



TikTok 'Ban' Proposal: A Question of National Security and Free Speech

By ETHAN ROITMAN

After much anticipation, a potential "ban" of the social media app TikTok passed in the House of Representatives through the "21st Century Peace Through Strength Act" proposed by House Republican leaders.

The "ban" of the app was muddled into a \$95 billion foreign aid package, which included aid for Ukraine, Israel and Taiwan. It is possible that the language regarding TikTok could be stripped from the bill in the Senate, but it would require the legislation to be sent back to the House. Many U.S. politicians perceive TikTok as a national security risk since its parent company, ByteDance, has faced accusations of spreading disinformation in the U.S. In addition, the app itself is subject not only to Chinese law but also is

currently banned in China.

The reason for the quotations around the word "ban" is intentional, regardless of the mainstream media's characterization of the measure. The proposed legislation is not a direct ban of the app, but rather an ultimatum to the parent company ByteDance. The bill would give the Chinese parent company 270 days from the date of enactment to divest from the app. If ByteDance chooses against divestment, the measure would effectively ban TikTok by removing it from U.S. app stores. The word 'ban,' often cited by reputable media outlets, elicits a connotation that it is guaranteed and official, but the fact still remains that ByteDance has a choice.

While current users with the app already downloaded would still be

able to use the app, they would lose the ability to download important updates, and new customers would be completely unable to download the app on popular platforms such as the Apple App Store or Google Play. The deadline could be extended for another period of 90 days if the President deems that there's progress on a potential sale.

A spokesperson for TikTok has said that "it is unfortunate that the House of Representatives is using the cover of important foreign and humanitarian assistance to once again jam through a ban bill that would trample the free speech rights of 170 million Americans, devastate 7 million businesses, and shutter a platform that contributes \$24 billion to the U.S. economy, annually."

continued on page 4



GABRIELLE WOLIN

Dissecting Sharks: An eye-opening experience

By SOPHIA GRELLER

Throughout the week starting on April 8th, students in Dr. Evangelista's biology class were given the opportunity to dissect dogfish sharks (genus *squalus*). This dissection consisted of two days of an in-depth hands-on experience where students were able to learn about both the external and internal anatomy of these sharks.

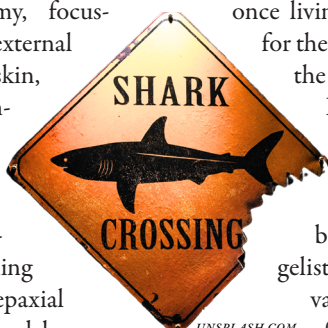
On day one, students examined the external anatomy, focusing on appendages, external sensory structures, skin, scales, eyes, membranes, mouth, and nares. On day two, students spent time examining the internal anatomy, including the hypaxial and epaxial musculature, buccal and branchial cavities, the spinal cord, the brain, heart and gills, and visceral organs. Dr. Evangelista said, "first-hand observations of natural structures in organisms are an important part of biology [...] especially for students motivated towards medicine and life sciences; but also for general science knowledge and for students only just discovering their interests in biology."

Students were able to complete the dissection at their own pace,

allowing them to stay within their comfort level. Dr. Evangelista allowed students to take walks or breathers, and for those with religious or moral reasons, he allowed them to complete the same observations of form and functions by working with plants instead. Meera Iyer '25 said, "I was extremely excited that my class was going to do hands-on work."

But dissecting once living organisms is not for the faint of heart. Once the dissection began, Iyer said, "the odor in the classroom definitely had me on the fence but seeing Dr. Evangelista describing the various unique parts of each fish displayed fascinated me and encouraged us all to participate." This hands-on dissection experience not only deepened students' understanding of living organisms, but also sparked curiosity and passion for potential further exploration in the field.

Due to the graphic nature of the photos depicting the dissection, they will only be available online at mbscrimsonsun.net.



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Mr. Liese: Class of 2024

By GABRIELLE WOLIN

Mr. Ryan Liese joined MBS as Head of Upper School in the fall of 2020 as a "freshman" with this year's graduating class. This year marks his fourth year at MBS, making his "graduation" this spring with the Class of 2024. In celebration of his four years at MBS, Crimson Sun asked Liese to reflect upon his high school experiences.

How do you feel as a graduating senior in the Class of 2024?

It's a little weird to think that I've been here for four years, I still remember the first meeting that we had as a class and you guys were happy to be here but also nervous and just all masks and eyeballs. That day I just kept thinking I can't even imagine this class graduating. At that point I just couldn't see the future, it was like every day was 'let's just get to school,' so to be at this point now is a little surreal, but it's exciting and I'm so very excited for it.

What has been your favorite memory so far over the past four years?

That's a really good question, it's hard to pinpoint one thing. This senior class has probably had more opportunities to get to know my personality and see me in informal moments more than most classes, and they have definitely shared their personalities with me without much of a filter! Additionally, there have been some moments in assemblies that I have loved in terms of our class representation and participation. I did, unfortunately, miss Micah [Leibowitz] doing the Family Feud thing, but there have been some times when Ethan [Levy] has

gone up and talked, or Micah a couple of times where it has been enjoyable. Seeing you guys have fun with each other has been so amazing.

What are you looking forward to in the next few years in grad school?

After graduation, well, you know, every year is a little bit different, I don't have a college choice yet, and I don't know where I'm going yet so I may have to do a post-grad year here, you never know, we will see.



GABRIELLE WOLIN

It will be strange not to have this group that has been together and that has been a class for so long. Every year, graduation is very strange. I actually don't like graduation because it's like saying goodbye to these people you've known for a while and you guys have known each other even longer. I'm just gonna have to play it by ear for post-graduation.

What advice would you give to the upcoming graduating class/Lessons you have learned as a senior?

It will go by very very quickly. At the beginning of the year, especially with the college admissions process, everything seems to kind of fly by really quickly. Basically, enjoy each moment and opportunity you have to celebrate together and have unique experiences as a group, because even though there are a lot of those moments during the year and still to come, you want to appreciate them in the moment rather than look back on them as a vague memory. So yeah, just take a breath, take your time, and spend time doing things you like with the people you like doing them with.

