

The REGISTER FORUM

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CAMBRIDGE RINDGE AND LATIN SCHOOL

MAY 2016

A Cappella



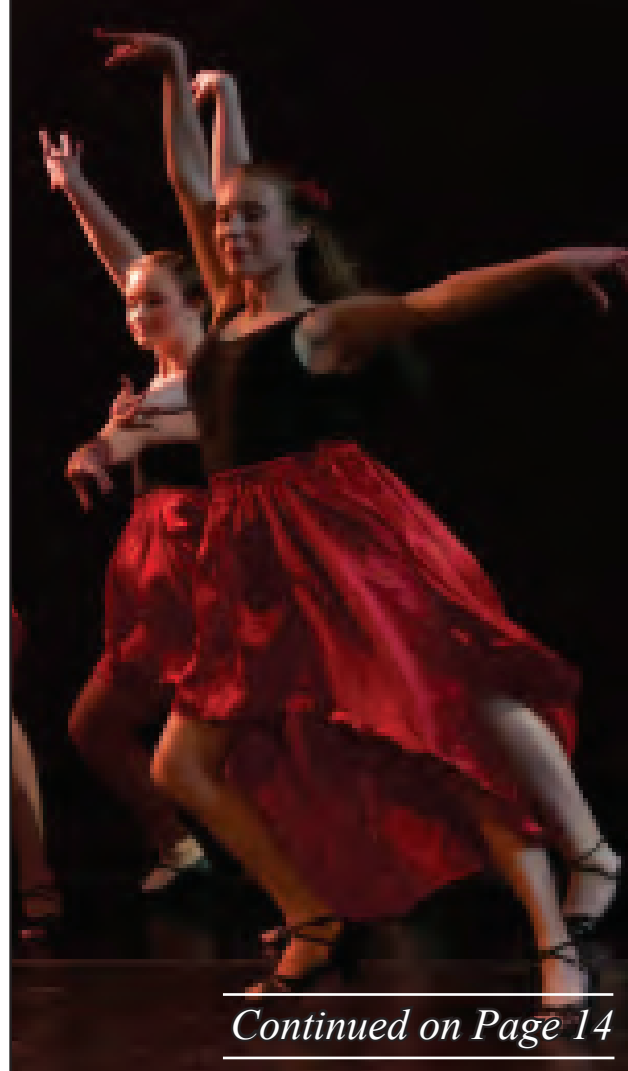
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Prom Night



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Faculty, Students Push School Committee for Staff Diversity

By
Stella Yeung
Register Forum Contributor

The School Committee was taken aback when numerous determined students and teachers from the Educators of Color affinity group attended the May 17th meeting to address a topic not on the agenda: the lack of diversity among CRLS faculty.

Time was allotted during public comment for those passionate about the cause, though it is usually not allowed for non-agenda topics to be discussed per school committee rules. Other individuals spoke out about the agenda topic of raising the cap on charter school funding, and the Committee later voted 5-2 to oppose raising the limit. However, most who came forward during the time for public comment addressed the issue of diversity

among CRLS faculty.

Coincidentally, this meeting was held on the 62nd anniversary of the Brown v. Board of Education decision.

Mr. Archie DeLasalle, a photography teacher at CRLS, began the comments with an introduction to the group: "The Educators of Color group was re-started at CRLS in 2014 to address issues related to the recruitment, retention and long-term flourishing of educators of color." DeLasalle also stressed how a diverse staff may increase cultural awareness along with an increase in AP/Honors class enrollment and college attendance rate.

Ms. Lee, a CRLS English teacher, publicly commented, "I have heard from parents on more than one occasion that they are thrilled that their child finally has

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Justice For a Forgotten Era

By
Rosa Munson-Blatt
Register Forum Contributor

In the last week of April, the Kimbrough Scholars, in collaboration with the Civil Rights and Restorative Justice of the Northeastern Law School, traveled to Louisiana to unearth the truth and achieve some level of justice for the Jim Crow-era brutal murder of African American Booster Williams.

The Civil Rights and Restorative Project (CCRJ) aims to bring justice to African Americans wrongfully accused and the many murdered

"[This work] is my civic responsibility."

in racially motivated cases occurring in the Jim Crow era. Many of these murders and their circumstances have gone unsolved for decades. The Jim Crow era spanned the period from the end of Reconstruction in the nineteenth century

well into the twentieth century during which time rampant racism raged through the country.

The program was created in 2007 by Professor Margaret Burnham at the Northeastern Law School. Northeastern's law students, aided by journalism students, research the location and the details of cases before presenting them to judges and the courts. Sometimes families have been unaware of the details of how their relatives died.

"It's my civic responsibility," Burnham stated, the founder along with

Massachusetts Institute of Technology professor Melissa Nobles, of the law school's project. "You have to make an account for the whole history." The first of its kind, the project is especially important in a time of tumultuous race relations in

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Outgoing CPS superintendent Dr. Jeffrey Young and incoming Dr. Kenneth Salim are interviewed.

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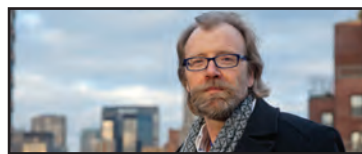
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*"Listening to every voice,
printing what you need to hear"*

CRLS Band Riles Up Ryles Jazz Club

By
Anya Harp
Register Forum
Contributor

On May 3, CRLS Jazz night was hosted at Ryles Jazz Club in Inman Square. The night was filled with incredible music, courtesy of CRLS' very own jazz program. The Big Band, the Vocal Ensemble, and the World Jazz Ensemble all performed at the show. The Big Band started off the show with an impressive set of seven different songs.

Martino Boni Beadle, a freshman in the Big Band, enjoyed playing "Caravan," a song he described as quite difficult. "Everyone knew it was going to be a challenge, but in the end we managed to pull it off," he said. Not only did the Big Band "pull off" their performance, they performed each of their songs with undeniable skill and passion.

After the Big Band, CRLS' Vocal Ensemble took the stage. They sang three songs: "Lullaby of Birdland," "A-Tisket, A-Tasket," and "Uptown Funk." The Vocal Ensemble

has practiced every day because it is a class offered at school. Jemma Kepner, a freshman, has been singing her entire life and jazz has played a special role in it. Said Kepner, "I'm not gonna lie, I was quite nervous before I went on stage. But once I was on stage I felt myself calm down. I think we all did very well."

Sonam Cheodon, a sophomore in Vocal Ensemble, said "A-Tisket, A-Tasket" was her favorite song to perform. She explained,

"Everyone knew it was going to be a challenge, but in the end we managed to pull it off."

"A-Tisket, A-Tasket fit the atmosphere at Ryles and we were very comfortable and confident performing it." The light-hearted song was a definite crowd pleaser.

The last group to perform was the World Jazz Ensemble. This well-seasoned group of musicians showcased six superb pieces. With their performance, they proved that they deserved their place in the Panama Jazz Festival this past January.

The jazz program as a

whole got overwhelmingly good reviews from its participants. Andrew Borron, a senior in the World Jazz Ensemble, explained how great CRLS' jazz program is: "It's a wonderful way to enter the jazz world and is a pretty sweet place to meet people." He strongly recommends people try out jazz.

Said Borron, "I learned a lot about being a part of a team, and working with big groups of people with different interests but a common goal, like how to be a bassist and what role I play in the...band."

Martino Boni Beadle gave an equally positive review, saying, "I would definitely recommend the program to musicians that either want to broaden their musical horizons or are already interested in jazz."

Jemma Kepner also recommended it, saying, "Even if you're a beginner, the teachers are very good at helping you learn and appreciate jazz music." The program is open to experienced musicians as well as those ready for a challenge. Regardless of their experience in jazz, all the performers put on a great show.

SCHOOL COMMITTEE

Continued from page 1

an Asian teacher for English class. The unspoken message here is two-fold: first, that their child has gone through many years in the CPSD and is just now having their first experience with an Asian teacher, and second...that Ms. Lee teaches English, not science, not math or Chinese, but English."

Dr. Parker, a CRLS CP English teacher, stated, "This year I have been scolded by my evaluator for raising questions about inequity, being...‘divisive’ and creating low morale. This is indicative of a larger national problem that targets educators of color by evaluators and contributes to reasons why educators of color leave the profession."

Junior Mari Gashaw said at the meeting, "Some of the teachers here today, like Dr. Parker, have made me feel so much more comfortable to speak up in class on issues of race. They have made me more comfortable to speak about my issues at home because I know they are more likely to understand."

Sophomore Juliette Low Fleury added, "I have nev-

er had a black teacher, a teacher who looks like me...I have spent [time] trying to find a connection to my teachers and the people around me. I find that if I don't find people who look like me in my classes or teaching me or in the settings I want to be a part of, I don't feel comfortable. I think that a really important part of our school, our motto, is diversity, [so] we actually need to

"I have never had a black teacher, a teacher who looks like me."

showcase that."

The Educators of Color affinity group presented a list of demands, including creating more "leveled-up" classrooms so all students receive the same high-level education, providing support for educational professionals to pursue certifications while also providing certification preparation by the district, and beginning assessments of CRLS faculty evaluators by the Lawyers Committee on Social Justice and Economic Justice.

They demanded bringing core faculty in CPS up to 30% faculty of color and maintaining that annually. While CRLS does retain 30% faculty of color, the group requested the standard be filled by core faculty, not including adminis-

tration.

The group also requested training for educators and administrators in understanding and reducing micro-aggressions, and that hiring committees include two, if not more, faculty members of color in addition to any administrators of color on the committee. They asked for regular times for affinity groups to meet in school, and that an administrator be hired to be in charge of recruiting and retaining educators of color and organizing educational events throughout the school year.

Since the issue of faculty diversity was not on the agenda, the School Committee has not yet commented on it, but plans to discuss the topic on a later date. In the meantime, the Educators of Color affinity group invites all to their first conference on June 11 from 8:00 AM to 1:00 PM at the school.



At the May 17th School Committee meeting, Mayor Simmons and Superintendent Dr. Young listened to faculty and student comments about lack of staff diversity.

Photo Credit: Stella Yeung

Gender Theory Class Takes Off

By
Paloma O'Connor
Register Forum Editor

This semester saw the debut of a new course: a gender theory class. Taught by Ms. Trayer, the English elective examines the role of gender through a literary lens and explores the intersections of gender with race and sexuality.

The class opened by reading Chimamanda Ngozi Adichie and Roxanne Gay, prominent feminists of color. They then read many short stories, as well as Margaret Atwood's *The Handmaid's Tale* and Jean Rhys's *Wide Sargasso Sea*.

"We make an effort to be intersectional," says senior Andy Robinson, though fellow senior Stai-sha Foster-Jarvis wishes they'd "read more...about people of color."

While the class has a clear curriculum, senior Meklit Melaku describes the class as "very fluid—it's not as rigid as in other classes." She continues, "it's very student-driven."

Students routinely run do-nows and bring in any-

thing from a spoken word poem to a movie trailer. Their independent final projects range from writing a play to researching women in Mumbai slums.

The class has drawn praise for its open and welcoming atmosphere. Senior Suzannah Gifford says she "can be more honest in this class than any other." Olivia Scott, also a senior, agrees, saying the class's discussions "makes you feel like you're not crazy—especially about sexual assault."

However, there are assumptions about the class that its students wanted to debunk. "We don't sit around and talk about how we hate men," laughs Robinson. "[This class isn't]

only for girls." Melaku adds, "[we're not] trouble-makers...the trouble's already here."

For many, the class was eye-opening. Since most students—especially those isolated from oppression—won't take the class, parts of it "should definitely be put into the English curriculum," says Foster-Jarvis.

The class "pops the Cambridge bubble," says Robinson. "We have great resources, but we also have big issues."

Senior Guerlancia Laurent agrees. "Everything about this class is special," she says. "It teaches you to say and stand up for what you believe in."



This is the first year the gender theory class has been offered.
Photo Credit: Sarah Lipset

field, or possibly both of them. It was an amazing experience and I recommend it to all upcoming seniors."

In 1940, Booster Williams was living in Organza, LA and got into a fight with the white owner of tavern he worked at. The reason for the altercation is unclear, but the students studying the murder have conjectured it has to do with Mr. Williams sleeping with a white woman.

As a result of threats, Williams was run out of town, but returned. The day

enlightening and emotional. Along with furthering our research on the case, we were able to learn a lot about the rich history that southern states like Louisiana have to offer. The shocking truth is that as a nation we have progressed, but [only] to a certain extent. There are still working plantations in Louisiana that now employ migrant workers and a lot of inequalities regarding housing and access to resources have persisted into present day."

Reyes also found the program inspiring, noting that "a lot of families still live in racially segregated areas due to the large structures isolating them. This trip has further fueled my passion of fighting for social justice."

To hear the Kimbrough Scholars report on their findings, come to the School Committee Room at CRLS at 1PM on June 2.

Additionally, any senior interested in helping to facilitate restoration for people of color can apply now for next year's Kimbrough Scholars by picking up forms in room 1607.

after his return, William's body was found on the side of Highway 30.

Documents from the time state that his death was an accident; the Scholars suspected that the tavern owner played a role in his death.

Senior Monique Reyes is also a member of the Kimbrough Scholars and describes the many ways the trip to Louisiana was eye opening: "The trip was very

SCHOLARS Continued from page 1

that it explores a past also encumbered with racial inequality.

Rindge students helped in the investigation process, partnering with the Northeastern students. Junior Nubiant Brooks, a member of the Kimbrough Scholars, explains what the course is comprised of: "We spent our in-class time participating in seminars thoroughly reviewing the history of African Americans and minorities from slavery to Jim Crow, much of what isn't included in current-day textbooks. Aside from that, we spent time at Northeastern working with an attorney who gave us context on our victim, Booster Williams, learning as much as we could about the case."

Brooks also explains how this course has helped to inform him for years to come: "To me this investigative work provided me with a better perspective on what type of career I might want to pursue: the investigative field, the criminal justice

CRLS RESPONDS: SENIOR EDITION

What will you miss most about CRLS once you graduate?



Elmer Vivas
Class of 2016
"The smell of autumn, the smell of winter, and the smell of spring."

Bence-Zavier Szechenyi
Class of 2016
"Nothing. CRLS will be missing me."



Brenna Lipset
Class of 2016
"The unspeakable bond the spoon game has brought to our class."

Eric Juma
Class of 2016
"Fantasizing about Liam Greenwell dabbing when I pass him in the hallway."



Maribel Rawson-Stone
Class of 2016
"The arts."

Maddy Leonardos
Class of 2016
"The second floor green zone, because it smells like fresh Angelos and Dunkin Donuts."



Looking Back: Interview with Superintendent Dr. Young

Outbound CPSD Superintendent Reflects on School District, Achievements

By
Grace Ramsdell
Register Forum Editor

As the 2015-2016 school year draws to a close, so does Dr. Jeffrey Young's last year as Cambridge Public School District Superintendent. Dr. Young became superintendent in 2009, and through projects such as the Innovation Agenda, Dr. Young will be leaving an indelible mark on the district as he departs after seven years of dedication and hard work.

Register Forum: What surprised you the most about working in Cambridge?

Dr. Jeffrey Young: There were no major surprises, to be honest. Before I arrived here, I had heard that this was a school district that had some real examples of excellence in education, and that has proven to be true. I'd also heard that Cambridge is a community where people, including staff, families, and students, are deeply passionate and actively involved in educational issues, and that, too, has proven true.

