faculty, and the demand being how many students who want to enroll in a particular elective.

Course offerings begin in March, which leads to summer which culminates in schedules, when the puzzle is solved.

## Theories of beauty occupy Dr. B's class

BY SAMANTHA CHANZIT

Ten girls and one teacher sit around a wooden table in a small and cozy room off the long ground floor hallway in Grant Hall. With a cup of tea and highlighter in hand, students discuss the reading. They know that on Mondays, Tuesdays, and Thursdays, they can always look forward to Dr. Bartholomew's first question of the day,

"So...what'd everyone think?"

Dr. Jack Bartholomew created the Theories of Beauty elective because aesthetics has always fascinated him. Students explore the writing of great thinkers and philosophers such as John Dewey and Immanuel Kant.

"The search for beauty is something ultimately that we strive for and perhaps are part of our purpose in life," he said.

Every teen strives to meet some form of beauty that they see as perfection. We study why people these days have a desire to change themselves and classify themselves as "ugly."

Discussions arise about why students can't express themselves through clothing, or are judged

if they wear too much or too little makeup. Girls feel as if they cannot be themselves anymore, and this class helps investigate why. Appearing different and original is frowned upon instead of embraced.

Regarding the contrast be-

physical beauty is an entry point. They could be manifestations of the same thing. You can see them in a light that is brightened by their physical beauty."

Putting this class in the curriculum gives teenage students dif-

has been progressively changing as the class continues.

Dr. Bartholomew has applied some of his knowledge in Ethics, a class he has taught at MBS over the past few years.

"The search for something beautiful and aesthetically good is connected to the morally good," he said. This connection between aesthetics and ethics made him interested in creating an introduction to aesthetics elective.

I signed up for this class because learning about how other cultures interpret beauty intrigued me. On the first day, I walked in, sat down, and was prepared to discuss the topic that I was so excited about. I quickly learned that this course would cover much more than that. Our "off topic" conversations somehow all connect back to beauty.

These conversations can cover religion. Does God have control over what happens in your life? Does everything happen for a reason? Does this outfit make me look too different? Every student had her own reason for taking the class but finds herself exploring questions about herself and life.



Photo: Alex Rebhun

Dr. Bartholomew and his Theories of Beauty class engage in a lively discussion.

tween inner beauty and physical beauty, Dr. Bartholomew said, "The

ferent views of beauty. I came into the class with one viewpoint, but it

◆ CRIMSON SUN ◆  
**S P O R T S**

# Girls' soccer came close to title

BY BRETT RUDNITSKY

Girls' varsity soccer entered the 2015-2016 season eyeing success yet again. After finishing last season with a 13-8-2 record. Despite losing seniors Kristy Cotter, Sam Siragusa, Courtney Pepper, Gianna Bustamante, and Morgan Bartner to graduation last year, the team set their aspirations high.

The hole Cotter left in the lineup was definitely the most glaring, as she was an All-American last year, leading the Crimson in goals with 27, now playing Division I Soccer at Columbia University. The team was confident they would be able to keep their momentum going, with senior

forward and captain Dani Kabat taking over as the go-to option up front.

And Kabat has done just that. Thus far, she is leading the Crimson in both goals and assists, with 23 and 14 respectively. Yet this comes as no surprise as she has netted an astonishing 64 goals in her career, and is currently top five in both goals and assists in North Jersey Non-Public B.

"We would not win as many games as we have so far without the play of our forwards," said fellow captain and defender Meg Damstrom '16.

"Dani especially is not only putting herself in positions to score, but

also constantly setting up her teammates as well," Damstrom said.

This team is not only strong up front. The defense has had more shutouts than any team in the conference this season, going on a seven game streak during the middle of the season. Captains Cami Calafiore '16 and Damstrom, along with goalie Lizzie Sengle '17, lead the defense.

With only four seniors (Kabat, Damstrom, Calafiore, and Jordan Ober), and two juniors (Sengle and Jenny Adelman), the team has found ways to win despite their youth.

"We play a more technical game, and we don't

rely on physicality because we are a smaller team," said Calafiore.

The bond the players have off the field has certainly played a role as well in the team's success thus far in the season.

"We're a very close team play, and we work well together because of our relationship off the field," said Kabat.

The title of "freshmen" does not mean anything to the girls when they step out onto the field.