What is your favorite part about being Head of the Upper School?

My favorite part would have to be watching the journey that students have over four years and then reliving it at graduation. At graduation, when I am sitting there and listening to the names being read, I will remember the first interaction I had with someone when they were in 9th grade and then watch them walk across that stage, not physically, but as a person who is the same as I remember them when I first met them. Seeing kids who I remember in 9th grade, who thought they were going to do x and y, but ended up doing something completely different, and are extremely happy with it. It's sort of like watching the journey for the four years, it is like I'm watching them in 9th grade walk across the stage, grab the diploma, and then they're gone.

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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.

Being an EMT: The Art of Empathy

By SARAH MARINE

There are few moments in an adolescent's life where they can effectively create an impact and have the opportunity to watch the ripple effect of that impact. Most of us can say with confidence that we have made someone happy by seeing their smile, and admittedly, it makes us feel better as well. But to be able to say definitively that we have, in fact, changed someone's life in our own relatively short time on this planet, is perhaps the most understated pleasure of the human experience. As an EMT (Emergency Medical Technician) pulling shifts on my town's First Aid Squad, I can say that I've not only changed lives, but also saved some.

Working shifts on an ambulance as an EMT can range anywhere from four to twelve hours. This is no easy task, but it is one that every young person could benefit from. Whether hoping to pursue a career in the medical field or not, getting to experience the real, unfiltered world beneath the flashing sirens is an incredible opportunity.

Most towns in New Jersey have established volunteer-based first aid squads that can be dispatched depending on the nature of any given 911 call in the area. Since members are unpaid, their services, including the ambulatory transport which would normally be upward of \$500, is completely free for the patient. After joining my own squad almost a year ago, I have come to witness just how much of a deterrent factor the cost of medical care really is for the uninsured.

To become a member of a local first aid squad, most applicants will have to be a minimum age of 16 and go through a short interview

process. If selected, they can start their training while they ride with more senior members. In the state of NJ, 16-year olds are permitted to attend EMT school and sit for their NREMT exam.

The average shift of a cadet or EMT on a crew consists of responding to emergency calls that are either traumatic, medical, or psychological in nature. Often, these calls are a mix of both.



bodily fluids present in the back of the ambulance, EMTs can be exposed to various less favorable situations. Patients struggling with suicidal ideation, substance abuse, or other mental disorders are all common interactions. While there may be standing protocols in place for how to give chest compressions or medications, there is no set of instructions for speaking directly to a person in pain: physically or emotionally. Kindness is the only rule I try to stand by.

I stress even further the necessity of more young people in EMS because I believe our generation is more aware of the mental health crisis our world is facing. All too often, employees in the medical field are far more educated in physical health than mental health. This can be a heartbreaking scene, especially when schizophrenic patients are yelled at to "act normal" or patients battling depression are too easily dismissed. Patients, no matter their condition, are people first.

For any teenager looking to create a true impact in their community, joining the first aid squad could not be a better choice. With data charts and documentation of vitals, you can see the progression of your patients and how their lives were changed by your own hands.

There is no feeling more rewarding than that. So, while I stand by the belief that every person should wait tables at least once in their lives, I also believe that serving your community in a time of need is just as critical in the lesson of empathy.

Working on a BLS (Basic Life Support) ambulance requires life-saving skills in CPR, airway management, shock treatment, bleeding control, and even childbirth.

However, a large portion of the calls tend to be less stressful cases with reports of abdominal or chest pain or the presence of an "ETOH patient" (an intoxicated individual). Perhaps more so than the medical skills, first responders quickly learn the healing power of empathy.

It is important to understand before enlisting in your own local first aid squad, that emergency response is not for the faint of heart.

In addition to blood and other



Congrats

To our graduating seniors!

Ethan Roitman
&
Gabrielle Wolin



MR. ZACHARY MAZOUAT



Are you passionate about something? Write an op-ed for *Crimson Sun*!

An op-ed is an opinion essay written by a staff columnist or an outside contributor. It should have a clear point of view or argument supported by specific evidence. Content does not have to be MBS specific.

Questions? Have an idea?

Email Sloane Fiverson (sfiverson_25@mbs.net), or Charlotte Sussman (csussman_25@mbs.net)

Exploring and Learning in Paradise

By ASHLEY PARKER

Founded in 1999, the Island School, located in beautiful Eleuthera in the Bahamas, is a high school for tenth and eleventh graders surrounded by clear blue water.

While primarily serving high school students, the Island School also offers programming for those in pre-K up until Ph.D. at their various research centers to offer exciting learning opportunities.

The Island School's philosophy is to connect education, research, and outreach, creating learning opportunities for native ecosystems and environmental sustainability. In addition, many of the buildings on their campus are eco-friendly by using solar panels, sustainable water collection, and multi-stream recycling and composting.

The Island School offers both semester and summer terms in addition to week-long programs that schools, like MBS, can attend. The MBS program this year focused on marine ecology, biology, and conservation while exploring the gorgeous islands and reefs.

On April 16, twenty-four MBS students and four chaperones, Mr. Brad Turner, Ms. Rose Costanzo, Dr. Sara Chuang, and Dr. Chris Payette headed to the airport to catch a flight to the Island School. Throughout the week, students participated in various unique activities.

On the first day, students attended a lesson on mangroves, including a wade where they were able to identify the three types of mangroves: white, black, and red. They waded

and snorkeled through the shallow waters, where they saw baby sharks and various species of fish.

Other activities throughout the week include a relaxing boat ride out to a reef and to look for lionfish, an extremely invasive species. These harmful fish are not native to the environment and put additional stress on coral reefs. During this experience, the Island School staff spearfished the lionfish, after which the students were able to dissect them. After which, students fed them to the bullsharks at the marina. This hands-on exploration provided students with a deeper understanding of marine conservation efforts.

On another day, some of the group was able to participate in the Discover scuba dive. This beginner

Window Bridge and Hatchet Bay Cave to explore the island's wonders.

But one of the fan favorites happened on the third day where the group traveled by boat to a sandbar, where they found exquisite conch shells and sand dollars and enjoyed the hot sun while on a bar of sand in the middle of the ocean.

