



THE CRIMSON SUN



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Photos: Amanda Sit (top)
Calvin Wetmore (bottom)



Photo: Bailey Rechler

Isabelle Fagan '16, Annabel Pruitt '16, Molly Glick '16, and Amanda Sit '16 enjoy the Senior BBQ in a bouncy house.

Climate change survey shows MBS community is alarmed

By BAILEY RECHLER

Most MBS students expressed alarm about climate change, according to results of a March survey involving 136 Upper School students and 60 faculty and staff members. The results were very similar to those of the nation but the Morristown-Beard response is slightly more concentrated on the side of alarmed rather than doubtful.

"Climate change is the number one threat for this country," said Cami Calafiore '16. "This is an issue that we cannot escape from. It is happening now and threatens civilized life as we know it," she said.

Calafiore was classified as "alarmed," according to her responses on the Six Americas Survey, created in 2009 by members of the Yale Project on Climate Change and George Mason University Center for Climate Change

Communication.

The survey divides the population into six categories based on their feelings about climate change: "alarmed," "concerned," "cautious," "disengaged," "doubtful," and "dismissive."

The responses were run through coding software by this reporter to see where each member of the community fit within the six categories.

The overall results from the Morristown-Beard community make sense because the majority members of the last three categories in the national survey ("disengaged," "doubtful," and "dismissive") have less education than those in the first three. MBS, as a well-informed school, should have more members of the first three categories in sticking with the national data.

83.9 percent of sur-

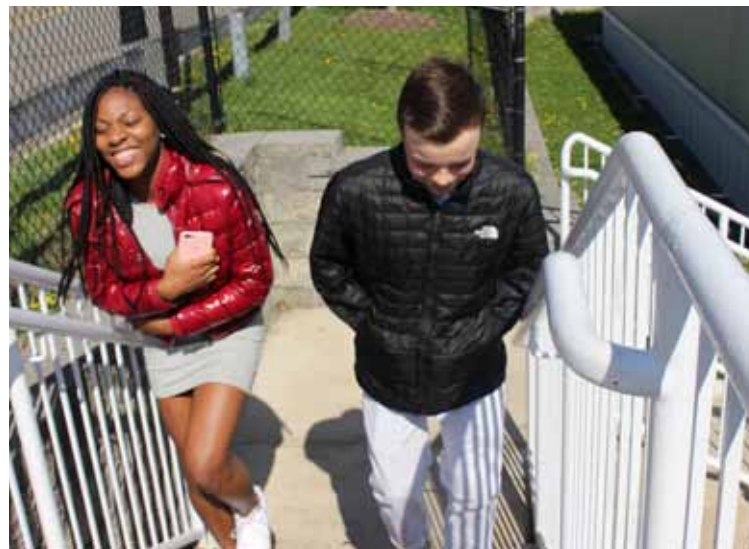


Photo: Joey Fazio

Imani Wideman '16 and Ricky Wright '18 head up the stairs from the math trailers on a freezing day in April.

veyed faculty members were in either the first or second group ("alarmed" or "concerned") while only 53.3 percent of students fit into those first two groups.

The majority of the MBS community was in the concerned group. Following the pattern of the national survey, the majority of people in the group were females.

Phone-less day: no big deal

By RYAN GREEN AND CHARLIE NAPLES

On a typical day, it is common to see students on their phones during lunch periods in the cafeteria, during free time in the library, and even during class. But phones create a divide between face-to-face interactions, which motivated MBS to call a cell phone-free Wednesday.

The parameters around the phone-free event on April 20 were simple. Each student either did not bring their phone to school, or placed their phone with their advisor. The intention: create more active face-to-face interactions.

Administration implemented the phone-free day due to "disengagement among kids that constantly use their phones," said Edward Franz, Wellness Director, who spearheaded the experiment.

"There is no eye to eye contact," he said. "Now you can hide behind a phone. This creates all sorts of messes."

Mr. Franz recognizes that things have changed since his childhood, but observes that now kids lack the skills to get out of difficult situations.

"You had to figure it out," said, regarding dealing with problems without technology. Now, it is easy to either find answers on a phone, or contact an acquaintance who can supposedly solve the problem.

Most days, students engage with their phone through text messages, social media, and other application.

"I use my phone as entertainment when bored," said Kevin Brophy '16.

However, for some students, like Mark Timcenko '17, his phone is "not a necessity, but a convenience."

"Not knowing what classes are next and what time it is are definitely an inconvenience," said James Cunningham '20, regarding the phone-free day.

Some students had no problem adjusting.

"Personally, it wasn't that big of a deal," Sam Schappel '17 said.

Overall, most students did not suffer severe withdrawal from their phones.

"It went better than expected," Mr. Franz said.

In fact, he received 67 parent emails in response to the event. Parents said they were tired of being texted about minor issues.

"They saw texts from kids during class, and were tired of kids not looking them in the eye," said Mr. Franz.

In the cafeteria, "Everybody was looking at each other," Mr. Franz said. And teachers reported more engagement in class.

More than likely, students will be having more phone-free days to come, he said.

EDITORIAL

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The Crimson Sun corrects its factual errors and accepts corrections.

The Crimson Sun is a 4-16 page newspaper, available in print and online through the mbs.net website. It is written primarily for the approximately 544 students attending MBS and the approximately 100 faculty and staff members, and is distributed free of charge to all members of the school community.

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.



Photo: Kramer

When we think of Matthew Giaquinto, we think of his bright smile and love for his friends. He treasured being a part of the MBS community. His family, friends, teachers, teammates, and the entire community will always remember him.

Editorial:

Climate change: A little alarm is not enough

While the Six Americas survey showed that the MBS community was more concerned than average responses about climate change, the community is not alarmed enough. Considering that MBS is a school, more people should be alarmed.

The national survey found that the more educated people are, the more alarmed they are about global warming. The many unconcerned MBS community members point to a lack of education on the issue.

And there are simple ways here at MBS to rectify that.

Senior year is the first chance for students to take an Environmental Science class. For some, that is too late and it is not enough. The issue of climate change should be incorporated into other science classes so students start learning the facts as soon as possible.

In addition, even community members classified as "concerned" and "cautious" were not willing to take any major action. Members of these groups seemed to believe that there is more time before we will have to adapt to climate change.

The reality of climate change is at war against an ignorant resistance campaign claiming there are no facts and we have hundreds of years until climate change will affect us. However, neither of these claims is true.

As an educational institution, MBS should ensure that its students are learning the facts and not solely getting stuck in the politics.

That said, our community can take pride in the results and the fact that, as a group, we are more informed than the national average. *continued on page 6*



Cartoon: William Mallen

OPINIÓN

19th Century apparel for a 21st century diploma

BY BAILEY RECHLER

Whenever the topic of graduation comes up, I am overwhelmed by a feeling of dread. Not because of nostalgia or fear of moving to the next phase of my life, but because I have to wear a white dress.

Believe it or not, I do not want to be forcibly clad in a white dress which represents purity and virginity. To make matters worse, the graduating girls are given a bouquet of roses — throw in a veil and we will be all ready to get hitched. To look on the bright side, all of us girls can be economical and wear our graduation dress to our wedding because that is what comes after high school graduation, right?

“Believe it or not, I do not want to be forcibly clad in a white dress.”