"This is the best freshmen class the school has had in years, and we expect the same from freshmen as we do from our seniors," Calafiore said.

Freshmen on the varsity team include Juliette Pike, Gena Pike, Jenna Kurz, Lily Pinkin, Maggie Cotter, and Bridget Monaghan. Cotter and Monaghan place second and third, respectively, in scoring.

At press time, girls' soccer is 14-4. They lost to Monclair-Kimberly Academy 4-1 in the semifinal round of the Prep B Tournament on November 1, with all four of the goals being scored on corner kicks.

However, they still had high hopes for states, and beat Eastern Christian 6-0 at home on November 5, but lost in the semi-finals 1-4 against Morris Catholic.



Photos: Steve Patchett

Dani Kabat '16 (left) and Sofea Stanton '18 (right) tirelessly competed in Morristown-Beard's 1-0 win over Newark Academy in the first round of Preps on October 22.

# New senior swimmers dive into the pool

BY TERRI GREEN

Engaging in any new activity can be intimidating, but taking a dive into the unknown becomes exponentially harder with age. New athletes often find themselves surrounded by teammates with substantially more experience. Nevertheless, Gus Capatides '16 and Georgie Lafer '16 have boldly leapt onto the swim team as complete novices in their senior year.

For Capatides, the possibility of swimming was never an option, since he spent his past three winters committed to the basketball team. When he decided not to continue and wanted to play a winter sport, he thought of swimming as an alternative, and "a way to get in a good workout," lap after lap.

"Swimming as a sport is difficult," Capatides said. "The practices are tiring, but during your exhaustion you still manage to have a great time."

Lafer's reason for becoming a swimmer is plain and simple: exercise. And it's proving to be a significant workout. Unlike Capatides, Lafer had never played a winter sport before, but that

has not deterred her.

"It's a little more difficult that I thought it would be," Lafer admitted, but she is determined to dedicate herself to the team.

In addition to Lafer and Capatides, SGA president Nicole Robertson '16 has also picked up swimming, but she is not new to the sport. During her sophomore year, she was a member of the team.

"I wasn't able to swim my junior year with all the work I had, but I'm really excited to be back this year. It's an awesome workout and really gets me in shape," she said.

Yet, being a part of the swim team dynamic, rather than the exercise, was Robertson's strongest motivation.

"We really are a family," Robertson said. "... Swimming is the one team that I have been a member of where everyone looks out for each other in and out of the pool."

Veteran swimmers could not be more welcoming to the newer members of the team. Captain Lindsay Friedman '16 said. "Swim is a

very inclusive team. We're always looking for more swimmers, especially because boys and girls are separated during meets. The new seniors will be great assets to the team."

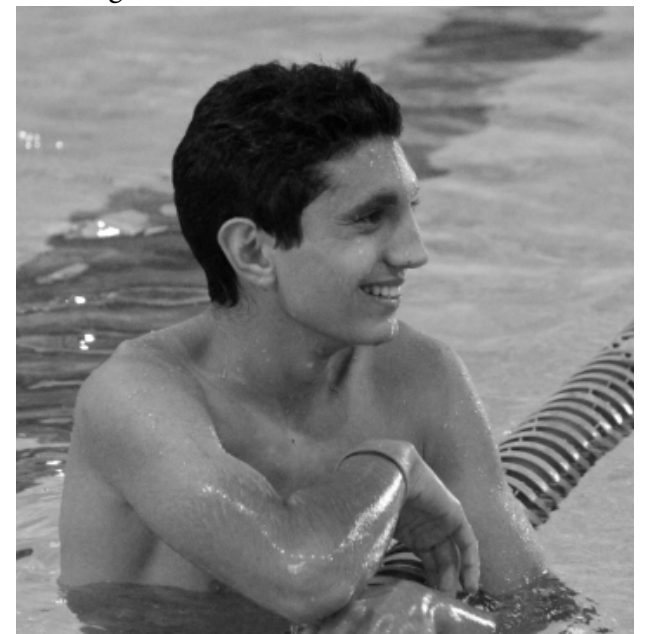


Photo: Amanda Sit

Gus Capatides '16 is all smiles during swim practice



CRIMSON SUN

# SPORTS

## Football:

# One team: One goal

BY MAX MATILSKY

When talking about this year's varsity football team, the words family and persistence family keep coming up to describe this group of guys.