Between the daily excursions, lessons on the history of Eleuthera, and hands-on experiences, the Island School opened the students' minds to the beauty of the ocean and how to protect it. With newfound knowledge and inspiration, the group returned home, carrying with them unforgettable memories of their experience at the Island School.

The Island School's philosophy is to connect education, research, and outreach.

course taught students how to scuba dive. They dove down to a substantial depth, experiencing the feeling of breathing underwater and seeing the beauty within the ocean. Afterwards, the group took a trip down the island, where they saw the Glass



PHOTO: ASHLEY PARKER

Students explored the Island School campus.



PHOTO: ASHLEY PARKER

During their spring break at the Island School, students not only immersed themselves in the stunning scenery but also delved into sustainability practices, including their impact on various ecosystems.

MBS Honors Student Academic Achievement

By EVAN DANIELS

Morristown Beard School offers various forms of acknowledgment for academic success. Through both the induction to the school's Cum Laude Society and the Annual Academic Awards, students are recognized for academic achievement in all fields of study.

Cum Laude Recipients

MBS received its Cum Laude Society charter in 1976. Cum Laude, latin for with honors, elects seniors or juniors who have demonstrated academic excellence, intellectual curiosity, and good character. On the evening of Thursday April 18, MBS welcomed 11 seniors into The Cum Laude Society for outstanding scholastic achievement. Each student picked a teacher to officially induct them into the society with a short speech about their accomplishments.

This year's inductees were: Erica Adu '24, Samantha Brown '24, Mackenzie Dougherty '24, Finn Fleming '24, Ethan Kothavale '24, Ethan Levy '24, Ryland McDonald '24, Alice McNamara '24, Ethan Roitman '24, Marlee Ryan '24, and Kevin Tone '24.

MBS Academic Awards

On Friday April 26, MBS held its Annual Academic Awards Ceremony to honor Upper School students who have exhibited exceptional academic achievement in fields such as math, science, history, and various extracurriculars. The awards are chosen in large by votes held across departments. Each department chair spoke about the recipients and invited them up to the stage where they received a gift and a certificate.

This year's award recipients were:

Mariah Award

Alice McNamara '24

Gustat Cup (Yearbook)

Alice McNamara '24
Gabrielle Wolin '24

Founders Cup (Crimson Sun)

Ethan Roitman '24
Gabrielle Wolin '24

Simons-Slaterry Scholar-Athlete Award

Rebecca Lenner '25

Physics Award

Jack Moore '27

Chemistry Award

Sarah Marine '26

Biology Award

Justin Kothavale '25

Environmental Science Award

Jonah Tinkelman '24



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Dept. Award for Excellence in Science

Mackenzie Dougherty '24

Spanish Award

Ethan Kothavale '24

French Award

Finn Fleming '24
Gabrielle Wolin '24

Multilingual Excellence Award

Micah Leibowitz '24

Latin Award

Marlee Ryan '24

Wellness Award

Ellie Pine '25

Creative Writing Award

Christopher Yermack '24

U.S. History Award

Sloane Fiverson '25

Phoebe Stiles King '49 History Award

Ethan Roitman '24

Trustees Award for Excellence in English

Marlee Ryan '24

Baker Trophy for Excellence in Math

Ethan Kothavale '24

Paul Furrer Award

Alex Spiteri '24

Susan Marie May Art Award

Gabrielle Wolin '24

Edmund M. Kramer Fine Arts Award

Aiyana Hobbs '24

Excellence in Design

Samantha Brown '24

Theater Arts Award

Henry D'Andrea '24

Dance Award

Zahra Aquil '24

Arthur Kates Instrumental Music Award

Kayla Ruggiero '24

Vocal Music Award

Adin Kasmin '24

Instrumental Music Award for Strings

Jack Cueto '24

Class of 1924 Award for Computer Excellence

Ethan Kothavale '24

Appointment to the U.S. Naval Academy

Nico Fonseca '24

FEATURES

Reflections on the ICP

By CHARLOTTE SUSSMAN

The Interdisciplinary Concentrations Program, or the ICP, has been a fixture at MBS since the 2021-2022 academic year. The program was designed so that a student's participation on campus falls into a certain category, not an academic one, such as science or math, but one that is more all-encompassing. The areas of focus include Arts and Innovation, Data Analysis and Research Methods, and Ethics, Leadership, and Justice.

“I valued the opportunity to hear from speakers and engage with other students.”

The ICP aims to have students see the school, and the world at large, through this lens, while propelling students toward a final project during their senior year to help

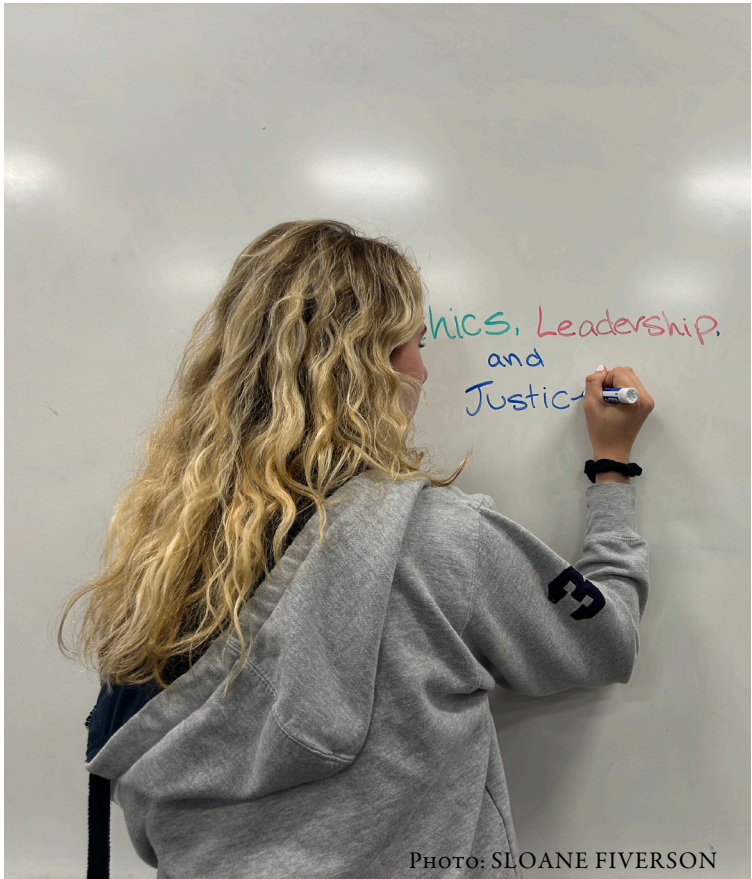


PHOTO: SLOANE FIVERSON
Sloane Fiverson '25 prepares for a presentation for the Ethics, Leadership, and Justice ICP.

improve an issue they identify that relates to their discipline. However, despite the relatively short lifespan of the program, it has evolved quickly.