Historically, when girls were the age of MBS graduates, they would be presented to society in a white dress at a debutante



Cartoon: Bailey Rechler

ball. At a great party filled with suitors and other members of the upper crust, the young women would share with the world that they were open for business (ready to marry). As my turn to wear a white dress nears, I would like to make it clear that I am not ready to get married. Needless to say, the ideas surrounding white dresses do not mesh with those of graduation.

While I understand that wearing white dresses was a Miss Beard School tradition, it does not seem fitting for our twenty-first century school to take lessons from an all girls' school. There are ways to embrace tradition that are not sexist.

Over my past four years at MBS, I have witnessed the efforts by the school to ensure that there is equality between the genders and that each student is seen as an individual. However, having girls wear white dresses to graduation goes directly against that.

Here's the question regarding this tradition: What message does MBS send by delivering their girls to the world in white dresses?

Why wait to be asked?

BY AMANDA SIT

Last year, I asked a guy to prom. He wasn't my boyfriend, just one of my best guy friends from school. I didn't tell anyone beforehand of my plan. Not my own family, not even my best friends. And it wasn't because I'm normally secretive about big events. No, it was because the idea of me, a girl, asking a guy to prom was so...different. Unique. Not normal.

The guy I asked to prom was a junior, like me at the time. He was perfectly capable of asking me to prom, too, given that we both had the privilege of attending prom as upperclassmen. But I wanted to rebel against the social standards, and what better way to do so than with the traditional prom?

Men are always asking the women. When we are adults, it's the marriage proposals. And when we're younger, it's the first dates, semi-formals. And of course, the big hurrah itself: Prom. We girls and women are trained early on to let the guys do the asking. It's such a tradition that when girls ask guys to a dance, a special term was coined just for this: Sadie Hawkins.

The only times it seems acceptable for a girl to ask a guy to prom are the following scenarios: a) If she goes to an all girls' school, then she is allowed to ask a guy from another school. b) If she has a boyfriend from another school, then she can ask him to her school's prom. Finally, c) If she doesn't get asked to her school's prom by a guy or doesn't find any of the guys at her own school suitable enough for her, she takes a guy from another school. But even this approach is flawed.

One of my fellow editors told me he was expected to ask a girl from another school to her own prom. When he didn't

understand why he had to ask her (it was her prom after all), he was quickly dropped as a potential prom date.

Clearly, here's the social standard: if the girl and boy both go to the same school, it is the guy's responsibility to ask the girl to prom (especially if they are dat-

and senior girls if they would ever ask an MBS guy to prom. Most of the girls immediately replied no, saying that they prefer the more "old-fashioned" guys ask girls route. They don't want to break the tradition.

In contrast, when I asked a hand-



Cartoon: Joshua Arcena

The boy is ecstatic because a girl just asked him to the prom.

ing). Why? Simply, because he is the guy. And it is "tradition."

Yes, this "T" word came up multiple times when I interviewed a handful of MBS students on the topic. I asked junior

ful of guys on how they would feel if a girl asked them to prom, almost all of them shrugged and were fine with it.

"I don't think the gender [of who asks] matters, it's the person," said Jake

Raimer '17. When I asked boys, "Do you ever wish boys didn't have the pressure of asking girls to prom?" their answers were mixed. Drew Loughran '17 said, "It's part of the tradition" so he is fine with it. Calvin Wetmore '16 disagreed.

"I don't see the purpose in the tradition for guys to ask girls," Wetmore said. "I would find it very flattering if a girl asked me. It's more empowering for them as well."

Tommy Margosian '16 adds that while he understands the tradition, "It is a lot of pressure on both sides to fulfill their roles. I know if a girl wants to go with a guy, she has to talk to her friends to ask the guy."

The tradition that guys must ask the girls gives the guys more power, contributing to the longstanding idea of men being more powerful. They are the ones making more of the decisions in life, because they get to make the choices. Although the girl might ask her friends to talk to the guy so that he asks her to prom, at the end of the day, she is letting the decision rest in the guy's hands. She is left waiting for the guy to ask her, ultimately letting him control the situation and be the dominant power.

So, are the majority of us humans too stuck on the path of "tradition" to implement any kind of change in our lives? Are we too stubborn or scared to try new things and be adventurous with our lives? At the end of the day, it's just another question. While the guy-ask-girl tradition might have been fine 40, even 10 years ago, now is the time for change. Why wait?

If we women want to change our positions in society, we need to take charge and be unafraid of asking for what we want. We need to learn to be brave.

OPINIÓN

Reading for the sake of reading

BY CARLYE CORDING

When school breaks for summer, people are excited to go to the beach, hang out with friends, and just have fun. Summer is supposed to be a time where you do not have to worry about tests or papers and can just relax. Because of this, MBS has a more relaxed approach to the summer reading program.

"Our main desire was to give students every opportunity to enjoy reading for its own sake," said Dr. John Mascaro, Dean of Faculty.

The school not only understands that students want to have some freedom over the summer, but try to incorporate that into the summer reading program. Student discussion leaders choose the summer reading books with their faculty advisors. This means peers are choosing books that high school students want to read. In addition, the books are usually enjoyable and light reads.

The summer reading program is devoted to the choice of students. It is up to

students to choose the list of books, which two books from the list you would like to read, and finally if you are actually going to read it or not.

"You shouldn't be forced to read. If students don't do the summer reading the only people they are scamming are themselves," said Mascaro. This same sentiment was echoed by Mr. Jackson, Head Librarian.

Yes, it is a required program, but if you choose not to read the book, you are only hurting yourself. This is putting our education into our own hands. We can get as much or as little as we want out of it.

Instead of complaining about reading, we should put this in perspective. Other schools across the globe have strict required books and tests when they get back to school. Yet, we are choosing our books and get to read for the sake of reading. We don't have to write an essay or take a test, just discuss it with our peers. What could be better than that?



Cartoon: Joey Fazio

Summer reading or summer homework?

BY STEVE SHEILDS

Summer reading. The theory: An enlightening experience over summer break for the community as a whole; students, book discussion leaders, and even faculty. The summer reading project provides an opportunity for students to keep up with work during this off time. From this project students can partake in heartfelt discussions about the novels they read over the break when they return to school.

My experience over the past seven years has drawn me to the conclusion that students do not take summer reading seriously. Instead, students view the summer reading project as optional. Summer reading has altered from the original plan of a book discussion into a social gathering for students on the first day of school.

Before the end of the school year,

students choose their reading from a list of books provided from the library. But on this list, there are a limited of books that students find interesting. As a result, once the spots for these top books are filled, students leave the reading list blank for Mr. Jackson, the Head Librarian, to assign them a book. This is a very difficult task for him to complete because, how could Mr. Jackson know what everyone likes to read? So, it seems clear that the choices of books on the list is one flaw with the summer reading project.

Book discussions occur on the first day of school when students return from summer break. A common phrase heard throughout this first day is, "What's on the Sparknotes?" Reading on Sparknotes is one of the few things stu-

dents do in preparation for these discussions. Sometimes students do not even buy the book because they lack motivation to purchase a book they do not intend to read.

Thus, students defeat the purpose of the summer reading project because they are not forced into reading the books. Speaking from first hand experience, students lack the motivation to do summer reading because there is no grade assigned with this project. Students take advantage of this freedom.

There is no grade because goal is not to torture students but to show them the importance and joy of reading. Oddly, a new trend has come about where the handfuls of students that complete the reading are characterized as the oddball out because they actually did their work.

