

# The REGISTER FORUM

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CAMBRIDGE RINDGE AND LATIN SCHOOL

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## Cambridge Names New Mayor *Interview with Marc McGovern '87*

By  
Vera Targoff  
*Online Editor*

**Register Forum:** What makes you passionate about politics in the city of Cambridge?

Marc McGovern: I grew up here, graduated from Cambridge Rindge and Latin, [and] my family has been in Cambridge—my kin to the fifth generation live here—so I really grew up in a household where there was a lot of community activism and things going on. I come from a long line of teachers. My mother helped start the Cambridge Women's Commission [and] Mayor's Summer Work Program. She worked for Mayor Duehay back in the late '70s. And so I was brought up in this environment of public service—you work to make your community a better place. I like politics,

but I really got into this much more so because of my love for this city. I don't want to be governor. I don't want to be senator. It's really about helping my community and working to make my community a better place for everybody.

**RF:** What's your favorite thing about Cambridge?

MM: I just love that we're a big enough city where there's lots of stuff to do, but you can't walk down the street without seeing somebody you know. ... I mean, it's the only place I've ever known and the only place I've ever lived, so maybe it's different if I had been in other places,

but this is home, and I feel comfortable in every neighborhood, in every part of the city. I love that we are a socially conscious city. We're

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City Hall is located in Central Square.  
Photo Credit: Register Forum

## CRLS Students Weigh in on Time's Up, #MeToo Movement

By  
Maeve Reilly  
*Contributing Writer*

In the midst of the Cold War, nearing the turn of the decade into the '50s, the House Un-American Activities Committee launched an investigation on members of Hollywood suspected to be part of the Communist Party. A platform as far-reaching and powerful as film stirred fear in the stomachs of self-proclaimed patriots who wanted to deny American citizens their First Amendment right.

Seventy years later, on New Year's Day of 2018, over 300 women in the film and television industry took advantage of the influence Hollywood has to create the Time's Up movement, standing up against sexual harassment in the industry which has been brought to light this year in particular following accusations against producer Harvey Weinstein. They took out a full-page advertisement in the *New York Times* for a letter, which began with the words “Dear Sisters” splashed in large print across the middle of the page.

*“It is a very important and relevant movement.”*

Spearheaders of the initiative Reese Witherspoon, Shonda Rhimes, Oprah Winfrey, and others also set up a legal defense fund which is administered by the National Women's Law Center and works to represent survivors of sexual harassment and assault, especially those in low-wage jobs. So far, the fund has raised over \$19 million.

At CRLS, Sisters on the Runway (SOTR) has fundraised for domestic abuse awareness and a local women's shelter for years, while Club 1 has been

home to discussions about feminism at CRLS and taken actions

such as 2016's walkout protesting sexual harassment and assault at CRLS. Regarding the Time's Up movement, SOTR president Kiva McElhiney '18 commented, “I definitely think it is a very important and relevant movement, and I think it is really great that celebrities are using their influence over the media and the public eye to cause this. I think otherwise it wouldn't be as big of a deal.”

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## REGISTER FORUM

*Established in 1891 as the C.M.T.S Register*

### Editor-in-Chief

Grace Ramsdell '18

### Managing Editors

Cecilia Barron '19 Sun-Jung Yum '19

### Online Editor

Vera Targoff '19

### Contributing Writers

Isabelle Agee-Jacobson '20, Emma Andrew '18, Oscar Berry '19, Yiyi Chen '20, Anyi Folkers '21, Peter Fulweiler '19, Sophie Harrington '18, David Lubbock '18, Tommy MacArthur '20, Andrew Mello '21, Lucy Messineo-Witt '19, Honor O'Shaughnessy '19, Maeve Reilly '19, Ethan Rothenburg '18, Ella Russell '18, Kerri Sands '19, Robert Shapiro '18, Juliana Vandermark '20, Aviv Yaacobi '20

### Photographers

Sakib Asraf '19, Sophie Harrington '18, Harry Macarthur '19, Lucy Messineo-Witt '19, Honor O'Shaughnessy '19

### Cartoonists

Lara Garay '21, Teymura Landsverk '19

### Layout Designers

Isabelle Agee-Jacobson '20, Eli Carangelo '21, Honor O'Shaughnessy '19

### Copyeditors

Maryam Dar '20, Katie Green '20, Anya Harp '19, Teymura Landsverk '19, Franny Oppenheimer '20, Honor O'Shaughnessy '19

### Faculty Advisor

Steven Matteo

*Cambridge Rindge and Latin School  
459 Broadway, Cambridge, MA 02138  
registerforum@cpsd.us  
registerforum.org*

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## CRLS Discusses Microaggressions

By  
Cecilia Barron  
*Managing Editor*  
Isabelle Agee-Jacobson  
*Contributing Writer*

"We made that video so we could speak our truth," says Na-Jae Josephs, a senior in the Black Student Union at Cambridge Rindge and Latin. Josephs is referring to a video the Black Student Union (BSU) released on December 5th, titled, "Cambridge's Minority Report: Volume 1 (2017)." The video featured several Rindge students sharing micro and macro aggressions they have experienced at CRLS and was shared on YouTube.