RF: What is the most defining characteristic of the Cambridge Public School District?

JY: Again, I'd have to say that CPS is defined largely by the robust dialogue that accompanies all policy deliberations and decisions.

RF: In what ways have you seen opportunity, diversity, and respect at CRLS and in the broader CPSD community?

JY: Cambridge provides unparalleled opportunities for students, and not just within the traditional sense of what transpires in the schools. Clearly, we are rich in resources and are therefore able to offer electives and other opportunities that just don't exist in most other school districts, but the other side of this, and the part that really sets Cambridge apart, is the way in which so many community partners work together to take care of the city's children. This city places a high value on diversity, and rightly so. I have never

worked in a place that is so dedicated to building bridges and finding ways for people from all kinds of different backgrounds to work and study together. I think respect is the growing edge for us—I would hope that in the future people work toward developing a community, and a community conversation, that serves as a model of civility in public discourse.

RF: What will you miss most about being CPSD Superintendent?

JY: I will miss many, many things, but most of all I will miss the people. I have been so fortunate to have made numerous friendships with staff, families, and community members. Probably, I will miss the students most of all. Whenever I was feeling a little blue, I found that the surest way to lift my spirits was to spend time in the schools; seeing what the students were doing, and the ways they talked so openly and honestly to me about their lives, always made me proud.

RF: What is the hardest or most frustrating part of being a superintendent?

JY: I never much cared for calling snow days.



Dr. Young assumed the role of CPSD superintendent in 2009.

Photo Credit: Cambridge School Volunteers

Besides that, when people ask me what is the skill set for being a superintendent of schools, I tell them that it really boils down to two things: an ability to deal with conflict and a tolerance for ambiguity.

RF: What do you consider your greatest accomplishment as CPSD Superintendent? Do you have any regrets from your time as superintendent here?

JY: I believe we have made some big strides in raising expectations for all students, engaging families in the life of the schools, supporting teachers in their incredibly important and challenging work, and finding ways to balance some of the multitude of competing demands that school districts have to deal with at this time in our history.

RF: The Innovation Agenda was one of your biggest projects as superintendent. Did it play out as you intended?

JY: Clearly, this was the big project of my time here. I know that CPS is on the right path and that as the upper schools continue to evolve, that our

11-14 year-old students will reap big benefits. We have to keep in mind that in the grand scheme of things, in the trajectory of time in Cambridge Public Schools, that these upper schools are still in their infancy. We are still learning how to make them work as well as we want, and we rely heavily on our teachers, principals, and families to follow through on the journey. The upper schools will never be finished products—for that matter, no schools anywhere will be. Good schools model the very purpose for which they were invented—they learn and get better and smarter.

RF: How have student organized protests such as the Black Lives Matter walkout last year affected your thinking?

JY: In my career, I have never met students like Cambridge students. Especially at CRLS, but really throughout the district, our students are just so real and down to earth. I am proud of the way they find their public voice and stand up for the ideals they hold so strongly.

RF: If you could take any one class at CRLS,

what class would you take?

JY: Dance class. I could use a lot of help with my dancing.

RF: Can you describe your emotions when you know that a snowstorm is in the forecast?

JY: It's strange. Some part of me travels back to when I was a kid and hoped that there would be a snow day. Then, that feeling passes and I realize I have to make a decision, and I know that whatever I decide, half the people will be happy and the other half will be angry. It's always a sleepless night. As you know, I try to keep school open as much as possible, as I believe that for many CPS students, school is the safest place for them to be.

RF: What do you have to say to all the students who wish you had called more snow days?

JY: Won't you be glad, in the warm days of June?

RF: Do you have any words of advice for your successor, Dr. Salim?

JY: I have spent some time with Dr. Salim and have very high hopes for the future of CPS. If I had to offer one piece of advice it would be this: listen to all the voices in the community, and then make your decisions based on what you believe is in the best interests of the students.

RF: What's the biggest challenge facing the Cambridge Public School District today?

JY: The greatest challenge is finding the balance between our core values of academic excellence and social justice.

RF: What's next for Dr. Young?

JY: My last day in CPS is June 30. On July 3, I'm taking my son to Fenway Park. After that, I am going to catch up on all the novels I've always wanted to read, take some guitar lessons so I can get back to playing at the level I used to be at before I became a superintendent, take better care of myself physically, learn something about mindfulness, and then go back to work. I look forward to returning to my roots as a teacher and go back to the classroom, at the graduate school level, to help young people who are aspiring to become principals and superintendents. It has been an incredible honor for me to serve this amazing community and school system as Superintendent of Schools for these past seven years.

“I will miss the students most of all. Whenever I was feeling a little blue...the surest way to lift my spirits was to spend time in the schools.”

Looking Forward: Interview with Dr. Salim

A Sit Down with the New Superintendent of the Cambridge Public Schools

By
Tomek Maciak
Register Forum Editor

Dr. Kenneth Salim was hired from a list of 42 applicants by the School Committee to be Superintendent of the CPSD. He currently serves as Superintendent of the Weymouth Public Schools district. Dr. Salim holds a degree from Brown University, as well as a master's and a doctorate in education from Harvard University. He will take over for Superintendent Dr. Jeffrey Young (see page 4) in the summer preceding the 2016-2017 school year.

Register Forum: What most excites you about working in Cambridge? Why did you choose to work here?

Dr. Kenneth Salim: I think one of the things that really excited me about Cambridge is that as a community and as a school district there is certainly a real commitment to social justice and community involvement and those values are ones that I hold very dear. And along with that there is an incredibly strong presence of higher education and innovation industry partners and so there is just a real opportunity in terms of resources to support education and student learning. Those elements make Cambridge unique in many ways, not just in Massachusetts, but as a school district in the country.

RF: What do you think is the greatest challenge that the Cambridge Public School system (CPS) faces?

KS: I think the most significant challenge is to make sure that we have a system that ensures that all students have the opportunity to be successful, and that we eliminate the gaps that exist in achievement and opportunity and getting there through a collaborative, system wide effort with our teachers and administrators, our elected officials, our families and our community partners. I think Cambridge has the resources and the will, and I think it's about creating a system to make that a reality for all of our students.

RF: What are some things you hope to focus on while in Cambridge?

KS: First off, one of the things I'm really excited about as a part of my first several months in Cambridge is getting to know the district and the community really deeply, [taking] the time to listen and learn and assess what's happening in the district. One of Cambridge's greatest strengths is its diversity along many different lines: socioeconomically, ethnically, and just diversity in experience—in people's experiences. I'm looking forward to engaging the diverse community of stakeholders in Cambridge and building that shared vision for the future of CPS. And, you know, over time I hope that through this collaborative work CPS becomes a national model for eliminating gaps in achievement and opportunity, building on the innovative work that's happening in the district and expanding on the partnerships.

RF: What do you think of student walkouts at

Cambridge Rindge and Latin in recent years, one protesting the decision of the grand jury in Ferguson and one recently raising awareness about sexual harassment and assault?

KS: One of the things I'm most excited about is talking with students and hearing about these experiences. I look forward to learning more about the context and gaining a deeper understanding about these types of walkouts once I come on board this summer and through the school year.

RF: What is in general the most difficult part of your job?

KS: One of the most difficult things is just protecting the time to be in schools. There are so many demands and things that come up on a day to day basis but one of the things that I've made a priority in my work...in Weymouth, and what I hope to do in Cambridge as well, is spending time in schools. I think that one of the most important responsibilities and activities that I can do as a district leader is to be talking with students and teachers about the work that's happening and what people's experiences are on the ground.

RF: What's the most fun part of your job?

KS: Talking both with kindergartners and high school students—just seeing that range of learning happening in a system and seeing students be challenged, seeing them develop, seeing them grow and engage in real learning that's not just a benefit to them but that we know is going to be helpful for our broader community. I think of the search process that took place last fall where I got the opportunity to go with a few CRLS students around the building to talk with them, and of those chances to see the culture and the day to day work happening in the schools. And hearing from students and teachers what are the successes and also what are some of the challenges, and areas where we can improve. That's a real great part of the job.

RF: What do you anticipate will be the biggest difference between Cambridge and Weymouth?

KS: I think it's interesting; one of the things I actually share with people is that there are a lot of similarities. There are similar sides to districts, in my experience, and from the sense I get from Cambridge, both communities have committed teachers and administrators and really creative and passionate students. One of the differences is the fact that Cambridge is a city that is larger population-wise and has certainly a level of resources that is not available in a community like Weymouth, both in terms of the budget but also in terms of the concentration of higher education institutions, industry partners, the number of community based organizations...in a concentrated area geographically. That's both a difference but also a great opportunity for me as a superintendent.

RF: The number one concern for many CPS students is the frequency of snow days. Where do you stand on this issue?

KS: It's certainly one of the most difficult decisions that a superintendent has to make and usu-



Dr. Salim intends to focus on closing the opportunity gap during his tenure.

Photo Credit: Boston Globe

ally the most unpopular one, happening in the very early hours of a morning. It's something I'm sure I will hear from many people about, students and staff included. Never an easy call to make.

RF: If you had to bring three things to a desert island, what would they be?

KS: Probably some form of music. I used to, and still try to, see concerts in and around the Boston area. It's been a little more challenging with a twenty month old and son, but music is a big part of my life. I also love taking photos, and this may be partly related to having the twenty month old, so probably a camera. Writing is also something that's important to me so probably a notebook to capture thoughts and experiences.

RF: What advice would you give to your high school self?

KS: I guess a couple things I would share with myself is being open to change. I graduated high school having done some biomedical research at a local university. I was really focused on the idea of engaging in that work when I first entered college, but I grew increasingly more and more interested in education and teaching, and that sort of led me down a path. It has been a wonderful experience and has been something that I've enjoyed throughout my career professionally, so it's important to be open to new opportunities, new changes, and new interests, because after high school you truly do get a new perspective on lots of different areas of the world.

And then to not be afraid to ask for help. That's really how you can achieve success, by seeking out help, by seeking out mentors, people who can really be resources and assets. It's normal not to know everything and it's OK to seek out that help from others. And the third piece of advice is to really cherish the community of support that you have around you. I have a group of friends actually from high school that I still get together with every once in a while. Those relationships matter and are a source of strength over a long time.

Student Works Exhibit Student Talent

By
Emily Chan
Register Forum
Contributor

This May, six short plays were performed in CRLS' annual Spring Plays production. This year, the plays were directed by seniors Gabriela Chiriboga, Kabir Singh, Gregorio Leon, and Aida Muratoglu, as well as department veteran Monica Murray and covered a range of topics and genres, from burlesque comedy to political satire to meditations on serious subjects like friendship and closeted homosexuality.

Playwrights included famous names such as Tennessee Williams as well as two stu-

dents from Rindge's new play-writing class, sophomore Maija Harvey and junior Quinn Smith-Matta.

Senior Lizzie Downing says, "They were all really well done, and each

managed to fit an interesting story in ten minutes. I'm especially impressed by the student-written ones. Many actually made me laugh."

On the other side of the curtain, director Greg Leon elaborates on the significance of the Spring Plays: "I did Spring Plays the last two years, and they're actually my favorite plays because you can have the fun of theatre and acting without the stress of major productions. Also, though we normally pay a lot of lip service to opportunity, diversity, and respect, the Spring Plays are where a lot of new people actually come to do theatre,

night of performances on Saturday, in addition to the Thursday and Friday shows the plays have traditionally been confined to.

The plays were joined this year by a short spring musical directed by beloved theatre teacher Brett Cramp, written by Broadway's darling Lin-Manuel Miranda, creator of the smash hits *Hamilton* and *In the Heights*. The 14-minute musical, *21 Chump Street*, is based on a true story from WBEZ's *This American Life*—that of Justin Laboy, an honor roll senior in Florida who falls for an undercover cop and tries to win her over by acquiring marijuana for her, resulting in a week in jail and three years probation.

Though the content was sobering, the high energy of the production, abetted by Miranda's unique musical style, had the audience heading home abuzz.

The three evening



The night concluded with a short musical by Lin-Manuel Miranda.

Photo Credit: Larry Aaronson

shows were followed by an in-school performance of the musical, launching a Q&A session with two police officers from the Cambridge Police Department.

Reflecting on the experience of being in the musical, freshman actress Marilyn Attles says, "There were some bumps and bruises, but I did have fun."

Audience members were very enthusiastic. "The musical was really

great! I thought it was better than the original production," says sophomore Emma Atlas, a Miranda aficionado. Explaining why he decided to put on a spring musical in addition to the student plays, Mr. Cramp says: "I love Lin-Manuel Miranda, and I saw the production when it first came out two years ago, so when the rights came out last year, I thought—of course we're going to do this."

CRLS A Cappella and Guest Groups Shine in Spring Showcase

By
Cecilia Barron & Sun-Jung Yum
Register Forum Contributors

As the warmed up and senior minds started to wander, CRLS students filed into the auditorium on April 29th to watch the biannual A Cappella Jam. A total of five groups of talented musicians showcased their hard work, as they do every fall and spring. The event was emceed by a humorous duo: junior Arianna Thenor and senior Kendrick Bellan.

In a midst of countless jokes, the two emcees opened the event by welcoming Girls Next Door to the stage, one of the two all-girl a cappella groups at Rindge. All three songs were arranged by talented members of the group, including sophomore Lila Lifton and senior Anna Karayorgi. Following Girls Next Door was CRLS's only co-ed group, Pitches and Doe's, with Justin Timberlake's "Cry Me a River" and "Wouldn't It Be Nice" by The Beach Boys. The last CRLS a cappella performance of the night was the other all-girls group, Sassafras. The group, led by seniors Charlotte Eccles and Chiaki Kirby, performed a total of three songs. The last song, "No Scrubs" by TLC, included solos from every freshman in the group.

The night also included two

guest performances, including one from Arlington High's Duly Noted. As the night came to an end, students were surprised with yet another guest performance by none other than The Nor'easters. These talented college students presented jaw-dropping performances that caused the entire audience to fall silent, especially with Sam Smith's "Writing's on the Wall" featuring Anthony Rodriguez.

As sophomore Sam Rowe puts it, "The Nor'easters' renditions of the songs...were almost better than the original songs themselves." As always, these guest performances served as a highlight for many audience members.

Hoping to use their profits to support a good cause, the a cappella program donated all of their profits to a charity, as they do every year. This year, the students chose to support an organization that provides funding for researching safer cures for pediatric cancer.

"As my younger brother Dmitri has experienced firsthand, the only treatments available right now for kids with brain tumors are incredibly toxic and not always effective," Lifton explained. "It's really cool to have the A Cappella Jam proceeds going to such a personal and important cause for me and my family, and it means a lot to have the school's support."

Perhaps the most emotional



The Spring A Cappella Jam raised money for a cancer research foundation.

Photo Credit: Diego Lasarte

moment of the night was the seniors' performance of "Changes" by David Bowie. Lifton arranged for seniors from all three groups to come together in a final goodbye to the program. This song was an appropriate fit for these students as they prepared to part from their a cappella family with one last song.