In a possible turnaround for this project, Mr. Jackson introduced a new aspect a few years ago, namely, to have student-led discussion groups held by the rising Juniors and Seniors. The leaders get to choose the books they wish to read and then follow up hosting two discussion groups on that first day of school. This concept has brightened my hopes for the future of the summer reading project.

This past year, the kids seemed more engaged in the discussion than before. Novels like American Sniper, the Divergent series, and Lone Survivor brought students to actively participate in the discussion. If students begin to see these leaders enjoy the books, possibly students will respect their peers and take this assignment more seriously.



Photos: Steve Patchett

The staff of the Crimson Sun from left to right, top: Mark Timcenko '17, Joshua Aracena '17, Terri Green '17, Meg Nelligan '16, Molly Glick '16, Bailey Rechler '16, Amanda Sit '16, William Mallen '16, bottom: Ida Picker, Brett Rudnitsky '16, Jared Rosen '17, Carlye Cording '16, Arielle Moss '16 and Jaime Sheppard '17.

Saying Good-bye

Senior editors Carlye Cording, Nick Fazio, Molly Glick, William Mallen, Arielle Moss, Bailey Rechler and Brett Rudnitsky along with 12 year faculty adviser Ida Picker want to say good-bye to their readers as they move to the next phase of their lives.

Despite flu outbreak, blood drive thrives

BY SAM NADLER AND NICK FAZIO

With over 20 people deferred from donating for illness, and other scheduled donors not showing up, Blood Drive captains worried about the success of Spring Blood Drive which took place on March 1 in the auxiliary gym. from 8:30 to 3:30, a larger time window than the 3:30 to 8:30 fall blood drive.

"I kept on thinking about how busy the fall blood drive was and worried that we wouldn't get enough donors because the gym felt empty at times," said Nick Fazio, a senior coordinator.

Unlike the fall blood drive where there was an overload of people, the March drive was spread out during the day. In addition to people not showing up because of sickness, parents who had to work were unable to show and the day slowly dragged on with slow rushes of donors.

Despite anxieties and numbers of people getting deferred due to colds, the auxiliary gym was alive with color and music and achieved success.

Ms. Hartman and head coordinates Nick Fazio '16, Kendall Cairoli '16, Lindsay Friedman '16, Samantha Salazar '17, and

Daniella Petrocelli '17, put together a Rocking 60's Retro theme that made this "such a fun drive," said Joey Velazquez.

Wearing tie dyed shirts with peace, love, donate written on them, the captains and coordinators also offered colorful accessories like napkins, cups, and peace and love bead strands, accompanied by 1960s music videos projected on the wall.

"I think the outcome was good despite very low numbers of donors showing and signing up," said Laurie Hartman, faculty coordinator and Visual & Digital Art teacher. Luckily, the number of donors who gave double red blood cells by using the ALYX Machine made up for the low number of contributors.

Last spring, about 120 units of blood were collected and this past fall around 141. This spring, 84 units of whole blood were collected and 32 units of ALYX for a total of 116 units.

To make up for about a 20 percent deferral rate and the anticipation of illnesses, the coordinators and captions needed to sign up at least 140 donors.

"There were no glitches and everything went so great," captain Lindsay Friedman said.



Photo: Steve Patchett

Drake Hawks donates cheerfully while Daniella Petrocelli helps out.

"We were able to reach our goal of at least 100 donations."

After donating for his

first time and acknowledging the blood captains' support and kindness, Josh Katz '18, said, "It's

something I would definitely do again because it's not as bad as you think it is."

Ready for Ryan: President-elect Waters works on his agenda

BY OLIVIA LAND

While the rest of world is preoccupied with news of the ongoing presidential campaigns, the MBS community had some electoral excitement of its own. On Friday, April 15, students elected junior Ryan Waters as SGA President for the 2016-2017 academic year. Waters emerged from a pool of six total candidates, including juniors Spencer Bridges, Charlie Ewig, Deirdre Passione, and Harrison Kusnierz as well as sophomore Blake Kernen. While the campaign "season" on campus is brief, it is clear Waters's victory comes after years of anticipation.

"I always thought SGA President was a cool job, which sparked ideas over time," he said of his decision to run.

"By the time junior year came around, all I could think was 'how could I not run?'" Just days after his win, Waters admitted he felt "great, especially after hearing all the speeches on election day. I was happily surprised by the results."

Regarding his plans for next year, Waters' top priority is improving communication on campus.

"I want the SGA's decisions to reflect what the student body wants," he said.

One option he is considering is an anonymous message box, to be placed in either the Student Center or the Library, where students can drop in questions, comments, and concerns that will later be reviewed by the executive cabinet. Other important goals include providing snacks in the Student Center, as well as establishing the Crimson Crazyes as an official leadership board tasked with rallying school



President-elect Waters enthusiastically talks to classmates in Founders Hall.

spirit around sports games and arts events.

Aside from his own ideas, Waters is also quick to acknowledge those of his opponents, and even revealed plans to incorporate many of them into his own agenda next year.

"It doesn't matter who is SGA

President," he said. "If someone has a good idea, it should be heard."

At press time, Waters had yet to reveal which students would join him in the executive cabinet. Regardless of who fills those plum positions, Waters made it clear he and his team have their work

cut out for them. The new administration comes on the heels of a successful year for current SGA President Nicole Robertson, who spearheaded a number of new initiatives such as updates to the Dining Hall offerings and a revamped Spirit Week sched-

"She said to me... that it's only just begun."

ule.

Waters plans to continue much of Robertson's progress into his own term, expressing a desire to continue diversifying the Dining Hall menu as well as organizing more spring events.

Did the sitting President have any words of wisdom for her successor?

"I talked to Nicole right after getting the results," Waters said. "And she said one thing to me, and that was that it's only just begun."

Climate change reactions

(cont.)

Also, the majority of the surveyed liberals and moderates were in the "concerned" groups, while most conservatives surveyed fell into the "cautious" group.

Male students and faculty fell at both extremes; the groups that had more males than females were "alarmed," "doubtful," and "dismissive." The national survey found that there was a majority of males in the "doubtful" and "dismissive" categories but more females in the "alarmed" group.

The "dismissive" group made up less than 1 percent of those surveyed and included only male students. The males were equally divided between upper and lower class men. 50 percent of the "dismissive" population classified themselves as "extremely conservative," 25 percent "conservative," and the last 25% "moderate."

Political affiliations for the MBS survey were similar to those of the national ones with liberals being more worried about climate change than conservatives. However, in both surveys, there were participants who went against the norm.

At MBS, Tim Fell, head football coach and math teacher, is in the "concerned" group but classifies himself as "conservative," while Connor Heffernan '18 is in the "doubtful" group but called himself "extremely liberal."

Heffernan's reason for going against the common belief of liberals in being "doubtful" about climate change was very similar to the argument conservatives use against climate change evidence.

"I know its up for interpretation," Heffernan said. "It's a big debate."

Heffernan admitted that he knew the hole in the ozone layer was due to human's actions. Still, he was not completely convinced.

"I think with the chang-

ing climate, it is partly caused by humans, but it [also] is part of our world." Yet Heffernan thinks that his opinion still can be swayed based on what facts he learns.

Fell said he feels that his uncommon results are a product of being a teacher and having conservative Catholic beliefs.