Mr. Brad Turner, an ICP advisor and science department faculty member, said, “we kind of tried to jump into the individual projects [at first], which was challenging, because they were sophomores.” More time is now given to the students enrolled in the program to learn what it is they want to explore. Sophomores rotate through the concentrations so that they can choose one to focus on during their junior year.

This all culminates during their senior year with an intensive project. This change allowed for less pressure on the students and more freedom to find how they fit into the ICP. Mr. Matt Martino, an ICP advisor and design arts faculty member, said, “as teachers, it's important that we take stock of what we do and just look at how it's impacting students.”

Despite these changes, the program's overall goal of allowing for

the development of a theme outside of academic areas has remained a constant of the program. Chief Innovation Officer and ICP Director Mr. Darren Burns said, “the intersection of disciplines has always been a place where students find interesting conversations.” Those intersections allow students who might not have otherwise interacted to share ideas and interests. ICP participant Alice McNamara '24 said, “I valued the opportunity to hear from speakers and engage with other students.” It is the desire to be more than only students, to be multifaceted citizens as well, that unites so much of the campus

While it's impossible to predict the exact path of the ICP's development, the School eagerly anticipates witnessing its evolution. ICP participant Sloane Fiverson '25 said, “one of the most exciting pieces of this is knowing how much [the ICP] has changed and how much it will continue to. The ICP is something really original, and I'm proud to be a part of that.”

Pencils Down! The SAT goes digital

By SARAH MARINE

Starting on January 1st of this year, College Board will only offer a digital SAT. While most students don't even know what the SAT even stands for, they are all familiar with their importance, especially as top universities are once again making standardized testing mandatory.

Current juniors and sophomores will be playing guinea pigs.

At two hours and 14 minutes instead of three hours, according to College Board, the digital exam is meant to reduce stress by giving students more time per question, shorter reading passages, and access to an online graphing calculator for the math section.

In 2025, according to the College Board's data, 1.9 million students took the SAT, while almost 1.4 million took the ACT, another popular college entrance exam administered by ACT Corporation. However, the tables are soon likely to shift as the new SAT has been met with daunting reviews.

Traditionally, because the SAT

and ACT exams are so different, high school students take an older version of each one to see which one they want to take prior to registering for an exam. However, since the SAT has developed into an adaptive, digital exam, there are fewer resources available to practice with the materials or the new format.

For example, test prep tutors, who typically play a big role in student's scores, are ill-equipped to advise their students for this uncharted territory. According to Summit Prep, a NJ test tutoring business, when the SAT was revamped in 2016, it took almost two years for the test-makers to find a baseline and predict trends. Meaning current juniors and sophomores will be playing guinea pigs.

While there have been mixed reviews of the digital SAT, a common theme for the March test takers was that the math section was particularly challenging despite the access to an online graphing calculator. With College Board's goal to differentiate exceptional participants amongst top scorers through their adaptive formatting, as students solve math problems correctly, the test generates harder and harder questions. The level of these sorts of questions, while having a higher capacity than the previous test, is also

only met by students who demonstrate their ability to handle them.

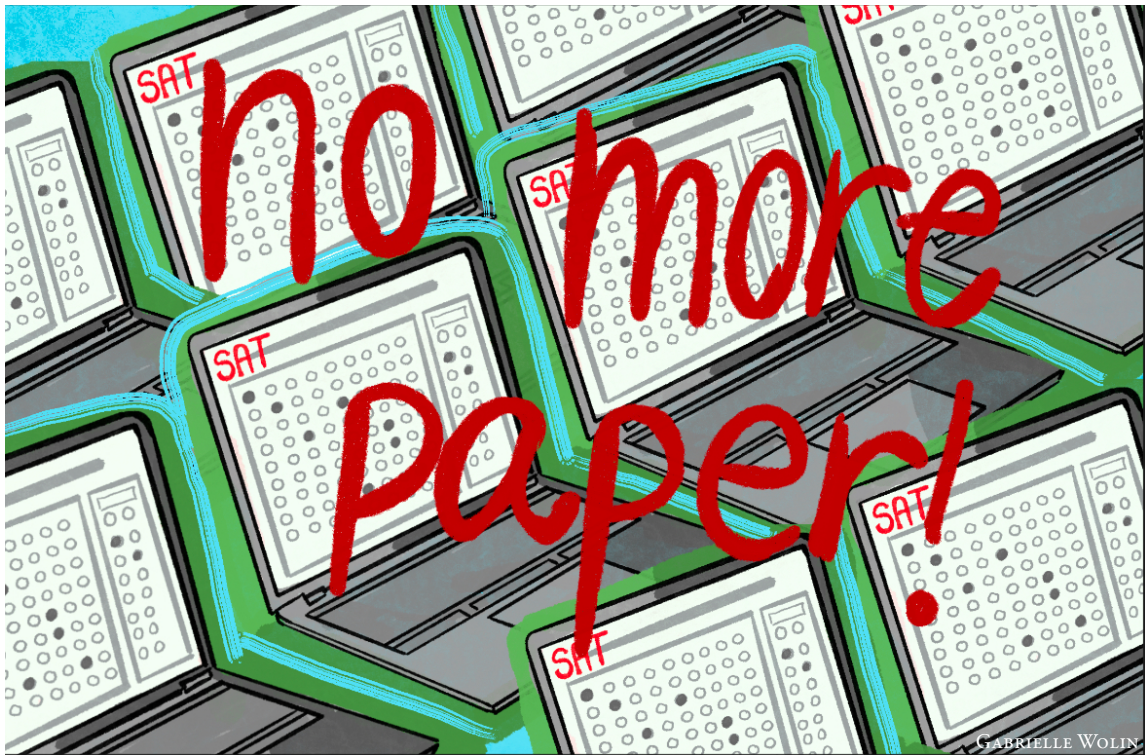
While this strategy is meant to match questions with students' abilities, it has caused concern for those who may start the math section poorly, leaving them without a chance to prove themselves, as getting easier questions correct does not help their score since they have already been offsetted from the higher track. Comparatively, the

ACT has always been known to have a less rigorous math section as long as students are prepared to answer questions in an average of less than 60 seconds.