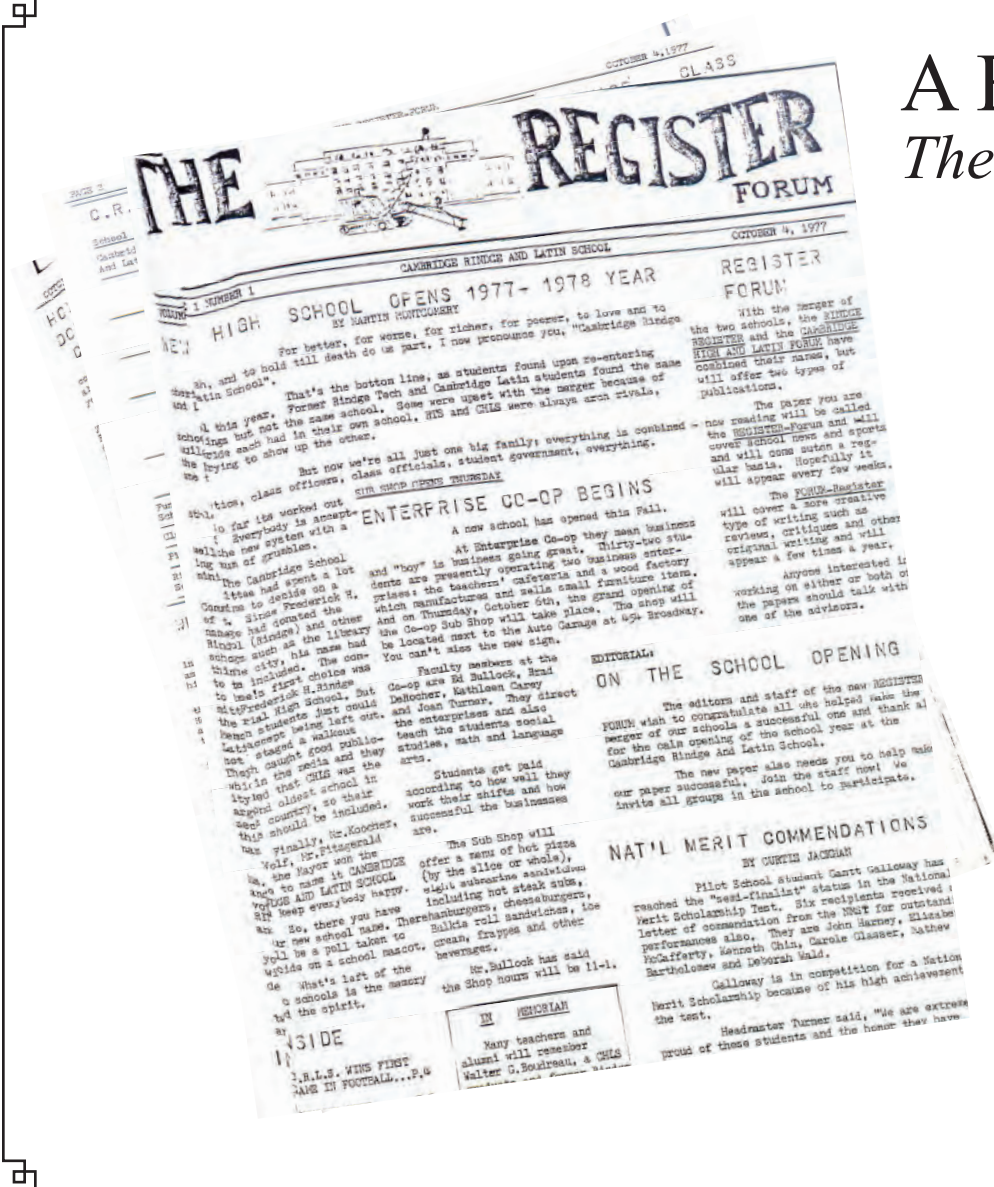
This community is one that is appreciated by not only seniors, but by all, including freshman Megumi Kirby. "A cappella has helped me adjust because it has introduced me to some great mentors who are open to giving advice about their high school experiences," she explained, referencing her time as a new member in Sassafras.

As the school year comes to a close and the a cappella program prepares to take a well-deserved break, students reflect on the state of the program. "I think [the program] gives the right amount of agency to the other groups to do their own

thing, but still gets some guidance from the teacher," remarked sophomore Jahnvi Zondervan of Sassafras, addressing the importance of student leadership.

CRLS' a cappella program remains one of the only organizations that are almost entirely student-run, giving students the opportunity to "take the lead," according to the program coordinator, senior Chelsea Darwin.

At Rindge, students are provided with a number of amazing opportunities to express themselves, the a cappella program being one. This organization is one that emphasizes the importance of leadership and cooperation, while giving all students the chance to perform and showcase their abilities. "I would hope that the program continues to put on amazing jams as always, but that we find more opportunities to perform outside of CRLS," concludes Darwin.



A BLAST FROM THE PAST

The Register Forum, October 1977

Highlights

- The newly combined Cambridge Rindge and Latin building opens with the inscription: “For better, for worse, for richer, for poorer, to love and to cherish, and to hold till death do us part. I now pronounce you, ‘Cambridge Rindge and Latin School.’”
- Student Government advertises a sale for 25 cent folders which “contain much valuable information for the student.”
- The combined Rindge and Latin football team won their first ever game 19-14 over Xaverian.
- Financial Aid Night is held in the Career Resource Center on October 6th. “How much does college cost?” asks the *Register Forum*.
- The *Rindge Register* and the *Cambridge High and Latin Forum* combine to form the *Register Forum*.

Community Spotlight: Cambridge Police Officer Whitey Daniliuk

By
Benno Kraehe
Register Forum Contributor

Here’s a real glimpse into the life of Cambridge Police Officer Whitey Daniliuk, who so many Cambridge youth know and appreciate. Officer Whitey can be contacted at mdaniliuk@cambridgepolice.org.

Register Forum: As someone who grew up in Cambridge, what encouraged you to become a police officer in your own community?

Officer Whitey Daniliuk: I grew up in the Corcoran Park housing development in West Cambridge. Back then I noticed there wasn’t much of a relationship between police and teens in the city. Then I got a job running a teen youth center in Corcoran Park. During that time, I saw the need for the police to develop a relationship with the community, especially with teens. A few of my high school friends, who had become police officers, came to speak with the youth and they allowed the teens to see police as real people on a different level than just the uniform. I saw value in bringing such groups together. After speaking to my officer friends, I realized I could still serve the community and make enough money to raise my family in the diverse community of Cambridge. I realized there was a great opportunity to help change the perception of police officers among teens and the residents of public housing.

RF: How long have you served as a Cambridge Police Officer? Has Cambridge changed in that time, and if so how?

WD: This is my 19th year! Cambridge has changed; it’s losing its middle class. The good news is that police are reaching out to change the community...through such initiatives as youth, senior, and homeless outreach programs.

RF: What is it like being a Cambridge Police Officer?

WD: I love it. We have an open-minded commissioner who encourages new training techniques, such as classes on the teenage brain that focus on impulse control and how to understand what teens are experiencing and where they are coming from.

RF: How is the Cambridge Police Department different from other police departments? Why do we have a different approach to policing?

WD: Our commissioner understands the value of working with the community. He encourages interaction with ideas which builds strong trust between the community and police if a bad situation happens.

RF: What are some of the challenges that you regularly face as a police officer?

WD: As a police officer, you never know what your next call is going to be...There are many times when you risk your health and safety to save someone else. At times it can be a crazy job.

RF: What were the most rewarding experiences of your career?

WD: On one call, my partner and I were able to help save a choking infant. I also have arrested and helped in the conviction of perpetrators of gun violence and have removed several people who were destroying their own families through domestic violence. By far, the most rewarding aspect is working in the Youth and Family Services Unit. I have a great team of co-workers in the unit who make the job enjoyable and are always helping develop positive relationships within the community. Officers Nicole Pacheco, Frankie Greenidge, Che Santos, Ozzie Ortiz, Anthony Santiago, Gus Lopez, JJ Jones and Pam Morris



Officer Daniliuk has been a police officer for 19 years.
Photo Credit: Whitey Daniliuk

are officers you all know well and form a team that I would put up against any unit in the nation as far as community service and outreach. Our supervisors have always been forward thinking and open minded and allow us to be ourselves within our job. That is where I feel like my co-workers and I make the most difference.

RF: What’s the best way for police officers and youth to be in relationship and understanding of each other?

WD: Through conversation and building relationships. The more time that youth and officers spend time communicating, the more they will see each other as human beings and open up trust.

RF: Do you recommend that the Cambridge youth pursue a career in law enforcement? Why or why not?

WD: Absolutely! It is an opportunity to help those in need and make a positive impact in your community. Being a police officer is an extremely fulfilling career plus you can make good money. You have a full heart and pocket at the end of the day. I can say in all honesty, I go to work and come home pretty happy.

College Is Not Just Like Hogwarts, and It Shouldn't Be

By
Ursula Murray-Bozeman
Register Forum Contributor

“It’s kinda like Hogwarts,” the college tour guide says hesitantly, gesturing to the brick building which, for the record, does not resemble Hogwarts in the least.

And no wonder he sounded unconvinced. There is no natural way for a 19 year old to tell juniors and seniors in high school that, for the next four years, they’ll be getting their higher education in a fantastical school where curfew starts at ten and the oldest students are 17 years old.

While the entire marketing process for colleges is contrived, the ubiquitous Harry Potter reference stands as a symbol of just how out of touch admissions offices can be with the applicant population—and what effect that can have on your education.

From the start, the college process is insulting. *The Deathly Hallows* came out nine years ago. While the series is still as beloved as ever, it’s old news and whatever emotional value it has to today’s juniors and seniors is nostalgic.

When high schoolers visit colleges, they’re looking for an exciting new home for the next four years. College is supposed to be transforming. Invoking your third grade daydream isn’t going to convince you that this is the place.

More disturbing, however, is the effect that college marketing has on one’s actual education. According to the admissions office, college is all about football traditions and Greek life, or that great coffee place, or that state-of-the-art dorm.

A university should be a place of radical thought, a place where people who care about bettering the world through knowledge live and work. By hardly mentioning the classes or academics—what you’re there for—admissions offices paint a picture of a glorified boarding school with more freedom and a nice name.

For most, I’m sure college is more than that. But simplifying the image of college simplifies and lowers the expectations and consequently the efforts of new students.

Part of this is simple economics. As colleges compete for students, classes are toned down and made less challenging. Students



Many colleges tout that their campus is similar to the fictional school in Rowling’s novels.
Photo Credit: Harry Potter Wiki

then give the college better ratings, but didn’t receive as good an education—and aren’t as well equipped for adulthood. As University of Virginia professor Mark Edmundson observes, “[Universities have] a tendency to serve—and not challenge—the students.”

Education should be challenging. It shouldn’t necessarily be fun, or enjoyable. How can we grow if we never leave our academic comfort zones? How can we challenge

what it means to exist if we never venture beyond the bounds of our eight year old imaginations? How can we become someone new if we’re forever bouncing between the characters in a children’s series?

If college is the gateway into adulthood, don’t treat applicants like they’re ten years younger than they are. Treat them like they’re ten years older.

Give them—us—something to grow into.

The Power in Sports and Theater, and the Divide Between Them

By
Julian Cohen
Register Forum Contributor

My entrance into the world of CRLS drama started, quite literally, with a bang. It was December of 2014, and the varsity ice hockey team was set to face off against Matignon in our first preseason scrimmage. It was midway through the first period when the puck came in my direction, and I moved to play it back into their corner.

Then it gets blurry. I remember getting shoved, my body turning, and then a hit. A big hit. The way it was later described to me, a Matignon player, skating at full speed with his hands up, plowed full force into my helmet with his stick. Instantly, my body was knocked backwards, the back of my helmet hitting the ice with a gruesome crack.

I would later be diagnosed with my third lifetime concussion, one that left me with eight and a half grueling months of symptoms that included daily headaches, fatigue, and considerably lowered cognitive acuity, as well as hand tremors, bouts

with depression, and an almost constant state of what I could only describe

as “mental fog.” For months, there were many days when even trying to run would bring on a splitting, almost nauseating headache. Competitive sports, which had in many ways served as my crutch in life, something I could always count on even in the toughest of times, vanished.

Frustrated and increasingly bored by the limitations brought on by my concussion, I realized that I needed to try something new. Luckily,

as second semester began, so did my time in Mr. Cramp’s Elements of Theater class. It didn’t take long for me to warm up to the class, and I began looking forward to third period every day with an excitement and a vigor that I had almost forgotten I possessed.

It was different—that was for sure—but it was intoxicating. I no longer wielded a hockey stick or a baseball bat, but a power that, when unleashed, controlled you. It might grab and hold you tenderly, making you feel safe, secure, and loved. Or it might hit you like a punch to the gut, leaving you keeled over and gasping for air. What I now possessed was the power to tell the truth, and to do it like I never had before. For acting is not simply mimicking another person, acting is living life through the eyes of another, the brain of another, the *truth* of another.

Drawn to its rawness and authenticity, and the joy of doing it with the new friends I had made, I found myself auditioning for a role in

the CRLS Spring Plays. I vividly remember our first performance—the first theatrical performance of my life—the spotlight shimmering down, the hushed audience closely packed together, the energy rippling through the room. Every word I uttered, every movement I made, and every facial expression I formed carried power. Together, we could control their emotions, their thoughts, their very consciousness.

I have treasured my experiences at CRLS, both competing as a three-sport varsity athlete

and performing in theater. But there have been far too many times I’ve heard a teammate of mine, or even a coach, snicker at the very mention of anyone’s “artsy-fartsy” interest in doing theater.

Similarly, too often am I frustrated by fellow members of the theater department who will dismiss the significance of sports in the lives of those who play them. While this is not the mindset of every athlete or coach, nor of every actor, techie, or director at Rindge, this characterization unfortunately bears much truth. And that is a damn shame.

At Rindge, we are continuously empowered by the opportunities available to us. But if the school culture surrounding these opportunities doesn’t allow for cohesion and intermingling between them, then we run the real risk of becoming one-dimensional. This, in turn, renders us dangerously unable to benefit from the diversity that surrounds us.

What we must realize is that it doesn’t have to be this way. It is up to us, as students, to take the first step in creating and promoting a school-wide culture of interest in and support of each other’s differing extra-curricular activities.

If you’re an athlete, the next time someone mentions an arts performance don’t just brush it off as being “lame.” If you’re involved with theater, the next time someone tells you about an approaching home game, don’t just dismiss it as “stupid” or “boneheaded.”

Go check it out, and take a couple friends along to share in the experience. If you have the opportunity to try it out for yourself, even better: you might discover a power you never knew existed. Whatever it is, chances are you won’t be sorry for giving it a shot. I know I wasn’t.

If the culture surrounding these opportunities doesn't allow for cohesion, then we run the real risk of becoming one-dimensional.

I no longer wielded a hockey stick or a baseball bat, but a power that, when unleashed, controlled you.

Discovering the World and Ourselves

Why Philosophy Should Be a Core Subject in School

By
Jake Friedman
Register Forum
Contributor

To many, philosophy is seen as an ultimately meaningless waste of time that could only possibly interest bearded white men with too much time on their hands. This perception of philosophy is quite flawed. Yes, the most commonly name dropped philosophers are white men, and many had gratuitous facial hair, but basic knowledge of philosophical concepts can benefit nearly everyone. A course in philosophy should become one of the core subjects in American high schools, including Cambridge Rindge and Latin.