"Being a teacher naturally opens your mind to other possibilities of thinking and ways of doing things," he said. Fell sees himself as a traditional conservative wanting a small, limited federal government.

Ideal political action on climate change for him is on the local level.

"I don't think the people in South Dakota need to be affected by environmental policies in New Jersey," he said.

Fell also be-

lieves that economic issues are more important than environmental ones and therefore will remain a conservative despite conservatives' anti-climate change rhetoric.

Members of the "alarmed" group like Calafiore and Dani Kabat '18 are frustrated by the lack of action. Both Calfiore and Kabat consider themselves "conservatives" yet, since they are taking Environmental Science, the facts they have learned overpower their political affiliation.

Kabat said of those who don't believe in climate change, "I think

they are arrogant in their opinion and they are not open to real scientific evidence."

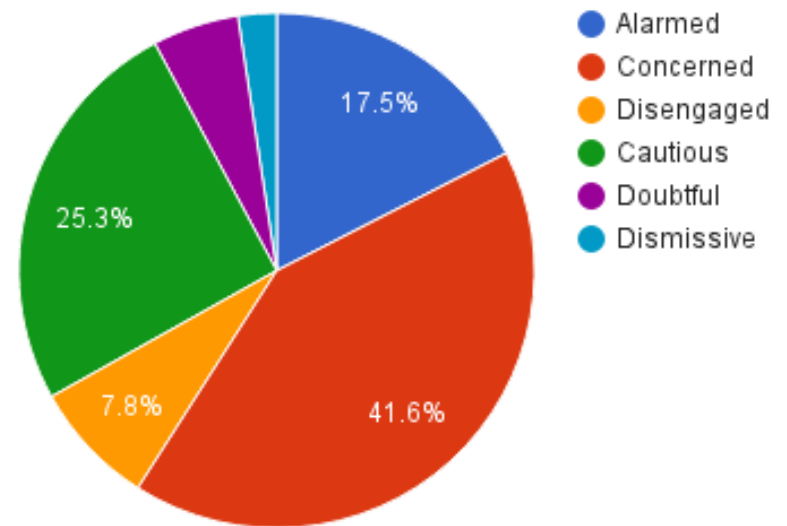
Overall, conducting the Six Americas Survey at Morristown-Beard highlighted that the majority of the community is worried about the environment. Yet whether or not we are acting on that worry is another question.

If you took the survey and would like to know what group you are in, email brechler@mbs.net.

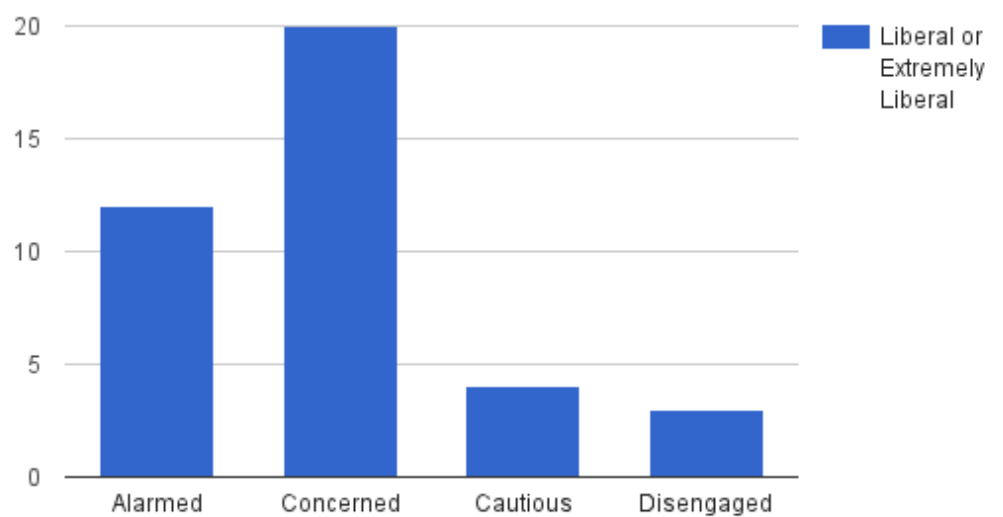
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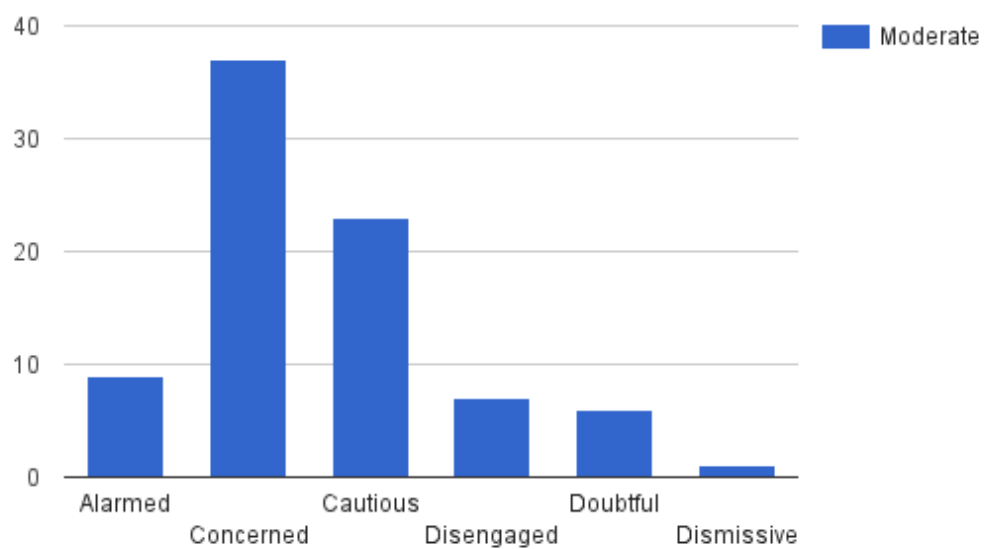
MBS Community Divided by Population



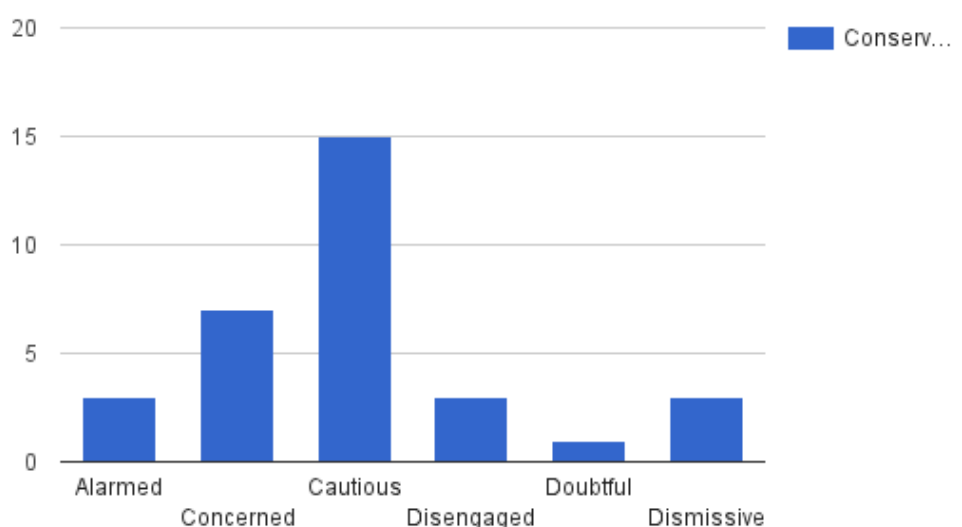
Count of Liberals and Strong Liberals



Count of Moderates



Count of conservative and Strong Conservative



FEATURES

Students and faculty spring into CMW

By ARIELLE MOSS

Rapping teachers, tap dancing, and a singing sixth grader all had the audience cheering, during the final CMW of the year on April 15.