Doing well on the ACT over SAT may not have a great deal of significance in college applications. But the stress and intensive preparation disparity between the two options may just be enough to shift the balances for students on the fence

towards taking the ACT looking for a less stressful and more familiar testing experience.

The shift to a digital format for the SAT introduces both challenges and uncertainties for students and educators alike. As students navigate this transitional period, so will the college application process. Only time will tell how this drastic change in testing will impact college admissions for the Class of 2025.



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Interested in being a part of Crimson Sun? Email our editors-in-chief: Sloane Fiverson (sfiverson_25@mbs.net), or Charlotte Sussman (csussman@mbs.net).

Tik Tok 'Ban'

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If passed in the Senate, there would undoubtedly be a legal battle based on the First Amendment. It would be difficult to prove that the Chinese government is purposely spreading disinformation through the app.

In May, TikTok sued Montana in federal court over a state ban of the app. In the verdict, issued this past November, a judge ruled in agreement with TikTok and blocked the law.

Regardless of the fate of this piece of legislation in the Senate, it will be subject to fervent debate by

politicians, users, First Amendment advocates and both the U.S. and Chinese governments. Tensions between Beijing and Washington have risen in the past decade, and this just seems to be the latest drop of fuel on the growing fire.

Introducing MBS’s Newest Department Chairs

By SARA TANG

At MBS, academic department chairs rotate every five years. Teachers who decide they would like to become a department head must apply for the role and go through a series of interviews with faculty from the department and other administrators similar to how it works when you apply to become a teacher. This year, the tenure of both the current English and Design Arts department chairs will come to an end. The incoming department chairs are Ms. Kate Muttick, English, and Ms. Jaimie Bass, Design Arts.

A department chair’s job is to help manage the day to day operation of their specific department. In addition to a teaching load of 3 classes, they coordinate student schedules, support teachers in the corresponding department, and help to form the curriculum.



English

Muttick, English teacher and current Director of the Center for Academic Writing, is looking forward to continuing the work Ms. Nikolin Eyrich, the previous English Department Head, has started. Not only does Muttick want to create a real sense of community among the English faculty, she hopes to give the best instruction to ensure high-quality learning. As a former student at MBS, Muttick always loved her English teachers, and through her high school career, was ignited with her passion for writing and literature.

“It is an honor to serve in this role and serve the department that helped shape me,” said Muttick. As she moves into this position, she is eager to advance writing instruction

by meeting with English teachers, expanding the types of writing students engage with, and focusing on how students interact with writing as she is passionate about writing herself.



Design Arts

As the Design Arts department chair, Bass will oversee student placement in upper level courses, coordinate art-based independent studies, and take part in numerous meetings to connect teachers and administration. She looks forward to increasing local community outreach and engagement.

“There are many opportunities in our geographical area that support and celebrate the arts, and it is my hope that we can tap into that more in the coming years,” Bass said.

Additionally, she is looking forward to working closely with the art department in order to keep improving the curriculum to fit the needs of students in both the Upper School and Middle School. Bass is currently focusing on improving and modifying the classes the Middle School offers.

Community outreach, gallery space utilization, student talent showcasing, cross-curricular engagement, and sectioning/alignment are the five areas Bass hopes to work on during her time as department chair.

Bass intends to continue advancing the department in an inventive and positive way. Bass holds a Masters in Educational Leadership and Administration, which inspired her personal goal for academic leadership.