“Philosophy” is a term used to describe the study of the how and why of existence and all matters pertaining to it. Philosophy often employs the scientific method to answer all sorts of otherwise unanswerable questions, such as what is real, does life have greater

purpose, whether or not God exists (and in what form), do we have free will, etc. Notable philosophers, nearly all of whom have fun sounding names, include Plato, Lao Tzu, Buddha, Baruch Spinoza, Immanuel Kant, and Nietzsche. To those unfamiliar with philosophy, the merits of studying it may seem largely intangible, and possibly even frivolous. After all, why force teens to dedicate hundreds of hours to understand the difference between dualism and monism when it can be used for the study of language, mathematics, or history?

All of these aforementioned subjects are indeed

son. Professional linguists, mathematicians, and historians are, like full-time philosophers, a definite minority of the workforce and an impractical career choice for most.

The primary reason our society subjects sleepy high schoolers to these subjects is not because they are used in everyday life, but that the skills developed while learning them are universal. A proper education in philosophy involves reading complex texts, having to write arguments, and participating in debates. All three of these skills hold wide ranges of practical uses across disciplines, and philosophy is a natural, engaging way to do so.

The science also backs up philosophy’s effectiveness as an educational subject. A 2016 study by the Educational Endowment Foundation demonstrated that students who regularly participated in philosophical discussions performed significantly better in math, reading comprehension, and



Even Register Forum editors contemplate the most daunting questions of human existence.

Photo Credit: Paloma O'Connor

Many philosophical schools of thought can help shape the way we live our lives.

RF Much Improved, Needs to Connect to Community

By
Tomek Maciak
Register Forum Editor

The *Register Forum* has been central to my life for the last four years. It’s hard to imagine, even for me, how many hours I have spent in room 2309 working on the *RF*. It certainly hasn’t always been easy: frustration is an inevitable by-product of commitment. However, I care deeply about this club and believe it serves a uniquely important role at CRLS.

My primary hope for the *RF* while I was Editor-in-Chief was a shift in coverage to events occurring at Rindge and in Cambridge. Covering national and world issues

is undeniably important, but we aimed to fulfill our role as a student newspaper and cover the local stories that national or regional newspapers wouldn’t.

We wanted to let the *New York Times*, and other newspapers with the resources, cover national news where our contribution was limited, and resolved to use our time bringing attention to our own community.

On this we have made huge strides: through the tireless work of the editorial staff the newspaper produces tons of original content and covers events at CRLS that would previously go unmentioned. The editors’ attention to detail and persistent efforts in maintaining a high level of content continue to impress me.

No matter how proud I am of the work that has been put into the *Register Forum* over these last few years, however, there are areas where we have miles to go. A lot of clubs at Rindge are composed primarily of friend groups, which is an issue in and of itself, but a student newspaper has an additional responsibility of maintaining a diverse composition of contributors that reflects the makeup of the

school.

It can become easy, not just for the Editor-in-Chief but for leaders of some clubs, to get defensive and avow that their club is inclusive, welcoming, and does nothing that would contribute to their lack of diversity. This argument is fallacious and more importantly it’s an unproductive cop-out, a reason to not work to bridge the divides that exist in Cambridge.

There are many contingent factors that contribute to the makeup of clubs, but they are not an excuse to avoid making efforts to connect to the wider community.

The *Register Forum* needs to do a better job of truly embodying and representing the incredible CRLS community, and its abounding talent, capacity for learning, and passionate commitment to social justice. The two walkouts in recent years are the prominent examples this school’s ability to come together to address pervasive issues in society.

I wholeheartedly believe that next year’s editorial staff will remain devoted to recognizing the remarkably gifted and compassionate people at Rindge, from the hard working athletes to the brilliantly

creative artists and precocious students. There is not a lack of talent at Rindge, but there can be a lack of recognition.

I thank Liam Greenwell, who served as Editor in Chief last year and was gracious enough to let me have a go at it as well. His dedication, professionalism, and ability to compromise have been essential to making the newspaper what it is today.

I want to also thank all of the people who have contributed to the *Register Forum*. It doesn’t matter whether you just took a photo or wrote a solitary article: your contributions are the only reason the newspaper exists and I can’t stress enough how important they all are.

The standard I want the *Register Forum* to meet is high, but I believe it can be met, which is why it is my genuine pleasure to announce that Diego Lasarte will take over as Editor in Chief for the June edition and the 2016-2017 school year. I have unwavering faith in him to propel the newspaper to new heights. I would choose no other person to improve on the progress of the last four years and bring the *Register Forum* closer to the community it is meant to serve.



Proofs hang in room 2309.
Photo Credit: Tomek Maciak

A Year of AP Artwork

By
Will MacArthur
& Grace Ramsdell
Register Forum Editors

On April 28th, art aficionados gathered in a sun-filled room of the University Lutheran Church to take in selected works of the thirteen artists in Mrs. Haverty’s AP Studio Art class. As a year of painting, drawing, monoprinting, and more began to wind down, the students invited their friends, teachers, and parents to join them as they unveiled three pieces each from their 24-work portfolios.

“It’s always exciting for me to see students that took my Foundations class go all the way to AP Art, especially when I see the students grow from not thinking they’re artists to increased confidence and skill,” said Ms. Menges, who attended the show. “It’s wonderful to see seniors at the art show when I knew them as freshmen.”

Sophomore Mimi Fu, an aspiring AP Art student, echoed Ms. Menges’s thoughts on the continuity of the art program at Rindge, adding, “I will also be taking AP art next year...Knowing that my artwork will be on the same walls next year makes me excited, and [the AP students’] amazing artwork pushes me to become a better artist.”

Mrs. Haverty introduced the AP class fifteen years ago and has

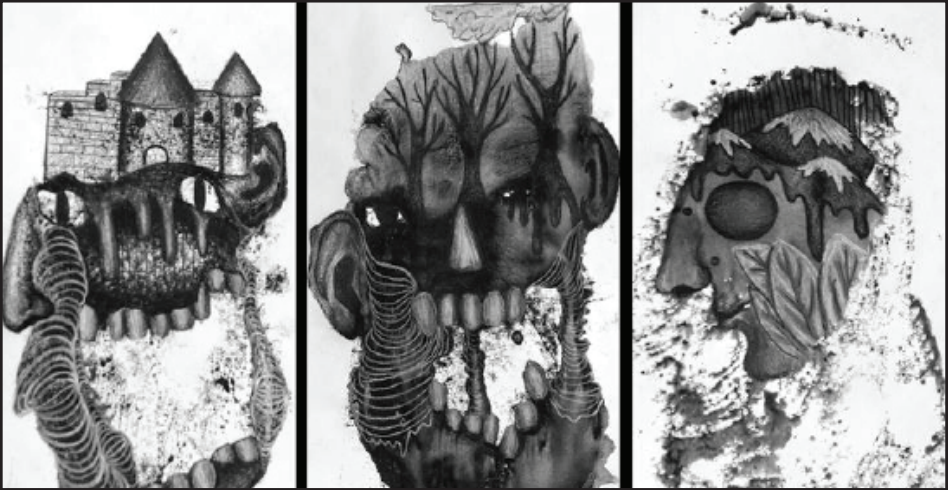
taught it ever since. She prides herself on instructing some of the most talented and diligent artists in the school, and emphasized that the class is open to “anybody who is going to work their butt off...and really is going to apply themselves.”

Senior Lily Keats felt inspired by the “incredible work ethic” and perseverance of her classmates, saying, “It’s so easy to want to just throw something together and hand it in—especially being so ill with senioritis—but knowing that they’d all be turning in phenomenal work was motivating for sure.”

After completing twelve works in various assigned media and topics to develop their technical skills, AP Art students spend second semester delving into a concentration and exploring a particular theme or technique. During AP tests in May, many submit all 24 works to AP graders.

Following the show, guidance counselor Ms. Nathan commented, “I especially enjoy hearing the students explain the story behind how they create their pieces of work. Students have such different concentrations and inspirations which are a true reflection of the diversity at Rindge.”

Senior Noah Porrovecchio has advice for any Rindge artists interested in taking such a demanding class: “Never feel like you’re not good enough. Art is the embodi-



Top to bottom: A charcoal drawing of blocks by Stella Yeung and a monoprint from Lily Keat’s concentration.

Photo Credit: Deborah Haverty

ment of your own expression. You can compare yourselves to others and think that what they are making is better than what you are making, but in the end that doesn’t matter. Embrace who you are and embrace what you create. You’ve got your whole life to get better.”

On a similar note, Mrs. Haverty shared what she sees as the most important takeaway from the class: “It’s not about walking out of here the best artist, it’s walking out of

here the better artist than when you came in.”

She concludes, “I’m asking them to put what’s in their heart on a piece of paper, and in AP, I’m asking them to do it at a very high level of understanding, a really high level of knowing the mediums and technical ability and creative processing, and it’s a lot of heartbreaking work, but at the end you have this thing that you can look at...you have 24 of those things.”

THE REGISTER FORUM

ARTIST OF THE MONTH Cristina Giraldo-Marin



By
Honor O’Shaughnessy
Register Forum Contributor

Cristina Giraldo-Marin is a senior at Rindge and is passionately involved in the visual arts program. Along with being a teaching assistant for fashion class, she is currently enrolled in Ms. Hegre’s Jewelry Making Class.

Cristina is very comfortable in the fashion classroom but has also taken numerous other art classes here at Rindge. This semester, Cristina decided to explore a new form of art. “Fashion is her main passion, and jewelry making is kind of an accessory for that,” says Ms. Hegre.

At first, Cristina did not know much about jewelry making. Along with other first time jewelry students, she began with bead-

ing, then she learned how to bend and shape wire, then made chainmail, and lastly worked with flat pieces of metal, learning how to cut them and attach them to each other.

Along with these skills, Cristina learned how to use power tools to further improve her jewelry such as drill presses, grinders, and polishers.

By the end of the class, students are able to combine all of these skills and create their own unique jewelry. Cristina’s classmate Ramona Fontaine says, “Cristina is extremely creative and you can tell she puts a lot of effort into the work she creates.” Ms. Hegre speaks of what makes Cristina’s designs special. “She’s very creative and so that really helped push her designs further and make them really stand out.”

Ms. Hegre describes

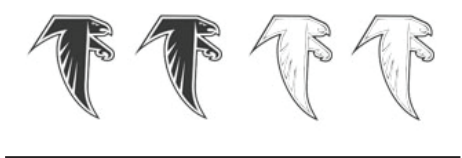
why jewelry making is a unique class to take at Rindge, “One of the best things about jewelry making is that it’s a way that students can express themselves and it’s not two dimensional, it’s not on paper...it’s a great class for students to be able to be creative and do artistic things without having to have any drawing skills.”

Cristina is very perseverant in her work and has an elegant sense of style which shows in her final pieces of jewelry. Ms. Hegre adds, “She has a very elegant style, her work is always very refined and it is always very meticulous. Her work tends to be on the more fancy end of jewelry as opposed to casual everyday type of pieces...it matches her personal style.” Fontaine concludes, “Cristina is a wonderful artist and role model for the other...students in the class.”



Cristina wasn’t experienced when she first entered the jewelry class.
Photo Credit: Cameron Lane-Fleehinger

After Years at the Top of the Game, Drake Plateaus



By
Christo Hays
Register Forum Contributor

It’s possible that after five years of unassailability in the rap game Drake has lost his vitality. It’s also possible that he was never that good to begin with. Or maybe he’s simply getting lazy.

VIEWS, the Toronto rapper’s fourth studio album, seems to point toward all of these conclusions, and also, vexingly, towards Drake’s perennial appeal and talent. Aubrey Graham is thoroughly in his own lane. Having mastered a signature sound—due in no small part to producers Noah “40” Shebib and Boi-1da, among others—he has been producing solid albums and mix-tapes continually, gracefully treading the lines between contemporary hip-hop, R&B, and pop.

A stumble wouldn’t be the right word, but *VIEWS* isn’t another knockout for Drake—astounding sales aside. More so than his pre-

vious projects, Drake relies on his smooth, attractive voice to carry his delivery. Drake fans and casual listeners will find no fault here—Drake’s vocals remain among the most unique of this generation—but those seeking lyrical substance will leave disappointed. The production fares similarly. Noah “40” Shebib takes the lead once again, providing mellow, icy instrumentals for the 6 God to flow over. Unlike the ornate, lush production of *Take Care* and the streamlined, precise beats of *Nothing Was the Same*, *VIEWS* takes a dancehall-tinted middle path with uninspired results. The beats feel lifeless and standard, doing nothing to bolster the weak vocal performances from Drake.

Here and there all the parts converge in an enjoyable song, “Controlla” and “With You” being the best examples, but even those are sabotaged by one underlying issue. Drake has nothing left to rap about. The perils of fame, exes from his middle class upbringing, and loyalty issues have already been exhausted by the Toronto rapper. Yet, *VIEWS* finds him rapping about just those things, and doing so in



Drake’s latest album dropped on April 29, 2016.
Photo Credit: Hip Hop DX

his least creative way yet. “Keep the Family Close”—one of the few songs with stand out production, ironically—is easily the most cringe-worthy affair of 2016. Drake spends the song singing about his “let’s just be friends” and how they never check up on him anymore, lamenting that he should have kept “the family closer.” He lazily rides the beat, sounding out of sync and clumsy throughout. If it’s proof of anything, it’s that even the 6 God

can’t ride on gimmick alone.

When Drake released the album artwork for *VIEWS*—a drab image of Drake sitting atop Toronto’s CN Tower on a cloudy day—that should’ve been the first clue that maybe another full-length outing with Drake wouldn’t be as exciting as it once had been. As it turns out, the views from where Drake is standing aren’t very interesting anymore. Just another cloudy skyline: featureless and boring.

Pet Sounds, 50 Years Later



By
Elliott Ronna
Register Forum Contributor

When talking about the history of popular music, we tend to start at the ‘60s. The decade feels like a natural beginning to the story, the start of an entirely new chapter in the musical lexicon. It brought sweeping changes to the musical landscape: emphasis on production, heightened social awareness, and perhaps most importantly, the concept of an album as a unified statement.

Though the long playing record had been commercially available since 1948, it took a while before the pop world knew what to make of it. While jazz musicians took advantage by replicating the sprawling improvisations of a live performance in the studio, and orchestras delivered uninterrupted symphonies to the public’s living rooms, pop’s collective brain was still spinning at 45 RPM.

Throughout the 1950s, pop albums were merely a delivery service for a few radio singles and 25 minutes of filler. While studio

geniuses like Joe Meek and Phil Spector had begun to push the boundaries of recorded music in three-minute windows, meaningful long form content was entirely out of the question. All of this changed in the 1960s, and was spearheaded by The Beach Boys’ *Pet Sounds*.

Released fifty years ago this month, *Pet Sounds* is the moment when pop music grew legs. Prior to its release, pop existed perpetually underneath the upturned nose of the musical elite before finally gaining the attention it deserved.

It is easiest to gage the importance of *Pet Sounds* by looking at The Beach Boys’ own discography. When Brian Wilson and his brothers started the group in 1961, they, like everybody else, were a singles band. However, these singles just so happened to be fantastic, and made them the most popular American band in America. That overall number one spot, of course, belonged to The Beatles.

Throughout the 1960s, these two groups continuously fed off each other’s work, each attempting to improve on the other’s innovations. This rivalry peaked in 1965, when The Beatles released *Rubber Soul*. The



The song “God Only Knows” was written in under an hour.
Photo Credit: Rolling Stone

album was a milestone in popular music, marking the first time The Beatles considered their albums as a collective work.