This year's event opened for the last time with the class of 2016 band, Cult of Obediah: Zen Luckowski (drums), Ross McGuinness (guitar), Sam Nickson (guitar), and Steven Karbachinskiy (singer) and guest performers Jack Hughes '17 (guitar), Richard Carchia '18 (piano), and Peter Smith '16 (guitar).

The show consisted of thirty-two acts, starring faculty members, students from various grades, including 13 seniors who have dedicated their talents to CMW on and off the stage for four years. Dedicated seniors included Steven Karbachinskiy, Sam Nickson, Ross McGuinness, Zen Luckowski, Priya Aggarwal, Molly Glick, Emily Hromin, Annabel Pruitt, Dan Lombardi, Amanda Sit, Carlye Cording, Brandon Bernstein, and Peter Smith.

"I remember my first time seeing Will Taggart up on stage and I thought, 'I want to do that,' said Steven Karbachinskiy '16 who has been performing at CMW since his sophomore year.

For some of the seniors, it was their first time performing at CMW, but not their first

"In the musicals, you are playing a character. So it's not just "you" on stage, it's your character.

wracking at first," she said, adding that it was a terrific experience. "I wish I had done it in

O'Brien '19, Mikael Jan '17, Brian Worts '17, Sundia Nwadiozor '18, Courtney Ober '18, Lauren Mennen '19, Rebecca Tone '19, Michelle Corcoran '19, Jill Stecker '18, Maddie Mooney '18, Blake Kernen '18, Vinayak Sharma '17, Leila Curtis '17, Kate Santaliz '17, and sixth grader Ava Ostroff, the only middle school performer.

Faculty performers included the House Band, starring Spanish teacher Troy Rusnack, Dr. John Mascaro, Dean of Faculty, choral teacher Bruce Van Hoven and Chris Finn, Department Chair of Audio-Visual Services.

Other faculty performers were art teachers Bisa Washington and a rapping Cynthia Hamilton.

Technical crew managed lights and sound: Taylor Jaskula '17, Brian Collins '18, Raymond Namar '16, Austin Penizotto '18, Grace Hromin '18, Zach Esposito '18, Steven Karbachinskiy '16, Mikael Jan '17 and Founders Hall Tech Director Nicholas Marmo.

"I'm actually not sad to have to leave CMW," said Karbachinskiy. "My favorite part has always been seeing who is inspired to perform or put a show together."



Dan Lombardi '16 and Courtney Ober '18 sing "It It Means a Lot To You" by A Day To Remember at Spring CMW.

Photo: Amanda Sit

time performing on the Founders' Hall stage. Emily Hromin '16 has acted, dance and sung in plays and musicals, but performed as a musician for her first time at this CMW.

And with so many rehearsals for the musical, you really become that character," said Hromin

"CMW is totally different because you are singing as yourself, which was a little nerve

previous years," she said.

Other performances featured Ava Namar '19, Tiernan Mullane '17, Dominique Diggs '17, Tahj Valentine '18, Trevone Quarrie '19, Ethan Kim '19, Ian



Photos: Amanda Sit and Annabel Pruitt (bottom right)

(Clockwise from top left) Steve Karbachinskiy '16 sings with emotion during Cult of Obediah's "Rock n Roll." Michelle Corcoran '19 plays violin in "Jar of Hearts." Blake Kernen '17 and her guitar in "Mad World." Carlye Cording '16 tap dances at her first CMW.

FEATURES

Middle-schoolers swarm stage in *Attack of the Killer Grasshoppers*

BY REBECCA TONE

On May 26, an eager cast of twenty-one middle-schoolers will demonstrate a whole new level of a science project gone wrong to the audience of Founders Hall in *Attack of the Killer Grasshoppers* by Gerry Castle and Robert Swift.

"I originally found *Attack of the Killer Grasshoppers* because the title of the show jumped out at me," said Dr. Susan Speidel, director of the production and Theater Department Head.

Set at a middle school science fair, *Attack of the Killer Grasshoppers* follows the struggles of a band of students to save the world from their out-of-control experiment, learning to love themselves for all their flaws along the way.

"The best part about directing this show is how excited [the students] all are about what we're doing. Seeing their enthusiasm is so much fun," she said.

Featured as students in the science fair and as the killer grasshoppers are Chloe van der Pool (Beverly Van Cleef), Eshaan Popat (Robert), Charlotte Post-Lipnick (Sandy), Michelle Carneiro (Pamela), Kailyn Williams (Abby), Ava Penizotto (Lucinda Van Cleef), Haylee Schwind (Jill Lugosi), Matt Ellertorpe (Jack Karloff), Mira Ramasamy (Zsa Zsa), Ava Ostroff (Georgia), Alex Keri (Mark), and Ronak Shetty (Tom).

Playing the teachers and scientists are Kim Magnotta (Miss Gorman), Luke D'Andrea (Mr. Stardrifter), Sophia Martino (Miss Shrike), Rachel Kelson (Wendy Hill), Jake Goldberg (Professor Bubba Van Cleef), Avery Anderson (Professor Chloride Piltown), Deborah Ode (Nurse Jane), Bobby Hickman (Captain Cracknuckle), and Jackson Downey (Officer Hopper).

Chariot Race draws crowds

by Olivia Land



At its third annual Chariot Race on April 20 sponsored by the Latin Club, Latin teacher Michael McGrann and Dr. Amanda Gregory were joined on Burke Field by eight student teams, all vying to win by racing their homemade creations 50 yards across the turf. After two preliminary rounds knocked out most of the competition, spectators enjoyed a brief halftime show, including a foot race and lively round of "pin the dagger on the dictator." During the intense final heat, Lauren Liroff '19, Trevone Quarrie '19, and Joe Keenan '17 emerged victorious. Close behind were seniors Carlye Cording, Ryan Fisher, and Ray Namar, placing second for the third consecutive year.



Photo: Amanda Sit

Maddy Larson '17 and Mr. Ruttman practice the Superman pose during her Independent Study, Kinesiology.

Dancing to medical school

BY MOLLY GLICK

Directing students through Pippin's choreography, Jim Ruttman emphasizes the tight, meticulous movement essential to the Fosse style. Between hip thrusts and pliés, Ruttman interjects with mentions of the sagittal plane, perpendicular motion, a variety of the body's appendages. All of the dancers are puzzled by the medical jargon, save for junior Maddy Larson, who nods excitedly as she transitions into pirouettes.

This year, Maddy Larson created an independent study that blends kinesiology, the scientific study of human movement, with dance. The opportunity arose when Larson, needing to fill a wellness credit, learned that Jim Ruttman, MBS dance teacher and show choreographer, was currently studying kinesiology as part of his BA in Performing Arts.

Mr. Ruttman danced as an ensemble member in *Cats* and *Damn Yankees* on Broadway. Now he attends Liberal Education for Arts Professionals Program, or LEAP, a New York City program for professional dancers earning postgraduate degrees. He brings the exact materials from his kinesiology class, including the textbook, to the independent

study.