"Most teams that are 0-8 would lay back and die, but not us," said Coach Tim Fell. "We play every snap as hard as we possibly can, regardless of the score."

Due to graduation, varsity football lost a lot of talent, which was hard to replace, but this year's senior class is considered to be just

as good. Still, with different offensive and defensive schemes, it has been tough adapting to the new style of play.

However, the difference between this year and last year comes down to overall size. "It's tough having our young guys go up against teams that are bigger, stronger, and more athletic in the conference they play in," Coach Fell says.

Coach Fell has a young team but, he says, they have gotten better each week. Overall it is good experi-

ence for these young players to play against good competition, though it has hurt the team's performance this year.

"Believe it or not, losing has brought us closer," Coach Fell said.

Senior captains Nick Fazio, Alex Motley, and Jimmy Zilinski made it clear that they do not want to be the team that goes 0-8. To offset the disappointing season, they believe in having fun rather than worrying about winning or losing, by becoming a tighter group on and

off the field.

With six sophomores and two freshman in the starting lineup, all playing huge roles both offensively and defensively, the future looks bright for the football team in upcoming seasons.

With all the senior leadership, as well as the young talent, Coach Fell is excited for future years with the underclassmen and thanks the senior class for shaping the younger players into bigger, stronger players.

## Football Mini-Profiles:

# Two of a kind

BY MAX MATILSKY

Alex Motley '16 and Tahj Valentine '18, have developed a friendship that dates back to Motley's freshman year when Tahj was in seventh grade. That year, Motley was a freshman on the football team playing with Tahj's brother Malik, who was a senior that year. On that team, Tahj was the water boy. Ever since then, they have been inseparable.

Teammates consider the two the spirit of the team. As team leaders, "having fun" became the new team motto. After a disappointing 2015 season, Motley and Valentine counseled the team to stay focused and not play to their record, or to the score of the game. But they still give it all they've got and try to lead with that spirit.

"You never know when your career is going to end, so you have to play every snap like it's your last," Valentine said.

Their friendship gives them a connection that translates on and off the field. There is a certain "look" they give each other on a run play to Motley's side, where they know "it's time" for a big play. After they give "the look," they are ready for business.

For both, playing football runs in the family, which has made it easy to learn the game because it was always around them. Motley's great uncle, Mar-

ion Motley even made it to the NFL, playing eight seasons with the Browns and one with the Steelers. With football in their blood, Motley and Valentine have been around the game their whole life, which made it easy for both to get into football at young ages.

Off the field, their bond gets even stronger. Whether they are hanging out together at Motley's home in Orange, or Tahj's home in Morristown, the two appear to be inseparable and believe that the entire team needs to be as close as they are with each other.

Motley, a six foot, five inch, 280 pound Yale commit as an offensive lineman, said it is important not to let off the field recognitions or distractions dictate the way the game should be played.

While still uncommitted, Valentine has interest from several schools to play football, and rightfully so. At five foot seven, 165 pound, the running back doesn't let his size dictate how he plays the game, compensating with his impressive speed.

Valentine said he doesn't listen to anything off the field about how his size may affect him at the next level. Instead, he goes out on the field and lets his game do all the talking.

Motley and Valen-



Photo: Joey Fazio

On Saturday, November 7, Tahj Valentine (7) and Alex Motley (75) return the kick made by Glen Ridge High School. The ending score was 33-6 won by Glen Ridge.



Photo: Doug Wetmore

Alex Motley and Tahj Valentine always support each other on and off the field.

tine were each named best player as offensive lineman and running back, respectively, in the Northwest Jersey Athletic Conference.

They are honored by the nominations, but work hard not to let the recognition interfere with their game.

"This nomination

just makes me hungrier to do more," Motley said.

# SPORTS

## Field Hockey: Girls approach state title

BY ISAAC DAVISON

On Wednesday, November 5, girls' varsity set out to play a tough Mount St. Dominic's in the second round of their state tournament. Early on in the game, the team came out with a burst of intensity and kept possession of the ball. They were not able to capitalize and, eventually, Mount St. Dominic's struck first with a goal, on a counter attack.