Shaken by such a drastic step forward, Brian Wilson sought to top it. He began thinking bigger, pouring his soul into every single song. The result was an unprecedented masterwork. Alongside its cohesion, the brilliance of *Pet Sounds* stands in its production. While The Beatles may have thought holistically with *Rubber Soul*, it still sounded like a conventional pop record, save a few sitars. *Pet Sounds*’ instrumental pallet rivals the Berlin Philharmonic, combining accordions, harpsichords, and timpanis, and was pop’s closest flirtation with classical to date.

Wilson’s arrangements are seamless, creating musical landscapes that sound both natural and revolutionary. From the clarinet counter melodies in “I’m Waiting for the Day” to the theremin solo in “I Just Wasn’t Made for These Times,” every instrumental choice creates a texture previously outside the scope of pop. The album is littered with strings and horns, as well as The Beach Boys’ trademark brilliant harmonies. It manages to keep everything that made the earlier records great while adding a breathtaking level of instrumental layering.

Consider the album’s centerpiece, “God Only Knows.” The track combines a beautiful melody with steadily growing instrumentation, culminating

in a rush of strings, stacked harmonies, and emotion. Moments like these are the story of *Pet Sounds*. It begins surprising, but ends feeling like a natural progression of music as a whole. Today it’s still incredible, supported by outstanding production, fantastic vocal performances, and timeless songwriting. Outside of its technical achievements, *Pet Sounds* is an album that feels like no other. It combines unfettered happiness with deep melancholy. It’s an expression of the teenage psyche, an evocation of the simplest and most universal aspects of childhood. It’s an album written by a now-seventy-three year-old man that can still move a seventeen-year-old half a century later. If that’s not a mark of quality, than I don’t know what is.



Photo Credit: Grace Ramsdell



Photo Credits: Larry Aaronson (Prom), Cameron Lane-Flelinger (A Cappella)

Dance/Works Displays Talent

MDC Choreographers Amaze with Spring Show

By
Adrienne Ashe
Register Forum Editor

The last Dance/Works performance of the year combined varying styles of dance—including hip-hop and modern—and showcased the choreographic talents of students, teachers, and alums. On May 13th and 14th, students, parents, and staff gathered in Cambridge Rindge and Latin’s Fitzgerald Theatre to witness the culmination of months of hard work.

Veteran dancers showed that they were back and better than ever, while new dancers were eager to prove their talent.

Freshman Annalise Slate, a new member of Modern Dance Company reflected, “Being a freshman in MDC is exciting because you see all of the amazing art being created around you...

and have a joy for being able to be a part of creating this art.” Being a rookie in MDC, she continued, “is like being opened to all these opportunities and being able to experience all of the joy and happiness that [she] equate[s] with dance.”

The enthusiasm for dance

was evident on stage and enhanced their performance. Junior Maria Penrice enjoyed the show and saw the onstage chemistry. “I really liked the interactions between the dancers on stage and I also thought the choreography was very interesting,” she said. The show featured choreography from not only teachers, alums, and MDC members, but also from Advanced Dance and Choreography students, the highest-level dance class offered at Rindge. Arianna Thenor, an Advanced Dance student said, “It was great that as someone who has not been a dancer for very long, I can still display my choreography.” Thenor co-choreographed a piece with fellow juniors Priya Joyce and Emily Henry, and was also featured in another piece choreographed by dance teacher Brenda Divelbliss.

Junior Kester Messan-Hilla,

“There is so much joy, there is so much light, there is so much happiness, and that really gets through in the dances.”

who performed in two pieces, has also noticed the welcoming environment and, as a new-comer, finds it encouraging. He says, “MDC is



Amisi Nazaire-Hicks, one of the MDC captains, choreographed “Shifting Familiarity” to Meshell Ndegeosello’s cover of “Feelin’ Good.”

Photo Credit: Grace Ramsdell

very unique...in that anybody from all different walks of life and any background in dance can come and they don’t have to be afraid about looking weird...There is a really warm environment and I think that is portrayed in the show.” He continues, “There is so much joy, there is so much light, there is so much happiness, and that really gets through in the dances.”

The show also included a wide range of styles. While most fell under the “modern” genre, Junior

Cius, an alum, choreographed a hip-hop and modern African fusion piece, and senior Cicy Lu choreographed a Latin fusion dance.

Not only was junior Sofia Kaufman, “impressed with the performances as a whole,” she also enjoyed the different styles of dance represented. “There was something for everyone,” she added.

Although Modern Dance Company has ended for the year, talk to Ms. Thigpen or Ms. Divelbliss, who is also the faculty advisor for Yoga Club, for details on how to join next year.

The Return of Indiana Jones

By
Christo Hays
Register Forum Contributor

As Harrison Ford, aka Indiana Jones, prophetically told viewers in 1981’s *Raiders of the Lost Ark*, “It’s not the years, honey, it’s the mileage.” Most would say Ford should take his own advice, having appeared in over 70 films with at least three more on the way. But, for better or worse, Indiana Jones 5 is on the way. And yes, a 73 year old Ford is tagging along too.

So what’s next for Dr. Jones? Last we saw of the whip-cracking archaeologist, he seemed pretty set. At the end of 2008’s *Kingdom of the Crystal Skull*,

tures.

Clearly the executives at Disney didn’t think so. Thankfully, neither did Steven Spielberg, who has signed on to direct and (hopefully) bring back the magic of the original films. I’m fairly confident that, together, Spielberg and his billionaire Disney buddies will be smart enough to know that *Indiana Jones and the Lost Keys of 1950s Old-Age Suburbia* isn’t going to sell any box office tickets.

All things considered, that does leave a fair margin of possibilities for the fifth installment of Indy. As *The Force Awakens* has proven, retreading familiar

chunk in the north African country as well. Yes, it may feel safe, but it also puts Ford and Spielberg at an advantage. They’ve made two great films there, who’s to say they can’t make another?

To be perfectly frank, the film’s success won’t be a matter of location. It’s all about execution. If *Bridge of Spies* and the semi-recent Tin-Tin film are any indicators, Steven Spielberg’s ability remains top-tier. The real question is Harrison Ford. At his age, what can he still do? As the most recent Star Wars proves, some. He can run, point a gun, and drop snarky lines.

But at the heart of every Indiana Jones film is the idea of the crafty underdog, constantly being knocked to the floor only to kick the bad guy in his knees. He may say he feels younger than ever, but I don’t know if he’d feel the same after taking a punch or two. Then again, the man has survived a plane crash



Harrison Ford has starred as Indiana Jones in all of its movies.
Photo Credit: LucasFilm Ltd.

and broken ankle in the last year alone, so maybe he’ll be alright after all. If Dr. Jones is anything, he’s resourceful—he’ll find a way.

Just to run through the basic points again, Spielberg is still a great director and smart enough to know a good script from a bad one, Harrison Ford can still kick ass, and chances are the film will end up on familiar ground. What’s left to worry about then? Well, honestly, a lot, and nothing. There are about a million things that

could go wrong, as is the case with any film of this magnitude. But everything could also go right, and people like Steven Spielberg and Harrison Ford (and Disney for that matter) didn’t get to where they are through sloppiness.

For now, all we can do is sit back and watch the process unfold. And that’s perfectly fine. At the end of the day, Indy 5 is going to be an adventure, for better or worse. And that’s all we could ever ask of Dr. Jones.

Last we saw of the whip-cracking archaeologist, he seemed pretty set.

Indy had just married his old partner in crime Marion Ravenwood (although that did come with the baggage of Shia LaBeouf as a son). Picturesque and kind of poignant (I guess), that seemed to be a wrap on Indy’s globe-trotting adven-

territory can work wonders for winning back audiences (I’m looking at you, Crystal Skull). Another trip to Egypt is the most logical choice. The best Indy film spent most of its runtime in the streets of Cairo, while the second best spent a good



Q&A: GEORGE SAUNDERS

The MacArthur “Genius” Grant-Winner on Classroom Censorship, Advice for Young Writers, and His New Novel



By
Tomek Maciak & Liam Greenwell
Register Forum Editors



In 2013, Saunders was named one of the 100 most influential people in the world by Time magazine.
Photo Credit: Beowulf Sheehan / ZUMA Press

Register Forum: How do you feel about teenagers reading your work as part of a high school class? And what are the boundaries of what is acceptable to teach?

George Saunders: I feel good about it...What’s obscene, in my view, is made by an absence of context. So, for example, pornography is pornography because it takes certain sexual acts and removes them from the context, i.e., that, in the real world, there are two real and three-dimensional people involved in those acts, and that those acts cause certain emotional consequences. Likewise, a lot of TV violence, which neglects to take into account the realities of the human body and so on. So my feeling is, most American high-schoolers can handle, with some guidance from their teacher, the language and darkness of my stories, especially if the stories are understood as an exaggerative scale model of what the real world can sometimes feel like to us...Sometimes, I think, what makes my stories feel harsh is certain juxtapositions: juxtaposing really gross stuff with pathos; or combining certain elements of literary fiction with elements of genre fiction.

RF: In your work, the vast majority of narrators are male. Is this a conscious decision? Is it the duty of the writer to have a diverse set of main characters, or does the writer have to follow the writing? What degree do you feel as though you have control over what happens in a story, in general?

GS: I try not to have too much (advance) control over the story. I love this idea of Einstein’s: “No worthy problem is ever solved in the plane of its original conception.” So you can have your idea of what your story is about, or where it’s going, but the fun (for you and the reader) comes when the story starts asserting a desire of its own. As far as male narrators, I’ll drop another good quote, this one from Flannery O’Connor: “A writer can choose what he writes, but he can’t choose what he makes live.” So I think we have to take what we can get—that is, if I tend to get more power from male narrators, then I’d better do that, or I will be boring.

In other words, I don’t [think] literature derives its power from being “fair” or representative or “diverse” in a sort of statistical sense. What makes literature feel powerful is also what makes it (ultimately) virtuous, and that is, in my view, a deep interest in what makes us human; in why we sometimes screw up and are inhumane; in what we all have in common as human beings. So it’s not that important to me what outer skein a character has on—gender, race, sexual orientation, etc.—I want to honor whoever I’m occupying at that moment and I feel that, if I can do that, I am honoring everyone. So I guess the baseline assumption is that I am trying to live into the belief that, at our core, is something luminous and eternal, and that that thing is obscured by other things—ego, desire, fear, etc. That said, I have written some stories from a woman’s POV and if the story goes well, I can always pinpoint the moment where she goes from being “a woman” to being “a particular human being”—and likewise in stories from a man’s POV.

RF: What are the bounds of censorship for classrooms?

GS: I really don’t know. As I indicated above, I would think that an intelligent class of students could go just about anywhere with the right teacher...The fact that a person is offended, I guess I’m saying, doesn’t prove anything—but also shouldn’t be discounted. If a work of art offends us, that is really something powerful. So many just bore us...In my stories, I try to keep my mind on higher issues, and I hope that the bawdy stuff is there to serve a purpose. And as I said, that purpose is often to keep the energy up, i.e., to keep the reader engaged. Sometimes what we call dark content is really just the truth showing up in an unexpected place or in an unexpected manner.

RF: You say in your commencement address from 2013 at Syracuse that the things you most regret in life are “failures of kindness.” How can we strive to be more kind, especially when what often gets in the way is not malice, but obsession over our immediate issues?

GS: For me, the most useful thing is to always be asking, “Well, OK, so what IS kindness?” That is, what would kindness look like in the present situation? And to ask, as you are here, “What gets in the way of kindness?” I’d say that just the asking of those questions is a form of spiritual activity. For me, as you mention, anxiety over the present situation is one thing that gets in the way.

For me, what’s useful is to think of kindness as a way of trying to get everybody what they want and need. That doesn’t necessarily mean doing what they ask, if you see what I mean. Sometimes we get the idea that kindness is sort of synonymous with niceness—someone hits you in the head with a rock and you thank them for the geology lesson, etc. I think this is wrong. Kindness might be just learning to see what’s actually going on in a moment, i.e., learning to shut down the old monkey mind and observe. But again: I think asking the question you asked is a huge part of the process. Think of how many people never get that far...

RF: Your first-ever novel, *Lincoln in the Bar-*

do, was just announced. It will be a departure from the usually modern day or near-future setting we’ve come to expect from your work: what went into that decision?

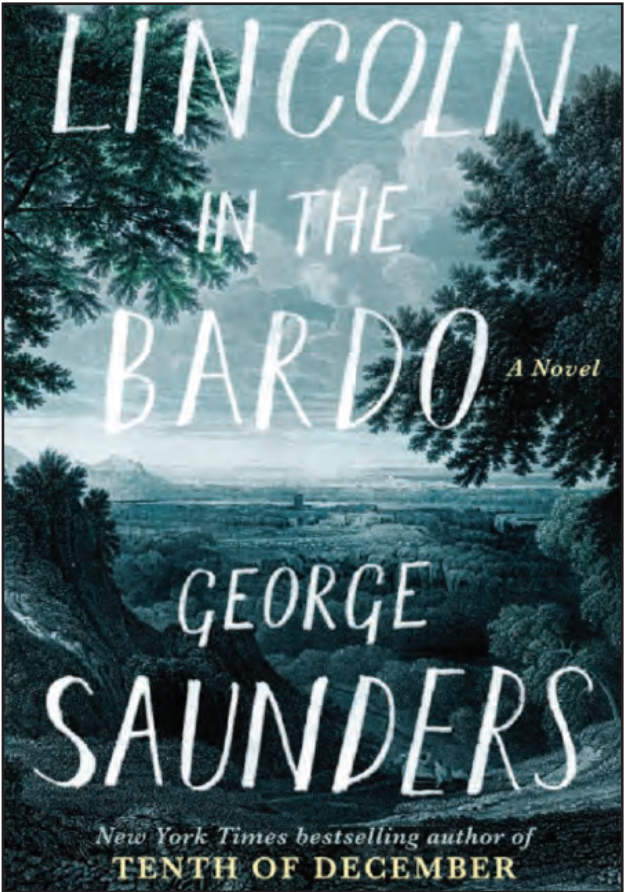
GS: I’d heard a story, many years ago, about Lincoln: his 11-year-old son died when Lincoln was in office, and Lincoln, newspapers of the time reported, went into the crypt and held the body—he was that grief-stricken. I heard that story about 20 years ago and never could shake it...About four years ago I’d just finished a book, *Tenth of December*, and was like: What the heck? I’m 53 years old, why is it that I feel I don’t have the chops to do justice to this beautiful, primary story?...So I tried it. And, as you say, it meant I had to set aside a lot of my go-to approaches—the humor is different, there’s no contemporary voices allowed, etc. But that was so exciting, you know?

One of the dangers of an extended artistic life is exactly that: you develop go-to positions. So it was great, to be able to go back to the beginner mind and be forced to ask: OK, so how do you plan to be charming in this new mode, where your habitual ways of being charming have been denied you?

RF: Finally, do you have any advice for aspiring writers?

GS: My advice would be, I guess, to trust that writing is something that reveals itself to us only in the doing of it; there are limits to how much you can think or plan or analyze your way to good writing. In some ways, that’s terrifying. “What? We just have to DO it, without knowing whether it will be good?” But it also can be seen as wonderful: all of the answers are going to be revealed (or not) via process; we are going to have to trust that we have abilities that exist above analysis (i.e., are intuitive) and that these abilities are real and can be further developed. In other words, when we decide to be artists, we are consenting to a life dedicated to the idea that mystery is real, and that we can live in it, open-heartedly, for as long as we’re here.