For Larson, this detailed study of the human body through the familiar field of dance serves as a primer for future anatomy classes. She plans on taking a Pre-Med track in college.

"I'm really interested in medicine, so I wanted to find a class that could incorporate my passion for medicine with my love for dance," Larson said. "I thought this independent study was perfect."

The pair sits along the wall in the Founders theater, analyzing the key terms from weekly textbook reading assignments. Ruttman notes that the high-level materials can be hard to grasp.

"Kinesiology is difficult to explain because you can't see the muscles. It's a different way of thinking, and a lot of vocabulary that is unfamiliar," Mr. Ruttman said. "You have to start from the beginning-knowing your alphabet and sounding words out, and then put together short sentences before you can get moving. We are still in that infant stage."

When Larson is confused by a concept, they move to the stage and demonstrate the movement. Concepts from class often find their way into dance

rehearsals, woven throughout the choreography. As Larson dances, she brings the textbook terms to life, like pander and dorsiflexion, with swift moves like box steps and chasses.

For her final project, Larson will create a custom exercise routine that targets her weak physical areas, such as her core and upper body. She hopes that her knowledge from the class will translate to her understanding of her own body.

For now, she and Mr. Ruttman continue to study the anatomy by region. As he brings his understanding to the independent study in a more digestible form, he deepens his own grasp of the material.

"I just learned it, so I remember what things stood out to me and what things were confusing. I'm better able to explain things in the way I finally understood it," Mr. Ruttman said.

"I'm still a student as well, so we're working together," he said. "She's learning from the beginning, and I'm learning along with her."



Photos: Amanda Sit

(Clockwise from top left) Magister Michael McGrann welcomes students to the Latin Chariot Races. Leila Curtiss '17 takes a swing at the piñata during the Latin Chariot Races halftime. Freshmen Tessa Connell, Leslie Phillips, and Sam Hutchinson are off to a good start in the Chariot Race.

FEATURES

Jose Buela bridges the gap between Barcelona and Summit

BY BRETT RUDNITSKY

As soon as he stepped off the plane from Barcelona El-Prat Airport, arriving in Boston for an exchange student meet up, José Buela '17 was overcome with both excitement and nerves. He could not wait to meet new people and learn about America, but was also a bit anxious about what MBS or his host family would be like.

Buela, MBS's foreign exchange student this school year from Barcelona, Spain, a big, bustling city, is currently living in quiet Summit with his host siblings Grace '19 and Jack '17 Goodman, nearly 4,000 miles away from home. Quite a big change.

Other than hearing that the United States is "the policeman of the world" and that "all Americans are fat and eat McDonald's," José came to America with a solid understanding of English. While learning new phrases himself such as "It's lit!" and "squad," he has also taught his classmates to say important things like "crumbs" or "shooting guard" in Spanish.

As a three-sport athlete, José has taken advantage of the athletics program, playing varsity soccer in the fall, varsity basketball in the winter, and, this spring, trying a totally new sport, JV lacrosse.

"I know what I'm supposed to do out on the field, but I just can't do it! People here make it look so easy," he said.

In addition to being an athlete,



Photo: Amanda Sit

Exchange student Jose Buela has a good time with seniors Sam Chanzit and Maddie Carroll

José was also a Peer Tutor, and joined the Habitat for Humanity trip this spring to Punta Gorda, Florida. He is also quite a good student. Other than speaking both Spanish and English fluently, he is taking AP French this year. His favorite subject is English, with Mr. Lovelock.

The style of teaching and assessing at MBS is much different from that of Spain, as MBS hones in on essays and writing, whereas his teachers in Spain give

more standard tests. José hopes to attend college in America, and has already visited Harvard, Princeton, and Georgetown this year.

Actually, this year at MBS is José's second time going abroad in his high school career. Last year, he went to Cork, Ireland as a foreign exchange student. His experience over there was a bit different, however, as he was there in what they call a "Transition Year," a period in between

the first and second years of high school, where students learn more about potential universities and careers.

José himself wants to be an engineer, like both of his parents. Being in Ireland also enabled him to go on trips to other places in Europe, such as Paris.

Although he knew it would be difficult to leave his family and friends again, when the foreign exchange program offered José the chance to come to America, he decided he could not pass it up. He has wanted to come to America his whole life. Still, it is hard being away from his sister, parents, family, and friends for another whole year.

"I talk to my parents three times a week, but I still miss them," José said.

"I wake up and see the conversations in my group chats, and I'm always confused because there is a time difference, so I'm sleeping when they get out of school."

Despite the difficulties, José has loved his time here in New Jersey, and he is really glad he decided to embark on his second foreign exchange student trip. Whether he is seen in the student center joking with his friends, or out on the lacrosse field learning a new sport, José always has a smile on his face, and Morristown-Bear is lucky to have him as part of our community for the 2015-2016 school year.

Say "Ciao" and roll out the pasta

A real immersion in Italian culture

BY MEGHAN NELLIGAN

My apron is covered in flour and my hands in dough. Che casino! We just finished rolling out pasta onto our cutting boards. Despite what you may have seen on snapchat stories or heard in person, the Italian Seminar Class does not just cook all the time. This class is actually quite hard.

If you are anything like me, language can be difficile. So, on the first day of school when Jenifer Laviola, middle and upper school language teacher only spoke in Italiano, I panicked. For six out of nine of us, this was our first time learning the language, as we have been taking Spanish or French. For the first few months, I would write in both Italian and Spanish on my tests, like others. At first, Laviola never took points off but, eventually, she did.

In order to be in this class, you need at least three years of language or outside experience. This might be an introductory class, but the work is college level. There's a policy of speaking solo Italiano in classe. If you do speak in English, Ms. Laviola will shout, "Basta ingles!"

For our first project, we had to film ourselves cooking and explain the process in complete Italian. This at a time when all we knew how to say was, "What's your name?" (Come ti chiami) And "fork" (la forchetta).

I made la crostata con

marmellata. It was so delizioso that I made it again for Thanksgiving.

We've been watching the film Johnny Stecchino in Italian. The dialogue is fast-paced and hard to understand at times.



Photo: Meghan Nelligan

The Italian Seminar Class making "Cassata Siciliana."

Then we had a homework assignment to write about "la più bella giornata della tua vita." (The best day of our lives). Some mentioned getting into college, others traveling and a few about buying the perfect car. Every day we have homework, ranging from listening to Italian conversations, to writing paragraphs, to doing

crossword puzzles.

We read our scripts about family dinners, film forecast videos, and play games. Ms. Laviola puts up vocabolario on the board and then asks us to find a specific word which we need to

lar Italian music that she makes us sing along to Jovanotti (a class favorite), and teaching us about soccer teams.

For one test, we had to listen to songs that she had shown in class and name both the

I want too much, then give me nothing, just give me a happy face."

Junior Ryan Savarese likes this part the most,

"We focus on a lot of the culture, which I like. It's not staring at a book the whole time and going through grammar lessons. It's learning to live and celebrate Italy."

Ms. Laviola studied abroad at the University of Urbino, in Italy. She chose to study the language from her interest in opera. After graduating from Rutgers, she lived in Urbino for several years where she met her husband.