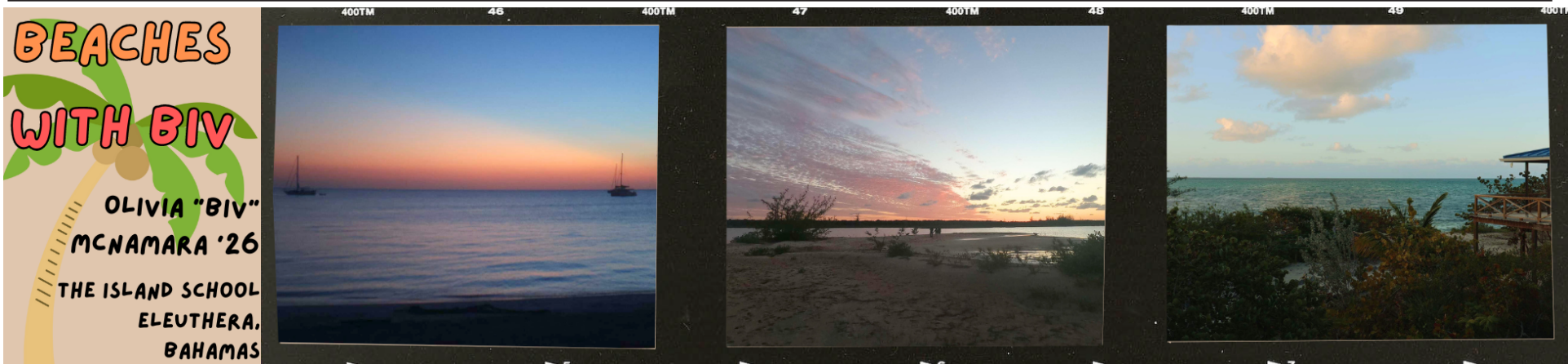
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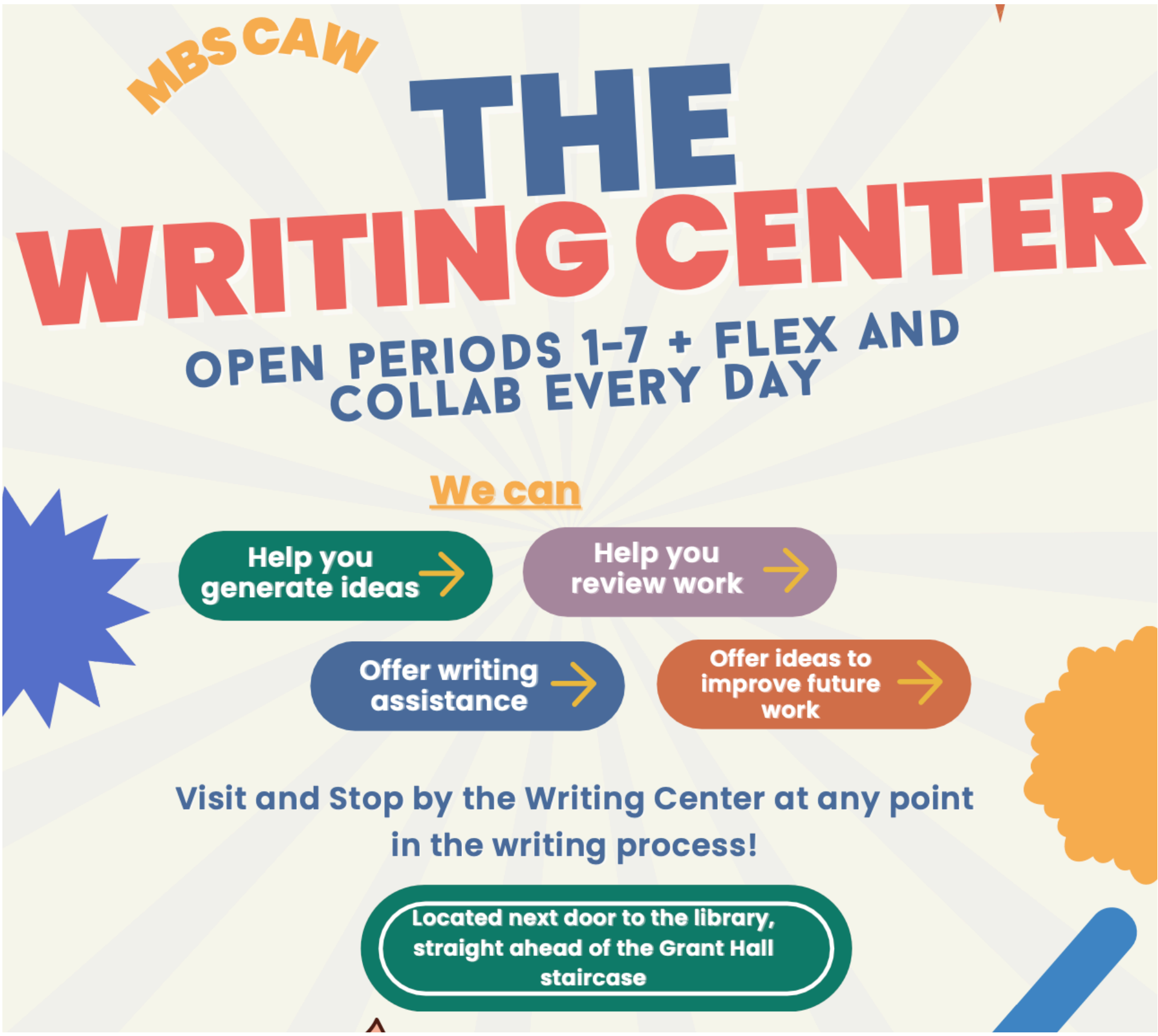
By CHARLOTTE SUSSMAN

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WORDS

- HYDRATE
 - FAMILY
 - SURF
 - HEART
 - TAN
 - SUNGLASSES
 - ICE
- TRAVEL
 - SHORE
 - VACATION
 - BEACH
 - SUN
 - CAMP
 - SUNBURN





A vibrant poster for the MBS CAW Writing Center. The background features a sunburst pattern in shades of yellow and orange. At the top left, 'MBS CAW' is written in a curved, orange font. The main title 'THE WRITING CENTER' is prominently displayed in large, bold letters, with 'THE' in blue and 'WRITING CENTER' in red. Below the title, the text 'OPEN PERIODS 1-7 + FLEX AND COLLAB EVERY DAY' is written in a blue, sans-serif font. A central section titled 'We can' in orange underlined text lists four services in rounded rectangular buttons: 'Help you generate ideas' (green), 'Help you review work' (purple), 'Offer writing assistance' (dark blue), and 'Offer ideas to improve future work' (orange). Each button contains a yellow arrow pointing right. Below these buttons, the text 'Visit and Stop by the Writing Center at any point in the writing process!' is written in blue. At the bottom, a green rounded rectangle states 'Located next door to the library, straight ahead of the Grant Hall staircase'. Decorative elements include a blue starburst on the left and a yellow cloud on the right.

MBS CAW

THE WRITING CENTER

OPEN PERIODS 1-7 + FLEX AND COLLAB EVERY DAY

We can

- Help you generate ideas →
- Help you review work →
- Offer writing assistance →
- Offer ideas to improve future work →

Visit and Stop by the Writing Center at any point in the writing process!

Located next door to the library, straight ahead of the Grant Hall staircase



A poster for the center for quantitative reasoning (CQR). The background is a solid teal color. At the top, there is a string of red and white triangular bunting flags. On the left side, there are illustrations of a yellow protractor, a red calculator, and a black compass. The main title 'the center for quantitative reasoning' is written in a large, red, sans-serif font. Below the title, the text 'HOURS' is written in red, followed by 'THE CQR IS OPEN FROM 7:30AM-3:30PM (CLOSED LAST PERIOD OF THE DAY)' in white. Below this, it says 'PEER TUTORS AVAILABLE, EMAIL MS. COSTANZO TO REQUEST (RCOSTANZO@MBS.NET)' in red. A section titled 'THE CQR OFFERS...' in red lists several services: 'DROP IN ASSISTANCE', 'EXTRA PRACTICE', 'PEER TUTORING', 'RIDDLE OF THE WEEK', 'MATH GAMES', and 'MS. COSTANZO'. In the bottom center, a red circle contains the text 'MSC 103' in white. A red ruler is illustrated in the bottom right corner.

the center for quantitative reasoning

HOURS

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(CLOSED LAST PERIOD OF THE DAY)

PEER TUTORS AVAILABLE, EMAIL MS. COSTANZO TO REQUEST
(RCOSTANZO@MBS.NET)

THE CQR OFFERS...