The game was far from over. Bella Cuomo '16 kept dancing through opponents and eventually got the ball to Alissa Masini '16, who buried a rebound chance. The game seemed to settle down as the teams traded goals. Late in the second half came a pivotal moment, with the score tied 2-2. Victoria Palazzetti '16 ran up from defense to score what seemed to be the game-winning goal, but there was a referee meeting to determine if the

goal would count. A roar from the crowd erupted as the goal was confirmed and MBS won in a hard-fought 3-2 victory.

Alissa Masini '16 led the team with an impressive two goals and one assist. Goalie Devin Blanchard '16 held strong between the pipes with a total of seven saves. The win insured a spot in the third round of states.

After last year's successful 13-6-1 season, the girls' field hockey team has been working hard through conditioning and practice to excel again. Still, the loss of key seniors due to graduation, such as Skidmore commit Gabby Hyman '15 and Dickinson commit Chelsea Kramer '15 left questions about what this team could really accomplish.

Much of the work load falls upon the nine seniors playing this year, in-



Photo: Jared Rosen

In MBS's 3-2 win against Mount St. Dominic's Academy, Isabella Cuomo ('16) gets the ball through an opponent's legs.

cluding Northeastern commit Cuomo '16 along with stellar players Palazzetti '16, Sam Chanzit '16, Masini '16 and goaltender Blanchard '16, who all strive to leave a mark similar to the impressive class last year.

With high hopes of winning the Prep and State tournaments, this year's team currently stands at 14-7-1. Thus far Alissa Masini '16 and Jamie Shepard '17 lead the pack with goals,

Masini with 12 and Shepard with 9.

Although it is always an asset to have players that can score consistently, captain Victoria viewed the team's greatest strength to be teamwork.

"We all are very close both on and off the field," Palazzetti said.

Throughout the season, several high moments stand out.

"Beating Parsippany

was a huge win because they have been very good, said Lauren Conway '16. "We felt very accomplished after this big win."

Other players like Kelly Tatulli '17 recalled "when Jamie Sheppard scored against one of the top-ranked teams in the state, Madison, it was incredible. Although we lost the game, just scoring that goal was the most outstanding moment."

## Field Hockey Mini-Profile: She looks like a turtle, but fights like a tiger

BY ARIELLE MOSS

The game is tied in overtime. A player on the Mountain Lakes field hockey team is about to make a goal. She is hopeful, thinking that she is about to win the game. However, goalie Devin Blanchard, wearing an orange and black jersey with orange padding and a silver helmet, kicks the ball away, along with the other team's dreams.

"I'm the boss," said Devin Blanchard '16.

Devin Blanchard has been a field hockey goalie since kindergarten. She started playing on the field at Peck School when they needed a goalie.

"I hated playing on the field because I hate running, so I volunteered to be goalie and it turns out I was good at it," Blanchard said. During freshman year, she became the goalie for the girls' varsity field hockey team at MBS.

As a goalie, Devin has a lot of responsibilities, like stopping the balls from going into the goal, directing the defense and telling her teammates which players to guard the players on the other team.

Sometimes, she gets lonely in the goal, especially when she doesn't get to kick the ball during a game.

"The game against Newark Academy was lonely because I didn't



Photo: Jared Rosen

Devin Blanchard '16 defends the goal with all her might in MBS's 3-2 win against Mount St. Dominic's Academy.

touch the ball once and I was about to kick the ball and it was away," said Devin. She is always ready to kick the ball, even when the ball is outside her

goal.

During her many years as goalie, Devin has sustained injuries: on her shoulder, wrist, ankle, knee, ribs, and quad muscle on her thigh.

During freshman year, she couldn't play for the entire season because she broke her ankle. She practically risks her life by protecting her goal.

Devin has received many

honorable mentions as a goalie: First All Conference, First All County, 3 years Varsity Letter, First Team, 11 shutouts as a sophomore, and seven shutouts this year as a senior.

In the winter, Devin plays goalie for the girls' varsity ice hockey team. Ice hockey has different rules in which the goalie can lay on the puck, whereas in field hockey, she can't touch the ball, but only can kick it away. While she feels she is better at field hockey, she likes playing ice hockey better.

As a goalie, it is hard not to blame yourself when you don't stop a ball from going into the goal, she said.

"The hardest part is not falling apart when you let one goal in," Blanchard said.

After each win, she looks forward to all the love she is going to get from the team.

"The best part about being goalie is at end of game when the team comes and congratulates you," she said.