Ms. Laviola wants her students to, "discover Italy the way I discovered Italy." She hopes this class will be the beginning of a journey for her students, exactly what junior Pamela Burke intends to do,

"I'm going on the Rome trip and I want to be able to speak with the people in Italy," she said.

Italian Seminar class, a brainchild of Dean of Faculty John Mascaró, is a class where learning a language has become more than just learning words. My classmates and I have learned more than any of us expected to because of Ms. Laviola and her passion for the Italian culture. Grazie Italia!

singer and the title. On another, we had to recite a poem we read called, "Filastrocca di Capodanno" (New Year's nursery rhyme). After translating, I realized why it was so special to Italians. It is about asking for something you can never have, but realizing that you don't need it, after all. The last line actually translates to, "If

FEATURES

Exploring an old world in the Galápagos Islands

By TERRI GREEN

In the darkness of 3 a.m. on the morning of March 12, 25 Morristown-Beard students along with four faculty members gathered in Newark Liberty International Airport to begin our 3,000 mile journey to the Galápagos Islands, located off the coast of Ecuador. Despite the early hour, there was a tangible air of excitement about seeing these islands, renowned for their role in inspiring Charles Darwin's theories of evolution.

After a connecting flight in Miami, we reached Quito, Ecuador, where we spent two days entering intricate churches, visiting the Government Palace, and watching the inhabitants dance and sing in the town squares. We got to see the equator, where a thick line marked the exact center of the earth. Here, we were surrounded by workers displaying different tricks. Some pointed to the difference in the flow of water down a drain on the two hemispheres. On one side of the line the water swirled clockwise; on the other side, the water drained counterclockwise. They encouraged us to try to balance an egg on a nail while standing on the equator line.

Interacting with the Ecuadorian people opened our eyes to an entirely different way of life. In the densely populated city of Quito, residents lived in houses strikingly different from those we see in Morristown, New Jersey. Quaint homes, primarily only one story high, cascaded up the mountainsides, constructed very close together so that no land was left unused. Clearly, the Ecuadorian people were not living the affluent lifestyle that we often take

for granted.

Still, the Ecuadorians emanated light. They were nothing but kind and welcoming to us. Although we were entirely out of our element, being submerged in the Ecuadorian culture enlightened us to the ways other people around the world live their daily lives.

"The trip was the culture shock of a lifetime," said Leah Seldin '17. "In less than 24 hours, I went from being in New Jersey to [being in] a poor city in the mountains (Quito) with a different language."

Located high in the Andes Mountains, Quito provided our tour guide, Danny, the chance to lead us to incredible viewpoints overlooking the city, crowded with churches, shops, town squares, and homes in vibrant shades of blue, pink, and yellow.

Finally, we ventured into the Galápagos Islands, located about 825 miles east of Quito in the Pacific Ocean. After flying into the uninhabited Galápagos island of Baltra, we boated for over three hours to reach Isabela Island, where we spent three days hiking volcanoes, swimming at the stunning beaches, and observing strange creatures like the Darwin Finches and marine iguanas.

Then there was another two-hour boat ride from Isabela Island to Santa Cruz, where we saw the famous Galápagos giant tortoises. Moving at a humorously slow pace, the tortoises boast gargantuan shells and can weigh as much as 919 pounds. While in Santa Cruz, we also visited the Charles Darwin Research Station, which exhibited species native to the island, like land iguanas. Here we were able to learn about the ef-

forts made by the Charles Darwin Foundation (CDF) to preserve the natural wildlife of the Galápagos Islands.

Afterwards, we boated to San Cristobal, the final island, overflowing with sea lions that relaxed as if they were humans downtown, sprawling over docks and sidewalks, even lounging on benches supposedly made for people. In San Cristobal, we snorkeled in the crystal clear waters and observed more unique animals, like the Galápagos Penguins, Blue Footed Boobies, and sea turtles. Some brave students even swam with the white-tipped reef sharks.

Before returning home, we flew back to Quito and put our Spanish skills to the test, bartering with natives in local markets for items like hand made headbands, jewelry, and even hammocks. We tasted the Ecuadorian delicacy cuy, known in America as guinea pig, which is served fried, in its original shape, so the rodent was easily distinguished—an exciting but frightening entrée.

Sadly, soon after our trip had come to an end, and we faced another early wakeup call to travel back to New Jersey.

As our flight into Newark began to descend, I took particular notice of the bright lights and grand infrastructure we hovered above. The sight took me aback. I had begun to adjust to the simple life on the remote Galápagos Islands. We, as Americans, are every day swept up in the flashy, hectic lifestyle of our country. However, this humbling trip to the Galápagos let me appreciate the authenticity of the simple life, rather than

be distracted by the busyness of the world surrounding me.



Photos: Jaime Sheppard and Calvin Wetmore (middle)
Sea birds on craggy rocks, students hiking through the jungle and a massive ancient Galapagos turtle typify scenes from the trip.

Cricket in the chapel

By JENNY ADELMAN AND SARAH YAMASHITA

With comfortable round tables, a quiet atmosphere, and low student turnout, the Kirby Chapel is the place to study on campus. While the library is a popular spot for many students to spend time with friends, it is often very noisy, preventing students from getting work done. Surprisingly, there are never more than five to ten students taking advantage of the noise-free room.

Many students seem reluctant to go.

"I don't use the chapel," said Matt Smith. "It's basically irrelevant, with the exception of our SGA meetings. Maybe if they put couches in the chapel it could become a comfortable and quiet study space."

A peaceful atmosphere is one thing, but comfort is another.

"The library is too loud," Natalie Pruitt said, "but it's comfortable, whereas the chapel is quiet but no one is there and there is hardly any furniture." Or, maybe

the chapel is quiet but no one is there and there's hardly any furniture," Smith said.

"I don't go there because there are plenty of other places that are silent and better for work," Calvin Poche said.

The lack of interest in such a valuable environment appears to be due to something as simple as the seating arrangements. Even the noise factor of the library does not deter students from sitting at the tables and on the couches with friends.

Maybe the fix to this problem is as simple as getting a couch, or a couple of comfy chairs. But perhaps the familiarity of the library, with its big windows, working printer and helpful librarians, is just more appealing.

On a normal day, the chapel is as quiet as when AP testing is taking place, and, surprisingly, this is not the advantage it was meant to be.



Photos: Joey Fazio
Katherine Stevens '18, Jenny Blackwood '18, and Mackenzie May '17 enjoy the peace and quiet of the Chapel.

CRIMSON SUN

SPORTS



Photos: Leila Curtiss

Top: Defender Melissa Borker, #12, goes up against a Northern Highlands Regional High School player. Bottom: Katie Brennan defends against Northern Highlands Regional High School. Crimson lost 5-18 at Home game on April 25.

Girls' Lacrosse: Toughing it out

BY TERRI GREEN

Despite a difficult season, with a current record of 1-8, girls' varsity lacrosse continues to dedicate substantial amounts of time and effort into the program. Under the guidance of Coach Meredith Locasto, the players have learned to persevere through hardships and walk away from each game with their heads held high.

Considering the fairly even mix of under- and upper-classmen, the players have faced adversity while adjusting to a significant number of new players. Among the younger players, Hannah Levine '19 and Emily Kitchin '18 play goalie. But, as a transfer varsity athlete, Kitchin has had to sit out the first 30 days of the season, leaving Levine to play goalie for the first nine games.

Despite getting no relief, Levine has been a great asset, making 59 saves so far. Now that Kitchin can officially play, she holds potential for games to come.