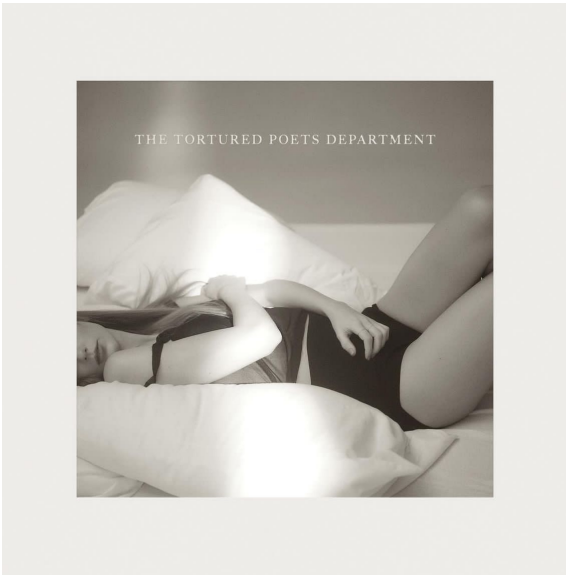
- DROP IN ASSISTANCE
- EXTRA PRACTICE
- PEER TUTORING
- RIDDLE OF THE WEEK
- MATH GAMES
- MS. COSTANZO

MSC 103

“Female Rage: The Musical” Swift Stats

By CARLEIGH COFER

At 12:00am on April 19th, Taylor Swift released her 11th studio album, *The Tortured Poets Department*. Not only did Swift release the 16 tracks that she previously shared the titles of with her fans with the track list, but also she released 15 extra tracks in what she calls *The Tortured Poets Department: The Anthology*. The 16 original tracks alone would have been an impressive feat, but with these bonus tracks, Swift



Promotional image courtesy of Republic Records, via Associated Press.

has once again left her fans speechless with her immersive and soul-stirring songwriting. *The Tortured Poets Department* takes listeners through a one-of-a-kind listening experience filled with all kinds of emotions. Swift goes from upbeat songs with addictive beats such as “I Can Do It With a Broken Heart,” to absolutely heart-wrenching tracks such as “So Long London.” Specifically, “So Long London” has already become a fan favorite, with its clear ties to her ex-boyfriend Joe Alwyn. The song acts as a sequel to her upbeat love song “London Boy” on her 2019 album *Lover*. These connections make the song even more heart-breaking as Swift sings about the feeling of trying your hardest to make a relation-

ship work but having to move on nonetheless. Another song that has quickly become a fan favorite is “Who’s Afraid of Little Old Me?” This track has some similarities to songs from her 2017 album *Reputation*. In the song, Swift takes a stance against her critics, a common theme during her Reputation era. That being said, the song is also reminiscent of some tracks in *Folklore* (2020), with its deep reflection on her past experiences. In this way, Swift takes two of her most popular yet completely different albums, *Reputation* and *Folklore*, and combines them into a song relatable to people all over the world. In the end, Swift has once again blown critics away with songs that grapple with one of the music industry’s fundamental questions - how does a person deal with a broken heart? Through her increasingly impressive prose and stunning imagery, Taylor Swift has made an album that has become a favorite among both casual listeners and die hard “Swifties.” As Swift continues to make music, it is exciting to think of what she comes up with next.

By CRIMSON SUN STAFF

In the first six days after the album was released, *Tortured Poets* became the most streamed album in a single week with over 800 million streams across all platforms. (*Billboard*) During its opening week, the album sold more than 1.9 million copies across all formats including digital downloads, CDs, vinyl, and cassettes. (*Entertainment Tonight*)



Photo credit: @taylorswift via Instagram

Tortured Poets earned Swift her 14th chart topper, tying Jay-Z’s record for most No. 1’s by a solo artist. (*Entertainment Tonight*) Swift’s tour, The Eras Tour, resumed on May 9 in Paris, France. She re-organized the entire show, including removing six songs, to fit the “TPPD Era.” The tour now includes seven songs from the new album including the first single, “Fortnight.” (*Screenrant*)

In an Instagram post thanking fans in Paris on May 12 after performing for four sold-out concerts, Swift called the Tortured Poets section of the set “Female Rage: The Musical” for its emotional and elaborate performances by her and her team of dancers, backup singers, and band. (*Instagram*) May 12th marked the 87th show on The Eras Tour. The record breaking tour now boasts a total of 45 songs and is over 3 hours long. (*Newsweek*)

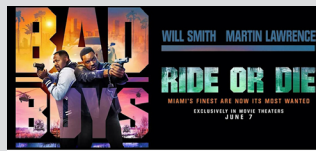
COMING
SOON TO A
THEATER
NEAR YOU!



Furiosa: A Mad Max Saga
May 24, 2024



Hit Man
May 24, 2024



Bad Boys: Ride or Die
June 7, 2024



The Watchers
June 7, 2024



Inside Out 2
June 14, 2024

Promotional poster images courtesy of (from top to bottom): Warner Bros. Pictures, Netflix, Sony Pictures Entertainment, Warner Bros. Pictures, Walt Disney Pictures/Pixar Animation Studios

Fashion’s Biggest Night

By SARA TANG

On Monday May 6, the illustrious event known as the Met Gala took place. Known as being one of the most highly-anticipated fashion events of the year, the Met Gala boasts glamorous outfits with exciting and new themes, attended by some of the most famous celebrities in the world. Millions of people in-

and Chris Hemsworth. Co-hosts of the Met Gala typically include huge stars and big names in Hollywood. Last year Dua Lipa, Michaela Coel, and Roger Federer were co-hosts of the event. The Met Gala is revered for traditionally having themes for its guests each year. The themes are chosen to

“When a costume comes into the Met’s collection, it’s changed irrevocably.”

vest their time into fawning over the outfits and the event itself. But what exactly is the Met Gala?