This interview has been edited for length.



Saunders’ first novel will be published in 2017.
Photo Credit: Random House Publishing

Israel Criticized for Imprisonment of Palestinian Minors

By
Ursula Murray-Bozeman
Register Forum Contributor

On April 24, twelve year old Dima Al-Wawi reunited with her parents at the Northern Jbara Checkpoint in the West Bank. She was returning home after spending 75 days in an Israeli Military Detention facility for attempted murder. According to her lawyer, Al-Wawi is the youngest Palestinian girl to be detained by Israel. In 2015, in response to a wave of child terrorist attacks, Israel lowered the minimum age of incarceration to twelve years in the military justice system, by which all Palestinians in the West Bank and Gaza are tried.

However, the minimum remains fourteen years in the civil-

The UN accused the IDF of abusing and torturing minors.

ian justice system, which serves citizens of Israel and settlers in the West Bank.

Israel has long been pressured by the United Nations and human rights organizations over the imprisonment of Palestinian minors. According to Defense for Children International, "Israeli military law, which fails to ensure and denies

basic and fundamental rights, is applied to the whole Palestinian population...Israel is the only country in the world that automatically prosecutes children in military courts that lack...fair trial guarantees." Human Rights Watch reports that "Israeli security forces are using unnecessary force in arresting and detaining children, in some cases beating them, and holding them in unsafe and abusive conditions."

In 2013, the UN accused the Israeli Defense Forces of abusing and torturing minors, and of unfairly influencing the outcomes of court cases by having children sign confessions in Hebrew, a language many do not understand.

The IDF promised to reform the system in 2014. Israeli Prime Minister Benjamin Netanyahu

responded to a letter of concern from ten members of Congress in early May, saying, "[Criticism] should have been addressed to those who incite children to engage in acts of cruel terrorism."

Junior Noah Epstein in some ways shares that sentiment, saying that the fine levied on the families of juvenile offenders "is a reasonable



As of December, there were 422 Palestinian minors jailed in Israel; Al-Wawi, pictured above, was the youngest at age 12.

Photo Credit: New York Times, The Guardian

addition," because "to some extent, [children] are their parents' responsibility." He argues, however, that the real problem is that "children on both sides of the conflict are taught

to hate the other" and that "once the children are taught by their societies to see the others as human, they will cease to be risks to their neighbors."

Trump, Clinton Look To General

By
Adam Abji
Register Forum Contributor

As the primaries are winding down, the fog begins to clear on who will face who come the general election in November. Donald Trump is the presumptive nominee of the Republican party following a stunning win in the Indiana primary, leading to Senator Ted Cruz dropping out of the race and later Governor John Kasich.

Not only did this win for Mr. Trump secure the nomination, but has effectively ended the Anti-Trump Republicans as a political force.

The takeover of the Republican party by a businessman with no political experience embodies the resentment felt by grass root voters against the Republican establishment elites. "It is a beautiful thing to watch, and a beautiful thing to behold," Trump said during a victory speech.

"We are going to make America great again."

Although Trump has

not gained the 1,237 delegates needed to technically win the nomination, no one stands in his way.

On May 11th The Trump Train drove furiously through West Virginia and Nebraska unopposed. After this, Trump quickly turned his gaze on Hillary Clinton, currently the leading democratic candidate and tweeted "Crooked Hillary just can't close the deal with Bernie. It will be the same way with ISIS, and China on trade, and Mexico at the border. Bad!"

Donald Trump is the presumptive nominee of the Republican Party.

Indeed, on the Democratic side there is little debate among the Democratic National Convention and establishment democrats on who will be the nominee. Joe Biden recently stated on *Good Morning America*, "I feel confident that Hillary will be the nominee, and I feel confident she'll be the next president."

This of course, is reflected by Clinton's lead

in delegates against Bernie Sanders (Clinton 1,717, Sanders 1,437). New polls suggest that in a general election, Sanders would soundly beat Trump while Hillary would do so only barely (and this is slowly closing as Hillary's approval ratings drop and Trump's rise).

Sanders vows to fight on despite Hillary's large lead and establishment position.

However, Sanders winning both the Indiana primary and recent West Virginia primary on May 11th serves as a reminder that despite the delegate gap between them, Sanders will not let Hillary gain the reigns of the democratic nomination quietly.

"She seems indecisive with her thoughts since her main goal is to please others. She has done a lot of bad things," said Fatima Akter, a sophomore. "I really liked Bernie so I'm a bit disappointed, however even though [Hillary] has a shady history, I don't think she will screw us over," junior Dylan Reed added.



Trump will likely face off against Hillary Clinton in November.
Photo Credit: Reuters

FALCON CROSSWORD PUZZLE ANSWER	
DOWN	ACROSS
1. Hegre	2. Baseball
3. Leicester	6. Snow
4. Innovation	7. Cristina
5. Trump	10. Deceiving
8. Rodolfo	11. Plato
9. Leary	13. Vardy
12. Thenor	14. Philosophy
15. Young	16. Clinton
17. TLC	18. Does
	19. Darwin

Optical Illusions Excite—But Is There a Larger Purpose?

By
Liam Greenwell
Register Forum Editor

On the second floor of the Museum of Science’s Blue Wing, the exhibit Seeing is Deceiving has been delighting visitors for years. The opening placard announces, “Most of the time we can trust our eyes and believe what we perceive. However, occasionally our perceptions mislead us.”

The hallway is filled with fascinating exhibitions, from historical drawings showing double images (one called “Vanity” shows

two people enjoying earthly sins like drinking, dancing, and lust—the entire picture, however, makes the shape of a human skull) to interactive displays. One such demonstration is a wheel with plain black rings painted around it. When spun, however, the rings seem to become green, tan, brown, and blue.

To Pawan Sinha, professor of Vision and Computational Neuroscience at MIT, these illusions tell us a lot about how our brain works and interprets the world around us. “Tracking the susceptibility to illusions as a function of age

or neurological status can tell us about how different brain processes develop and are affected by disorders,” he says.

Sinha recently completed a study suggesting that illusions are often misinterpreted because of something integral in the brain, not always spatial knowledge learned through experience as previously thought. He tested some common illusions on children who gained eyesight through cataract surgery for the first time and found that they answered consistent with a group that already had eyesight.



This three-dimensional warped triangle seems to become two-dimensional when the viewer stands at the right distance.

Photo Credit: Liam Greenwell



The “infinity mirror” illusion makes images seem to repeat forever.

Photo Credit: Liam Greenwell

“Visual neuroscience is a tremendously exciting field, not only because of what we have learned so far, but also because so many of the big questions remain unanswered,” Sinha continues. He cites a current lack of scientific understanding about how the brain can recognize familiar objects, even in poor light, and how we can learn the “layout of a place using visual landmarks” as some important questions that we still don’t have answers to.

Asked about any other real world applications op-

tical illusions have, Sinha concludes, “Illusions can help provide clues about some processing mechanisms in the brain. This understanding can help in the development of artificial intelligence systems that seek to mimic human capabilities.”

But optical illusions aren’t only important to science as a way to study important questions or more deeply understand our brain in hope of replication: they have also been used by famous artists such as M.C. Escher, Marcel Duchamp,

and Salvador Dalí to make commentary about social issues and philosophical ideas.

“One day it will have to be officially admitted that what we have christened reality is an even greater illusion than the world of dreams,” Dalí said, suggesting the importance of illusions to his work and philosophy.

Seeing is Deceiving is part of the Museum of Science’s Exhibit Halls and is free to see with a membership. It is open 9-5 daily and until 9 PM on Friday.

THE REGISTER FORUM

TECHNICAL ARTIST OF THE MONTH

Chiaki Kirby



Chiaki has been doing engineering at CRLS for three years.

Photo Credit: Chiaki Kirby

By
Will MacArthur
Register Forum Editor

After 130 years of technical education and 124 years of high school newspapers, the *Register Forum* is pleased to introduce a new Technical Artist of the Month feature.

The inaugural Technical Artist of the Month is Rindge senior Chiaki Kirby, a 3rd-year student in the Engineering program and an employee at Voxel8, a 3D printing company in Somerville, where she spends two hours a day “working with electrical components, and assembling some of the small components that go into the printers.”

Mr. Hauck, who taught Kirby in Level 1, says “[he

was always very amazed in Level 1 when we got to the machine tools. I usually break down the instructions for tasks, but by the time I got to her she had already solved the problem. She was always a natural at that.”

Kirby, who will attend the Massachusetts Institute of Technology next year with a major in mechanical engineering, says, “I’ve wanted to study engineering in college since I was in middle school, so it was amazing to come into Rindge and see that I could start taking courses about it already.”

Once at Rindge, Kirby bypassed the standard RSTA Exploratory course for freshmen and enrolled directly in Engineering 1 her sophomore year. She recommends the depart-

ment’s new “fast-track” one-semester introduction to engineering, even for Rindge students who are unsure about their interest in pursuing engineering.

Kirby advises all freshman to take RSTA exploratory. Of the two courses, freshman can choose to either pursue the standard option, in which students spend two weeks in each of the RSTA majors, or the BE-IT track, which entails intensive six week primers in biotechnology, engineering, and information technology. Kirby credits her engineering education in RSTA with giving her the skills and freedom she needs to pursue engineering, asserting, “If you’re really interested and invested, you can...have time to explore other topics and programs.”

Student Government Candidate Profiles



Charlotte Rosenblum
Position: Student Body President
Grade: 11 **LC:** L
Activities: CRLS Drama, Register Forum, Club 1, Student Gov, Yoga
New Spirit Week Day: Teacher Tuesday—you twin with a favorite teacher

Why are you running? I am running because the way the school functions and the happiness of the student body is very important to me, and things here aren't perfect.
What are your thoughts on the dress code? The dress code as it currently stands targets women and is an academic hindrance.
What would you add to "Opportunity, Diversity, Respect" to better describe Rindge? Unity as something to work towards, not something we've yet achieved, just as we always have to strive for the other three.
Who really is Freddy the Falcon? We are all Freddy the Falcon.



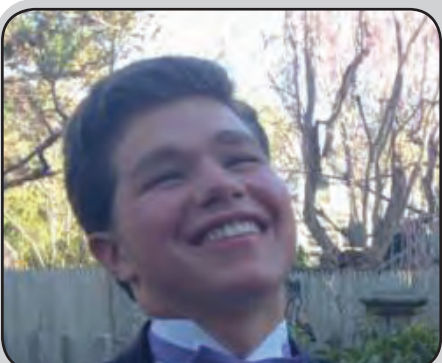
Kester Messan
Position: Student Body President
Grade: 11 **LC:** R
Activities: CRLS Drama, Track and Field, MDC, Cambridge Youth Council, Mentoring
New Spirit Week Day: Find a Friend Friday

Why are you running? I believe in the power of student voice. Ever since I entered high school, I have witnessed people feeling that they could not speak up for what they believe in. I'm running to extinguish that culture.
What's the most pressing issue facing CRLS today? The issue of race and education. To put it simply, not all students have equal access to all educational and non-academic opportunities. Unfortunately, even the student government has been stricken with this issue.
What would you add to "Opportunity, Diversity, Respect" to better describe Rindge? 'Candid.'



Sophie Harrington
Position: Student Body President
Grade: 10 **LC:** S
Activities: Soccer, Swimming, Register Forum, Saxophone, Student Gov
New Spirit Week Day: Man-Bun Monday

Why are you running? I am running because I believe that CRLS students need to be heard and need to have someone they can talk to about making change.
What is the most pressing issue facing CRLS today? The stigma surrounding CP and Honors classes is the most pressing issue at CRLS by far. Everybody is labeled based on the classes they take, Honors students are automatically the "smart kids," but this needs to change.
What would you add to "Opportunity, Diversity, Respect" to better describe Rindge? I would add 'Equality.'



Rafael Goldstein
Position: Student Body VP
Grade: 11 **LC:** S
Activities: Junior State of America, Register Forum, Baseball, Golf, Lit Mag
Spirit Veep: Al Gore, as long as thousands of voters don't get disenfranchised [in the presidential election].

Why are you running? There's some things wrong with this school and I feel that Student Gov is the best medium to address these issues.
What is the most pressing issue facing CRLS today? I don't think you can really put one single issue over another but there is certainly a lack of diversity in the staff at Rindge, especially in AP and HN classes.
What are your thoughts on the dress code? I think people should be able to wear what they want.
What song best sums up Rindge today? Any Drake song.



Marilyn Attles
Position: Student Body VP
Grade: 10 **LC:** L
Activities: Drama, Cheerleading.
Spirit Veep: Although she wasn't VP, I admire Michelle Obama because she supports the president and finds her own ways to uplift the country.

Why are you running? I want to run to help fix the smaller problems at the school, be a voice for those who don't have a voice, and support the school's mission of creating diversity, respect, and opportunities for all.
What do you think the role of VP should be? Assist the president and help represent the student body and support the school as need be.
What are your thoughts on the dress code? That's a very challenging issue because you could put the same outfit on different people and it would look appropriate on some and not on others. However the school has to put a policy in place.



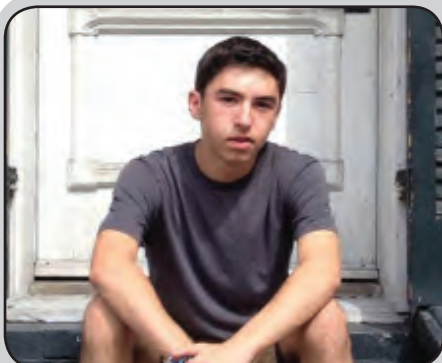
Rihanna Oumer
Position: School Committee Rep
Grade: 11 **LC:** R
Activities: UNICEF Club, Youth Council, Real Talk, PBHA
School Committee Zombie Apocalypse Buddy: Denise Simmons, because she would help me forget the world is actually ending.

What are your thoughts on the dress code? I think it is both sexist and racist because the interpretation of what is distracting for the school environment is left for teachers to decide.
What changes would you want to make to School Committee meetings? This wouldn't be a duty for the adults, but as a student I would want more involvement from the student body. For instance, informing students about what big decisions are being made and asking for feedback.
What song best sums up Rindge today? Sometimes Kodak, sometimes Mozart, but mostly Kodak.



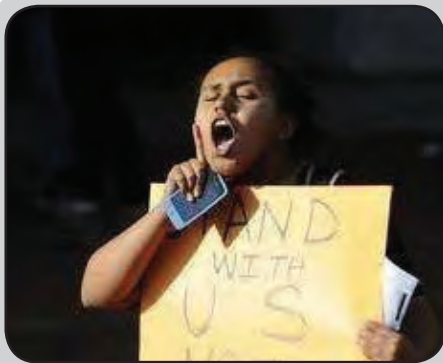
Paul Sullivan
Position: School Committee Rep
Grade: 10 **LC:** L
Activities: Falcon Friends, Issues in Education, Theatre, Model UN
School Committee Zombie Apocalypse Buddy: Manikka Bowman because she genuinely cares about students' voices!

Why are you running? I'm running because I am someone who can be an effective bridge between the School Committee and our students. I'm a familiar, friendly face around school, making me able to represent!
What's the most pressing issue facing CRLS today? Students are not given enough of a role in making the decisions that affect them. While student complaints are listened to, they are rarely addressed.
What are your thoughts on the dress code? The dress code should be limited to articles of clothing with offensive and hateful speech only; the way it is currently set up perpetuates rape culture and body shaming.