In terms of offense, the team has many strong players. Renee Dorwart '17 and Keegan Heher '18 have both been impact players this season, Heher winning nine goals over the past nine games, already surpassing her season total of seven last year.

Dorwart is up there too, landing ten goals so far, close to

her season total of 16 goals last year. In addition, Jenna Pych '18 is having a terrific first season, placing four goals and making a big impact on the attack.

Each passing day, through consistent effort, these girls and the rest of the team, keep making strides in their skills.

In addition, captain Alissa Masini '16 has made a tremendous influence. Committed to play lacrosse at Colgate University next year, Masini has been a key player throughout her four years on the lacrosse team.

So far this season, Masini has been the lead scorer, making 35 goals along with an impressive 10 assists. Over her four years at MBS, Masini has 180 career goals, reaching her 100 goal milestone early last season. Aside from her own game, she has shown leadership skills as the captain, always encouraging her teammates.

Coach Locasto has devoted herself to the team, allowing her passion for the sport to inspire the players.

"She doesn't give up on us or change how she coaches despite what our record is. She makes us believe in ourselves and think that we can win every game we play," said Jenna Racaniello '17.

Boys' Tennis:

Balancing on the edge of glory

BY ISAAC DAVISON

This year's varsity tennis team has worked hard and looks to make significant improvements from the team they once were. After last year's unsuccessful 4-9 season, the boys tennis team has been striving to prove that they are a different team than last year. With only one significant loss last year of senior Ben Schreiber '15 and the addition of freshman Mark Nagpal '19, currently on the boys' first singles pair, the team hoped to make progress back to their winning ways of the past.

Leading the team as experienced seniors were Will Stitt, captain, as well as Matt Giaquinto.

On May 30, the team sent five groups to compete in the Morris County tournament including 1st singles, 2nd singles, 3rd singles, 1st doubles, and 2nd doubles. All of the groups sent to the tournament made it all the way to the quarterfinals. Although none of the teams were in fact able to win, each team made it far, before losing to very high seeded opponents such as Delbarton, Chatham High School and Mountain Lakes High School.

Winning so many rounds in the tournament shows a big improvement over last year, as none of the groups made it that far. The upward trend is clear and the team will aim to make it even further next year.

After beginning the season with a 1-2 record more recently they have been able to get on top of their game and excel with two 5-0 sweeps against rivals Hanover Park and Parsippany. These two wins looked good for the future of the season.

Other than new freshman star Mark Nagpal '19, the team is packed with key junior class contributors, such as, Mikael Jan '17 Tiernan Mullane '17 Harrison Kusnierz '17 and Jared Rosen, '17. There is a lot of promise next year as well as the team will be stacked with seniors. The addi-

tion of impressive freshmen Mark Nagpal '19 and Teddy Koide '19, on the team will create the perfect balance of prospects and veterans on next year's highly anticipated team, as they are constantly evolving on the path to glory.

A SAD NOTE: Senior tennis player Matt Giaquinto passed away on May 5, 2016. Matt was a beloved member of the community and the tennis team and he will always be remembered. The tennis team will always keep his spirit in their hearts.



Jarod Cohen ('18) focuses in on hitting a slice backhand.

Photos: Jared Rosen

SPORTS

Baseball:

Getting closer to the big win

BY BRETT RUDNITSKY

Despite losing starting pitchers Jeremy Westaway and Colin Waters and designated hitter Dean Grogg to graduation last year, the varsity baseball team has set their aspirations high.

"Many of our seniors have played since their freshman or sophomore year so they have a great deal of experience that helps us to be even more successful," said second baseman Ryan Green '17.

With Max Matilsky at shortstop, Drew Jansen as catcher, Patrick Davis as pitcher and at first base, Kevin Brophy at third base, Patrick Dempsey, and Dillon Sinegra and Danny Porth in the outfield, this team has a great deal of experience and maturity.

In fact, four of these seniors (Matilsky, Davis, Brophy, and Jansen) have committed to continue to play baseball at the college level next season.

After a disappointing season last year with a 14-10-2 record, the Crimson hope to bounce back, especially the seniors on the team.

"After making it to the state sectional finals our freshman year, we had high expectations. Sophomore and junior year were disappointing since we didn't meet our goal of winning a state championship," said Matilsky '16.

However, with plenty of depth, talent, and experience, the boys expect to make important postseason runs.

"This year, with a senior-heavy group, we feel this is the year to do it," Matilsky added. "We've won the confer-

ence all three years I've been on the team and we intend to do the same this year."

The underclassmen on the squad have also contributed to the team's success thus far. In the starting lineup there is Ian Beumee '18 at left field and third base, Johnny Schaaf '17 in right field, Tyler Faccenda '17 at pitcher and first base, and Ryan Green '17 at second base. Other major contributors to the team off the bench include Will Dallas '19, Ryan Savarese '17, and Ryan Russo '18.

The team has started the 2015-2016 year off hot, going 5-2 in their first seven games. Part of this success has definitely been the close relationships each and every member of the team has with one another.

"Beginning on the first day of practice, the seniors really set an example of how every player should treat one another," said Patrick Davis, "and how everyone should trust each another."

"Luckily, the underclassman have followed the seniors' lead and we've seen that translate into the relationships the fans see on the field," he said.

The team believes their strong bond can carry them far this season.

"When you combine the camaraderie of this group, with the great coaching staff we have, we expect to win a lot of games this year," said Davis.

The team has just come off an 8-6 victory again Hanover Park, and look to keep rolling as the season progresses.



Photos: Leila Curtiss

Top: Kevin Brophy, #10, prepares to pitch on the April 25th winning game against Pequannock High School. Bottom: In the same game, where MBS won 4 to 1, Ian Beumee's catch helps lead the team to victory.



Photos: Leila Curtiss

(Left) Senior Sara Seuffert approaches the pitchers mound. (Right) Bay Naples, a junior and catcher, catches a strike.

Softball:

Making headway with intense younger team

BY IZZY POMPEO

The neon green softball flies through the air, as third baseman Katie Wright '18 passes the ball to first baseman Zoe Grebin '18 as team members practice.

With a 9-6 record mid-way through the season, girls' varsity softball team is making the most of their spring season, with Sara Seuffert '16 and Katie Wright '18, leading the pitching on the

mound.

So far, the team had noteworthy wins over Saint Elizabeth's, Dover High School, Madison High School, and Villa Walsh Academy.

Varsity softball plays with intensity, using a new lineup. Zoe Grebin '18 starts at first base, while Gianna Rella '19, a freshman, starts at second. Senior

Lauren Conway '16 plays short stop, adjacent to teammate Katie Wright at third base, when she is not pitching.

This year's team includes freshmen Gianna Rella, Sophia Gallant and Alli Esposito, who seem to be finding their place as distinct presences on the field. At center field, Gallant is already a threat to opponents at bat, joined

by Esposito, who just recovered from an elbow injury and surgery.

The seniors, who are sad to leave, are playing hard. Sara Seuffert, in her fourth season on the team, has pitched impeccably and also batted the most hits so far this season. Lauren Conway, short stop, will also leave behind her mark after making many game-stopping plays.

Mid-way through the season, the softball players have proved to be fierce competitors.

"I am very proud of the way the team is competing," Coach Kevin McDonald said.

"We still have a long way to go, but their dedication and commitment has made this season successful already."