The Met Gala, also commonly referred to as “fashion’s biggest night,” is both a glamorous event and social gathering and an annual fundraiser for the Metropolitan Museum of Art’s Costume Institute, where the event also takes place. Traditionally, the Met Gala has different themes each year to challenge fashion presentation and norms and create space for new and interesting fashion trends. Though it varies from year to year, approximately 450 celebrities, young creatives, and industry professionals attend each year’s event, with some longtime attendees including Blake Lively, Rihanna, and Sarah Jessica Parker.

Editor-in-chief of Vogue magazine, Anna Wintour, is responsible for not only hosting this event, but also maintaining the invitation list. Each year, Wintour is joined by celebrity co-hosts. Co-hosts have become a tradition at the Met Gala. This year’s co-hosts include Zendaya, Jennifer Lopez, Bad Bunny,

inspire ways to showcase extravagant fashion. While the Costume Institute exhibit at the Met this year

is Sleeping Beauties: Reawakening Fashion,” the dress code and general theme of the Met Gala is the “Garden of Time.” On the title of the exhibit, Andrew Bolton, head curator of the Anna Wintour Costume Center at the Met, says that older pieces will be “reawakened” for visitors to view in the museum. He told Fashionista magazine, “When a costume comes into the Met’s collection, it’s changed irrevocably. It can’t be worn, obviously, so you don’t see the movement, you can’t smell it, you can’t hear it, you can’t touch it. A lot of the sort of sensorial access we have to garments are diminished. In a sense we’re left with really a sight. The idea for this exhibition is to re-

awaken the sort of sensorial capacities within fashions through various technologies.” This year, attendees included Nicole Kidman, in Balenciaga, Lil Nas X, in Luar, Lana Del Rey, in Alexander McQueen, and Ariana Grande, in Loewe. Grande performed during the event itself, singing a medley of her popular hits. She was later joined by Cynthia Erivo to sing “When You Believe” by Mariah Carey and Whitney Houston. Grande and Erivo will be starring as Glinda and Elphaba respectively in the upcoming *Wicked* films based on the Broadway show of the same name. Overall, it was a fun and eventful night for fashion.



GABRIELLE WOLIN

To the Victor Go the Spoils

By CHARLOTTE SUSSMAN

On Friday, April 19th, the Morristown Beard Latin Department continued the longstanding tradition of the Chariot Race. This event, held yearly, is the final project for many Latin students. Broken up into groups of three, students construct their very own chariots intended for a race across Burke Field for a thrilling display of speed and strength.

Prior to the event, on the bleachers, observers enjoyed a procession of all the chariots, and cheered as their friends marched by. The Chariot Race is a competition for the highly coveted laurel wreaths, a sign of victory both in Ancient Rome and on the MBS campus. Many favored last year's champions, Jonah Tinkelman '24, Kevin Tone '24, and Ian Patchett '24, to win

this year's race with their masterful chariot. However, in a surprising turn of events, three freshmen, Nana Adutwum-Addae, Jake Breslow, and Zev Podgursky, took home both the wreaths and the glory. The victors proved that to win, you don't have to be the most experienced, only the most determined.



And they're off! Students participate in the annual Chariot Race hosted by the Latin Club.



Pictured: Cameron Weil '26, charioteer, Nicholas Anderson '26, front, and Bridget Sherman '26, back.



Last year's champions were unable to replicate their win this year. Pictured: Kevin Tone '24, charioteer, Ian Patchett '24, front, and Jonah Tinkelman '24, back.

DID YOU KNOW...?

- The average salary for a player in the NBA is over \$10 million, while the average salary for a player in the WNBA is around \$116,000.
- The minimum salary in the NBA is \$1.12 million, while the minimum salary in the WNBA is \$62,000.
- The highest paid player in the NBA for the 2023-2024 season, earning \$51.9 million, was point guard Stephen Curry of the Golden State Warriors. In the WNBA, the Indiana Fever guard Erica Wheeler at \$242,154.

Source: Statista

Equal Pay for Equal Play

By ISLA JOHNSTON

Every year the best teams in college basketball play each other in a massive tournament called March Madness. This NCAA sponsored event receives much attention, with many fans creating brackets to bet who they think will win the tournament. This season, however, was a little different. While the men's team usually gets most of the attention through game attendance and television ratings, this year the women's teams reigned supreme.

The strongest women's team's this season were North Carolina State, University of Connecticut, the University of South Carolina, and the University of Iowa. These teams made up the final four with Iowa and South Carolina moving on to the final two, with South Car-

olina ultimately winning the tournament. However, not only have the teams garnered more media attention, but also so have the players.

While the women are starting to receive media attention, they are not getting paid equally to men.

During this past season, the last few games were the most watched games in women's basketball ever.

The most notable player of the

season was Caitlin Clark of the University of Iowa. After her team lost in the final round of the tournament, Clark was still the top pick during the WNBA draft for next season. Her popularity helped increase views in women's basketball overall.

During the WNBA draft this year, many people sat on the edge of their seats watching the event live after the success of the March Madness season. Clark was picked to join the team Indiana Fever with a four year contract of \$300,000. The top four women, Clark, Cameron Brink (Stanford University), Kamilla Cardoso (South Carolina), and Rickea Jackson (University of Tennessee) all received similar contracts.

Following the WNBA draft,

there has been mass controversy over social media. While the top four picks for women received four year contracts of about 300,000 dollars. In the last NBA men's draft, the top four picks for men received a contract of 8-10 million dollars. While the women are starting to receive media attention, they are not getting paid equally to the men.

The success of the women during March Madness brought more attention to both women's basketball in general and gender equality in sports. It has sparked crucial conversations about pay disparities between the WNBA and NBA and given the movement for fair compensation more momentum.



The *Crimson Sun* staff would like to congratulate the Class of 2024.

Here's to your next adventure.
Make it be as awesome as you!