Jacob Hunter
Position: School Committee Rep
Grade: 11 **LC:** R
Activities: Diving, Ceramics Club
School Committee Zombie Apocalypse Buddy: Emily Dexter

Why are you running? I am running in order to provide a bridge between the School Committee and Rindge students. I will motivate and inform the School Committee about the concerns, wishes, and values of Rindge students.
What is the most pressing issue facing CRLS today? The most pressing issue facing CRLS is the difference we see between the diversity of our homerooms and our classrooms. Diversity is a core value of our school, however we do not see diversity throughout CP, Honors, and AP classes.
Who really is Freddy the Falcon? Satu.



Mari Gashaw
Position: School Committee Rep
Grade: 11 **LC:** R
Activities: Black Lives Matter Cambridge, The City School, other social justice organizations
School Committee Apocalypse Buddy: Students and teachers, because they know what’s up in the schools.

Why are you running? I’m running because I am exhausted of hearing the same things these past four years and I want to run being completely real and honest with school committee and students.
What are your thoughts on the dress code? There doesn’t need to be a dress code. School isn’t about policing what people wear, it’s supposed to be a place of learning.
What difference do you want to make? The difference I want to make is by making sure that students know that they have power and that they will show up with that power every time they see an injustice.



Nusrat Jahan
Position: Student Body Secretary
Grade: 10 **LC:** C
Activities: Henna Club, Breakthrough Greater Boston, Red Cross
Which Cabinet Secretary do you most identify with? Alexander Hamilton because he was very determined and assertive to create change.

Why are you running? I want to take lit notes and am very detail oriented so note taking and reporting back as a secretary screams my name.
As a sophomore, what unique perspective do you bring to a school wide office? I will be able to represent the under-class and upper-class well because I’d be a qualified junior for the position and I’ll make sure everyone’s voice is heard and promoted to create change!
What will be your biggest contribution to the school? Communicating to the classes what’s going on behind the scenes so everyone is informed so there’s no gap in understanding what Student Government’s all about.



Zahyyeh Abu-Rubieh
Position: Senior Class President
Grade: 11 **LC:** S
Activities: UNICEF Club, The Possible Project, Breakthrough, Glocal, Model UN
What word bests sums up the Class of 2017: L17ty

Why are you running? I feel as though through all the work I’ve done I am qualified to fully support the Class of 2017, leading the initiative to ensure that we have the best year of our high school experience.
What will be your biggest contribution to the Class of 2017? If I get elected Senior Class President to represent the Class of 2017, I promise that any concern voiced by anyone will be directly addressed by myself and the rest of the the senior representatives.
What’s the last line of your graduation speech? “Remember one thing: in a world full of Meek Mills, always strive to be Drake.”



Bouchra Benghomari
Position: Senior Class VP
Grade: 11 **LC:** S
Activities: President/Founder of UNICEF Club, Club 4, Model UN
Spirit Veep: I’m mostly inspired by the presidents, so my Spirit Veep is Barack Obama.

Why are you running? Going into our last year of high school, I wanna make sure that I will be able to do all I can to make sure our class has a succesful, fun, and unified final year!
What role should the VP play? The vice president should be able to help unify everyone and come up with creative fundraising/event ideas.
What scandal will you become embroiled in? “Bouchra, mastermind and center of Student Government lemonade sale fraud, using powder mix instead of real lemons to lower expense cost and raise money for Senior Prom”



Ben Smith-d’Agincourt
Position: School Committee Rep
Grade: 11 **LC:** R
Activities: Varsity Soccer, Job, Model UN
School Committee Apocalypse Buddy: Patricia Nolan

Why are you running? To give back to the community; there are lots of social problems within the school and for any real change the School Committee has to know. I want to take the responsibility to enact change and have a lasting impact on the school.
What’s the most pressing issue facing CRLS today? The racial divisions within the school between the Honors and CP classes helping everybody challenge themselves academically and narrowing the achievement gap.
Who really is Freddy the Falcon? The fierce mascot that intimidates all of our rivals which allows us to achieve sporting success.



Kamaria Gooding
Position: Senior Class President
Grade: 11 **LC:** C
Activities: Mediation team, Varsity Volleyball, Varsity Basketball
What word bests sums up the Class of 2017: L17

Why are you running? I want to make our senior year as exciting and fun for everyone. A lot of the Student Government activities seem to be made for certain groups of people in the school and I want to do things that will be entertaining for everyone. I want to do everything in my power to listen to every voice and collaborate to create the best senior year possible.
What will be your biggest contribution to the Class of 2017? Opening up school events to everyone and making everyone feel welcome.
What’s the last line of your graduation speech? “Try not to become that type of adult that you currently hate now.”



Jeremie Jean-Baptise
Position: Senior Class President
Grade: 11 **LC:** L
Activities: Model UN, Student Govt, Marine Conservation Club, UNICEF club, Club 4, Possible Project and sailing
What word bests sums up the Class of 2017: Hardworking

Why are you running? I am running because being Senior Class President is representing all the people who don’t speak out or are too scared to speak out.
What will be your biggest contribution to the Class of 2017? For my senior class I will foster a stronger sense of community amongst everybody in our grade, in addition to fundraising efforts and an amazing prom!
What’s the last line of your graduation speech? “You don’t have to be famous, you just have to make your parents and your city proud, and you already have.”

Candidates for Other Offices

Senior Class Secretary:
Gideon Leek
Jemima Mascary
Nusrat Africawala

Senior Class Treasurer:
Calvin Scannell
Rikka Shrestha

Junior Representatives:
Robel Mahari
Tatiana Athanasopoulos
Juliette Low Fleury
Evelyn Hartenstein
Lorra A Marseille
Jahnavi Zondervan
Leo Escobar
Youssef Zerbouaa

Sophomore Representatives:
Sam Costa
April Dottin-Carter
Tamara Campillo Lazcurain
Julieta Gonzalez Cruz
Shadman (Sakib) Asraf
Anthony Grassi
Alexander Sadock
Grace Austin

Make sure to come and see *The Register Forum* Student Gov. Forum on June 8th.

Interviews by: Diego Lasarte
Responses edited for quality and brevity.

Editorial Note: *The following are works of EDITORIAL SATIRE and do not represent the views of The Register Forum*



NEXT MONTH'S HEADLINES

VPA Approves Funds to Hire Lexington Pitch Pipes as Substitute BroCappella



Register Forum Forum (on June 8th!) simulcast on CNN, MSNBC, and Fox

New Superintendent Salim Calls Snow Day on First Day of School



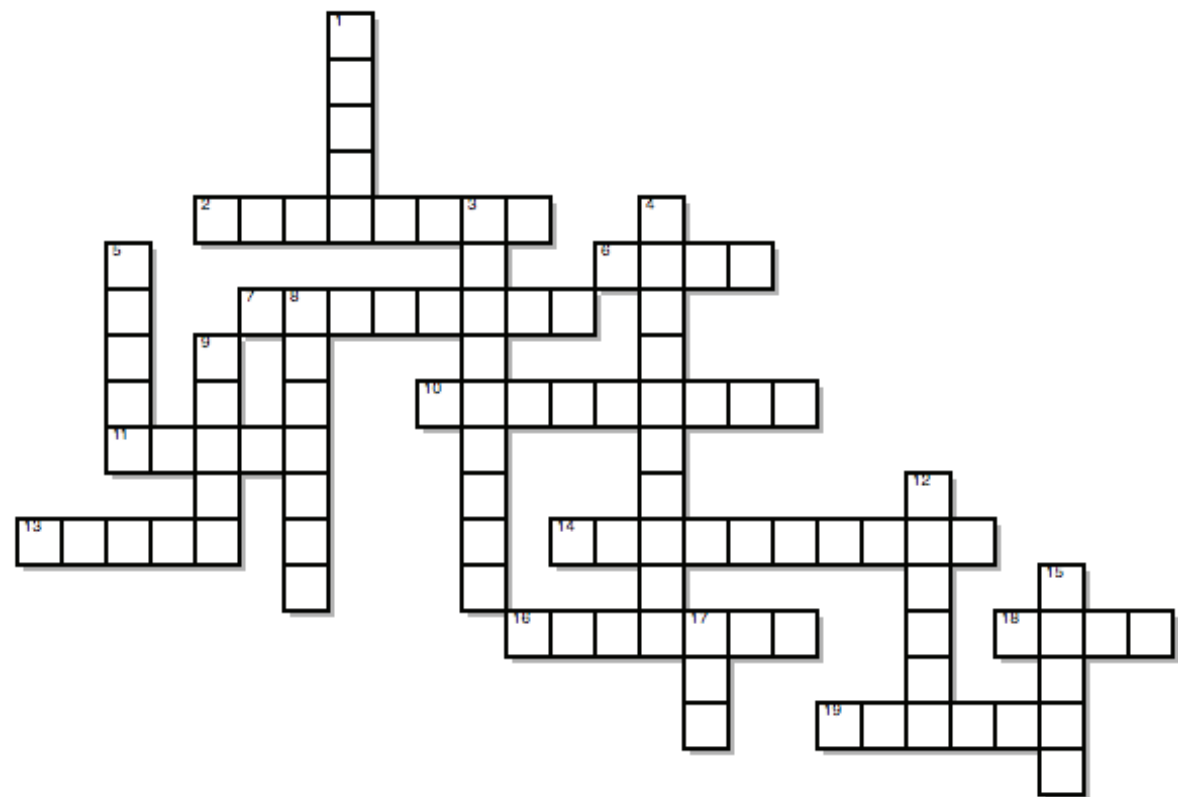
Graduation Rate Plummets Due to Unreturned Library Books, Failed Swim Tests

Chaperones Confiscate 5 CIA-Issued Spy Cor-sages at James Bond Themed Senior Prom



By *Diego Lasarte, Adrienne Ashe, Cameron Lane-Flehinger and Will MacArthur*

Falcon Crossword



ACROSS

- 2. Sport with ball and bats
- 6. Dr. Young doesn't like
- 7. Artist of the Month
- 10. Seeing is
- 11. Famous philosopher
- 13 Soccer star Jamie
- 14. Should be in the core curriculum
- 16. Leading Democratic nominee
- 18. Pitches and
- 19. A cappella program coordinator

DOWN

- 1. Jewelry teacher
- 3. Premier League Champs
- 4. This agenda was Dr. Young's biggest accomplishment
- 5. Presumptive Republican nominee
- 8. 1000-point player
- 9. Volleyball coach
- 12. A cappella MC
- 15. Departing superintendent
- 17. "No Scrubs"



FALCONS SUDOKU



	8	1						
	9	7		8	1			
		6	7	9	3	1		4
9		5	6	2				
6	4		1			8		
					5	7	9	6
	2		8					
	6	9					3	8
5					4			2

			8		7			
	1		4			9	7	3
				3		5	8	
		2						
			5		6	1	4	
6	4	7		1	8	3		
	6	8	1	5		2		7
	9		3			8		
			7			4		6

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Dumb & Dumber: The Saga of the 2016 Election

By
Giovani Jajoute
Register Forum
Contributor

This is what the 2016 presidential campaign has come to: a choice between Hillary Clinton and Donald Trump. I know when this thing began we were all expecting Lincoln Chafee to take on George Pataki for the presidency, but somehow Clinton and Trump came out on top.

In preparation for the long-anticipated vote for America’s Next Top Commander, I will strut these two candidates down the runway, and hopefully, this will help you decide who you want to have the nuclear launch codes given to.

First, we have Hillary Clinton, who cannot seem to stick to an outlook. Perhaps she should use superglue. The impermanence of the adhesive seems to be commonly associated with her apparent tendency to ditch older ideals for younger ones, kind of like Trump’s love life.

Clinton also has a tendency to try to be “hip” with the fledglings to secure the young vote. Whether it be group-hugging millennials, doing the whip on *Ellen*, or adopting ideologies of an opposing candidate who is actually “hip” with the kids,

there is nothing Ms. Clinton won’t do to appeal to you youngins. Maybe Hillary should break through a wall, screaming, “Oh, yeah!” to a room of tearful Sanders supporters. That will surely bump up votes.

On the other hand, Donald Trump also has a tendency to fib, or more likely to look at the first result in a Bing search, and state it as absolute truth. It is as if he fact-checks as well as Fox News.

Now, after taking a quick look at these two, you may still be undecided on who to vote for, and a bit hostile against me for not making it any easier.

Well, if you expected a well-educated and well-written decision-inducing article on whether the ego or the superego should control the id in the Games & Humor section, you only have yourself to blame.

Trump seems to be on a warpath for the star-spangled throne, while Clinton’s attempts at being human and relatable are so seemingly fake that I wouldn’t be shocked to find out that she was actually the one known as Krang.

Should we let the one willing to say anything, no matter how peculiar, become POTUS, or Donald Trump? Decisions, decisions.

Opposing Viewpoints, Key Issues WHAT DOES THAT CLOUD LOOK LIKE? *The Cloud Looks Like an Elephant*

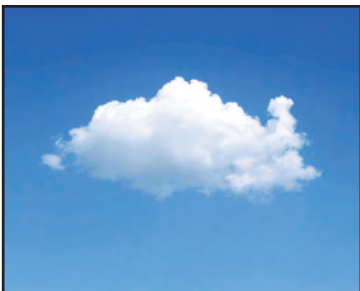
By
Will MacArthur
Register Forum Editor

See the trunk? That’s not the trunk of anything that isn’t an elephant. Well, maybe a mammoth. It’s kinda furry at the edges so that would make sense. What is fur? Why do we call it fur on animals but hair on people?

But anyway, you can definitely see the four legs. And elephants have that big ear that is supposed to look like Africa. And tusks. The cloud doesn’t have tusks,

but like it’s a cloud, so maybe another cloud that looks like a tusk will run into it and then it will look like an elephant with tusks. But then this cloud could rain away? Which is the kind of cloud that rains?

This one is the big puffy kind that looks like a sheep. Except it looks like an elephant. What would an elephant and a sheep put together look like? Would that even happen? There are ligers and mules and stuff like that. I think it would just look like this cloud. Or



maybe that one. Clouds look like things, but are there any things that look like clouds? Like nobody is ever walking down the street or something and is just like damn, that alpaca looks like a stratus cloud af. Clouds just get left behind. Maybe that’s why they rain.

The Cloud Looks Like a Bird

By
Cameron Lane-Flehinger
Register Forum Editor

Nah fam, that’s clearly a bird. You see that one, over there on the left? No not that one. OK follow my finger, you see where I’m pointing? It’s got a big round blob in the middle, and then like two weird things coming out of the sides. And the front, that’s a beak. How could you think that’s an elephant? You’ve never even seen an elephant

before. Maybe all those pictures weren’t actually of elephants. You can’t trust zoos man, they’ll tell you whatever you want to hear. No I don’t know what kind of bird it is. How would I know that? Do you think I’m one of those bird people? What do you call them again, orno-something? Yeah it’s something like that. Honestly that’s like such a beautiful cloud. I love that cloud. You know what’s wrong with society today? We don’t just stop and look at things enough. Like this



cloud, it’s not worried about money, or a job, or what it’s gonna do this weekend. It just is. We should all try to be more like that cloud. Do you think it has a name? Should we give it a name? Let’s name it George. Hello George.

Leicester City Crowned Champions

By
Alvan Rhoden
Register Forum Contributor

The unassuming city of Leicester is the setting for one of the most astonishing underdog stories in sports history. Leicester City F.C., also known as the Foxes, is the protagonist of this Cinderella-esque tale in which they defy all odds to be crowned English Premier League champions.

Led by stars Jamie Vardy and Riyad Mahrez and coach Claudio Ranieri, Leicester City brought their eight-month journey to a happy ending. But Leicester's fairy tale began long before the season started, when they were virtually unknown.

Junior Nicolas Livon-Navarro says that he "didn't know that much about Leicester before the season. Their defence was always decent, but they couldn't generate any goals."

After being promoted in 2014, Leicester City's first

Premier League season was disastrous, spending a record four and a half months in last place. On the brink of returning to the Championship League, the second division, Leicester achieved the unthinkable and escaped relegation to remain in the Premier League.

In summer of 2015, Italian manager Claudio Ranieri was brought in. At the start of this season, Leicester had a astonishing 5000 to 1 odds of winning the league. Sophomore Miles Damon says that before the season, he "saw Leicester City as...likely to be in the relegation zone rather than in the title race."

The Foxes responded to their critics by remaining

striker, Jamie Vardy, also gathered media attention when he scored in a record eleven consecutive games.

Junior Ben Smith d'Agincourt experienced Leicester's campaign in a different way than most, saying, "I'm a Tottenham Hotspurs fan and watching [Leicester City] win game after game was heartbreaking, knowing how much better we've gotten over recent years." Tottenham was also enjoying an excellent spell and were right on Leicester's tail throughout the season. However, d'Agincourt conceded that "as a player, [Jamie Vardy] is very aware and really quick."

Around the globe, soccer fans rooted for Leicester, hoping to see the humble minnows achieve one of the greatest sporting feats of all time.

Junior Immaad Mir was confident that they wouldn't pull it off. "What they did has never been done in my lifetime. I've only seen the same five or six teams competing to



Fullback Christian Fuchs kisses the Premeir League trophy.
Photo Credit: Fox Sports

win," he says.

Regardless, with two weeks remaining in the season, Leicester City were mathematically assured the title, following Chelsea's 2-2 draw against Tottenham.

Their journey culminated into the perfect finish. Mir called it a "historic moment." Junior Ignacio Roitman also expressed his content with Leicester's title, "It's nice to see heart come on top over money."

Leicester City have a vigorous schedule ahead of them, having qualified for

Europe's most prestigious tournament, and with summer friendlies against some of the world's strongest teams. Roitman is optimistic, musing, "They defied the odds once—why not twice?"

The road ahead will be tough, but Leicester City's contemporary fairy tale has demonstrated the heights anyone can reach with humility and hard work. Smith d'Agincourt had some final words for his rivals: "It truly is amazing what Leicester have accomplished, and it really is a fairytale."

Leicester had a 5000 to 1 odds of winning the league.

unbeaten for 18 of their first 20 games. The world was shocked with the team's performance, as they defeated big teams such as Chelsea, Tottenham, Liverpool, and Manchester City. Their star

Softball Team Looks to Continue Dominant Run in the DCL

By
Will Telingator
Register Forum Contributor

After winning the DCL Championship for the first time in school history last season and finishing with an impressive record of 16-4, the softball team had high aspirations heading into this year. Although they lost some key players from their championship run last season, due to the help of strong senior leadership, an excellent coach, and some underclassmen phenoms, the softball team is back on track to compete for their second DCL title in a row.

The softball program hasn't always been known for its winning prowess. However, after transitioning to the competitive Dual County League last season, the softball team has truly flourished. They had one of their most successful seasons in school history last year, and they have now become one of the more feared teams in the DCL.

The success of the softball team can at least partly be attributed to the beloved varsity head coach, Che Santos. Says sophomore pitcher Jayla Vicente-Blackmon, "He definitely means a lot to this program. He treats each player as if we were his own daughter, which makes it even better for each of us as players. He may be very hard on

us at times, but that's because he knows what we're capable of even if our confidence isn't there."

Coach Santos has been coaching at CRLS for three years, and there are rumors that this might be his last year coaching. If so, he has certainly left a lasting impact on the softball program, and he will be dearly missed. Senior captain Yuleska Ramirez notes, "I wouldn't pick any other coach for us."

Another important factor of the softball team's success is their strong sense of community and team chemistry. Under the leadership of senior captains Yuleska Ramirez and Jalisa Poindexter, the softball team has been able to maintain their focus this season and keep their eyes on the prize, even with a relatively young team. Ramirez and Poindexter provide a much-needed support system, and their strong leadership and mentorship of the younger players will certainly set the program up for success in the years to come. Poindexter explains, "We have tried to continue the success into this season by eliminating our mistakes and staying together as a whole. Supporting each other on and off the field and having good relationships with one another have been beneficial to our season."

Co-captain Yuleska Ramirez adds, "Yes, I'm hard on them, I push them everyday, but it's only



Jayla Blackmon high-fives her teammates before a game against Westford Academy.
Photo Credit: Wicked Local Cambridge

to help them because I don't want Cambridge softball to be a joke in a couple of years. They are the future, so they have to start growing up and be leaders for the next couple of years."

It would seem like the younger players have thrived in the supportive atmosphere that the upperclassmen have created, helping lead the team to an 8-4 record to begin the season. Junior Alex Stewart has been very impressed with the performance of the underclassmen so far. "I think the underclassmen are doing great, with three freshmen in the starting infield. They have really stepped up and filled some big shoes...I think there are high hopes

for the future varsity softball team in the years to come."

Already more than halfway through the season, the softball team will look to win most of their remaining games in order to clinch their second playoff berth in a row. They have some tough competition up ahead, but they are confident in their abilities and in each other that they have what it takes to compete for another DCL title.

Junior Eliza McNulty asserts, "We need to be competitive while still being positive, and if we play like we know how to play, I think we can win the rest of the league games and hopefully win back-to-back DCL championships."



THE REGISTER FORUM

ATHLETES OF THE SEASON



As the spring season draws to a close, the *Register Forum* has gathered nominations for an “Athlete of the Season” from each sports team. Below are profiles of the athletes who were nominated by a teammate or coach, along with comments from the nominators about the selected athlete.

JAYLA BLACKMON

SOFTBALL, CLASS OF 2018

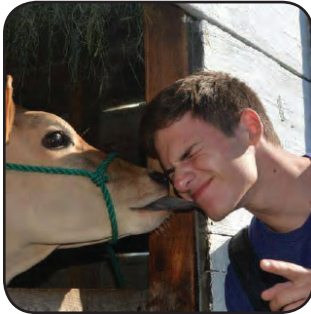


“She works hard and we both have that killer mentality and that hunger to win. I think it’s just crazy how good she is to only be a sophomore, and it’s just an honor to say she’s my starting pitcher.”
– Yuleska Ramirez



RYAN TELINGATOR

BASEBALL, CLASS OF 2017



“Guys like Ryan Telingator, you know, program guys, do their job and give everything to the program.”
– Benjamin William Austin
“He hits dingers.”
– Ross Baker



ISAK PRELLNER

BOYS TRACK, CLASS OF 2017



“Isak has proven himself to be one of the most dependable and trustworthy people on the team.”
– Esu Alemseged



BRIANNA DUNCAN

GIRLS TRACK, CLASS OF 2016

“Brianna’s a hard working kid who was triple DCL champion, triple defending state champion last year. Whatever there is to win, she’s won it.”
– Coach Cody

ELLA BROWN

GIRLS LACROSSE, CLASS OF 2018

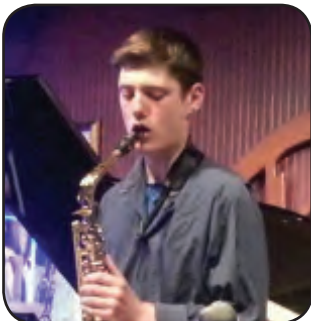


“Ella is kind, dedicated, hard-working, and sincere. She is already so talented as a young player and her presence on the field has such a positive attitude!”
– Suzannah Gifford



SKYLER HELLER

BOYS LACROSSE, CLASS OF 2017



“He’s worked the hardest out of anyone to elevate his game and get to the next level this year, and he always brings a competitive and upbeat attitude. Also he’s a freak athlete and does everything the team needs from him in every game.”
– Arthur Girard



BEN ROSAND

BOYS TENNIS, CLASS OF 2016



“Ben has had a year-round influence on developing the team and creating the successful season that we’ve had this year. He’s shown leadership in both wins and losses and made sure that everyone on the team has a great experience.”
– Coach Nicholson



NATALIA LANZONI

GIRLS TENNIS, CLASS OF 2017

“Natalia is the type of teammate who is a little quiet, but so effective in motivating the rest of the team. A lot of her wins are reflective of her attitude. I don’t think she’s ever given up.”
– Sara Hauf

COLIN MCNEELY

BOYS VOLLEYBALL, CLASS OF 2016



“Colin always comes up big when we need him most. He’s consistently led by example and been the supportive presence that we’ve needed. And he’s beautiful.”
– Julian Cohen



SEPEHR KHANSALAR

CREW, CLASS OF 2016



“Sepehr is always trying to improve. He came into the boat with less experience, but quickly rose to the occasion. He’s also a bit flat despite all the lifting, but he’s working on it.”
– Zachary Rothenberg



SOHAIB SHAH

RUGBY, CLASS OF 2016



“He is one of the fastest players on the team and has arguably the best technique of anyone. Most importantly, he is true to the team and extremely dedicated.”
– Nikola Vasilevski



SYLVIA FRESCO

SAILING, CLASS OF 2019

“Sylvia never stops smiling. Her indomitable cheerfulness, dedication, and sense of humor always lift the team’s spirits. She’s a pleasure to have on the team.”
– Paloma O’Connor

New Coaches Rebuild Promising Sailing Team

By
Liam Greenwell
Register Forum Editor

The CRLS Sailing Team is looking to make a stand in the Mass Bay League with the help of a former sailor, Hugh Dougherty '15, in a new role as Assistant Coach. For him, the decision to come back in a new role was motivated by love for both the sport and the team.

His goal for the season is to “build the team and make a core group of members who will help next year.” Eventually, he says, a goal is for the team to compete in regional qualifiers.

The team also has a new head coach this season, Amanda Donohue, who has contributed to more “intense and focused”

practices, says Dougherty. Donohue in turn praised Dougherty’s work ethic and commitment to the team.

The rapport Dougherty has already built with team members, several of whom

know him from previous seasons, is obvious. From the moment he walks into the Community Boating classroom area, he gives off an aura of calm authority. When he asks why one sailor is not present, someone shouts that she may have a concussion. Dougherty responds, “Walk it off!” to the laughter of the assembled students; he smiles and starts haranguing people about not bringing FOCA checks.

Thomas Craciun, a freshman, says that Dougherty is “a great guy and an inspiration to be around.”

It’s a team built on the promise of underclassmen with several years of sailing

Dougherty is “a great guy and an inspiration to be around.”

under their belts already. But many still have limited experience racing: the team can’t “lose courage” when competing, Dougherty says—they need to build confidence so that they can

replicate the success they see in practice.

Last year, the team finished second overall in the Mass Bay League Division C. The toughest opponents for the team this season, Dougherty says, are private boarding school Nobles and Greenough—last year’s Division C champions—and Newton North.

Lixing Watermulder, a freshman, says that she’s learned a lot from joining the sailing team. “It’s definitely one of the opportunities at CRLS I’ve enjoyed,” she says.

Today, a warm Friday in May, the team sails in 420s, a two-person boat that’s smaller and faster

than Mercuries, the other boat the team races in. It’s a joint practice with Newton North and Newton Country Day, and, after a few rough starts, the Cambridge team starts to show its talent at racing.

The wind is unsteadily gusting from Back Bay, the skyscrapers providing



Junior Anton Rasmussen and freshman Lixing Watermulder take a rest.
Photo Credit: Liam Greenwell

an uncertainty to the wind speed. It’s hard to negotiate in such light boats, and the pairs need to regularly “hike out”—lean out of the side of the dinghy, still holding onto the ropes and tiller.

“You came on a good day,” Donohue says to me as the first practice race begins. “Usually there’s more cursing.”

Though these races are only for practice, it turns into an undoubtedly a promising performance for the Cambridge squad. It shows Dougherty’s high standards that, despite his character-

ization that it’s a rebuilding year, the team seems to still be in a strong position to do well in the division standings.

The team “did awesome” today, Donohue congratulates at an end-of-practice meeting back in the classroom.

The team is currently in 5th place in Division C. The regular season ended on Tuesday, May 17th, and the team had MBL championships on May 23rd and 24th. The last competition of the season is Mass States hosted by MIT on May 25th.



From left: Coach Donohue whistles the start of a practice race; team members rig the 420s; sophomore Shuvom Sadhuka and junior Zane Goodnow-Russell sail in front of the skyline.
Photo Credit: Liam Greenwell

After Strong Season, Boys Volleyball Looks To Tournament

By
Cameron Lane-Flehinger
Register Forum Editor

Four years ago, the CRLS boys volleyball team made a dominant run through the state tournament that captivated and united the city, ultimately ending with the program’s first state title. Now, a new group of players is hoping to follow in their footsteps and bring another title back to Cambridge. The Falcons started the campaign strong, jumping out to a 12-1 record and

a second-place ranking in the state from MaxPreps. Despite dropping back-to-back games in mid-May, including one to league rivals Westford Academy, the team rallied to take 2nd in the DCL behind Lincoln-Sudbury.

Crucial to the team’s success this season have been the players who senior Julian Cohen described as the “rocks” of the team. With seniors Daniel Walsh (libero), Colin McNeely (right), and Griffin Andres (outside hitter), and junior Noah Epstein (setter) holding down their

positions, the team has had the freedom to experiment with a variety of lineups. Said Cohen, “they’ve been our most steadfast players, which in a game of ups and downs is a critical piece to a good team.”

Epstein has been particularly key for the Falcons this season. Much like the point guard in basketball or the quarterback in football, the setter is responsible for organizing the offense, reading matchups, and distributing the ball. In the past few years, several Cambridge setters have earned accolades, with Rodolfo Bonates ‘13 and Henok Tilahun ‘15 both reaching the 1000-point mark during their CRLS careers. With his standout play this year, Epstein has put himself on track to join them. Said coach Kelley Leary, “He’s been really smart. He’s a strong server and usually makes pretty smart decisions as far as his lineups and matchups at the net.”

Many of the team’s key contributors also play together for Beantown VBC, a club volleyball

team, and that extra experience has helped the team develop chemistry on and off the court. Explained senior Elmer Vivas, “When we see someone who’s not playing at the potential we know they have it allows us to see that and push them even more.”

As they enter the playoffs, the Falcons are looking to make critical adjustments that they hope will help propel them to a deep tournament run. Both senior captains and coach Leary emphasized the need for greater intensity on the court. Said Walsh, “When we’re all loud and intense we’re at our best, but sometimes we start to get down on ourselves and that’s what we need to improve on.” When asked about the team’s prospects in the tournament, coach Leary was cautiously optimistic, saying, “I know this team can win states. Whether we play consistent enough to do that remains to be seen. I think there’s at least probably six teams who can take it, so I’d like to know that we’re gonna fight for it.”



It has been four years since the volleyball team has won its last state title.
Photo Credit: Aidan Richards