The video struck a chord with a lot of CRLS students and staff, sparking conversations in all corners of the building—especially when the topic of that week's X-Block was microaggressions. While the video did not include any names of those

perpetrating microaggressions, the identity of the perpetrator could be narrowed down.

Mr. Montero, a U.S. history teacher, reacted to the video, saying, "I think it's my job to listen to it and watch it regularly, and remind myself that I carry a lot of privilege and that I carry a lot of responsibility to all of my students, but especially my students of color, to make them feel safe and loved in my classroom."

The video was not shown in the X-Block. While some students seem to understand this administrative decision, many felt disappointed or frustrated that it was not included as part of the X-Block's curriculum. Sophomore Zoë Haber says, "I would have liked to have seen [the BSU video in the X-Block], because I personally had watched the video beforehand ... [and not seeing the video] made the discussion feel like it was about microaggressions in general instead of microaggressions at our school."

The X-Block was narrated by Principal Smith and featured two videos: "Racial Microaggressions:

Comments That Sting" and "Hatch Kids Microaggressions."

Mr. SebellShavit, a physics teacher, did not think the video should have been shown, but agreed with Haber that it should have been acknowledged. He says, "Staff and students were very aware of this video and were very charged by it, and I think to not discuss it at all left a lot of people feeling, 'where's the student voice?' and 'why are we watching someone else's microaggression video when we already have our own microaggression video?'"

A student in the BSU video, Elaina Wolfson '18, echoed the concerns of Mr. SebellShavit, saying, "We should be talking about how microaggressions affect our community. Not [how they affect] Harvard Square, but [how they affect] Rindge. [An X-Block] is supposed to be community conversation, but we're not talking

*"It's about building relationships and understanding what microaggressions are, and how to redeem yourself."*

about our community. Not America—but Cambridge."

Wolfson said the BSU was inspired to make the video when students in the organization kept sharing their stories and it became clear that their stories weren't isolated incidents, but, rather, a major problem within the school. Wolfson, towards the end of the video, became emotional speaking of her experience.

She explained, "We're in a school where we're like, 'students can advocate for themselves,' 'start a club,' 'do this,' and I'm just like, I did—and [there hasn't been enough progress]."

Josephs believed the X-Block was, overall, a positive experience. However, immediately following the homeroom conversations, he heard fellow students discussing how students of color should "get over it." Josephs then recognized that a crucial component was missing from the X-Block discussion—relevance.

He, like Wolfson, believes a more specific approach would benefit the discussion, and make it

more relevant to students who have not experienced discrimination. He says, "I feel that if we were to just address the problem head-on and talk about how we, as a community, can speak up more about these injustices, then we wouldn't have to hear comments about how we need to get over it—because, frankly, we can't."

As for preventing future microaggressions, Wolfson emphasized the heavy lifting that CRLS has to do to prevent discrimination—especially when it's subtle—saying, "It's really easy to condemn racism and microaggressions when they're far away, but when it's right there in front of you, it's really hard to."

The administration is, however, trying to confront what is in front of them. "'Student Reporting Form' is what it's called," said Ms. Espinosa, dean of Learning Community C, of the new form that students will be able to fill out. While it is

not accessible yet, the form is an alternative to the incident report format—which

is meant for a one-time incident or a conflict between two individuals. "It could be an ongoing cultural incident that you feel is going on in the classroom, or repeated incidents that you want to speak of," Ms. Espinosa said of the new form.

Ms. Espinosa also mentioned what the staff has been doing to better address the concerns of students, saying, "We've had training around cultural proficiency, which is a big blanket statement or blanket idea, but it does have to do with our continuous work with building relationships with students."

She emphasized creating stronger relationships in classrooms and promoting an environment where students and teachers feel they can learn from each other: "It's about building relationships and understanding what microaggressions are, and how to redeem yourself—how to learn from it. You screwed up; you said something you didn't know that's microaggressive, and now what? So, ideally, it's education around not repeating history."



# A BLAST FROM THE PAST

## The Register Forum, February 1998

By  
Cecilia Barron  
*Managing Editor*

While many opinions change as the years go by, there are some controversial topics that—even 20 years later—garner negative reactions. One of these topics, and one most Rindge students are sure to be familiar with, is the Scholastic Aptitude Test—known more commonly as the SAT.

In the February 1998 edition of the *Register Forum*, Ethan Gould wrote an opinion titled “SAT’s Do Not Reflect Aptitude.” In the ’80s, the SAT was a completely different type of test, with a different scoring system, different questions, and used as part of a much less competitive college process. In addition, it cost \$12 (well, \$28 converted to today’s dollar), compared to the \$46-\$60 range today. 1.2 million students took the test in 1990, compared to the 1.8 million students who took it this past school year.

Despite these changes, Gould’s claim remains relevant. He compares the SAT to a regular test in a high school class: “The difference between the SAT and a normal test, such as a final exam in a chemistry course, is that every one of the students in the course has

the materials needed to study.” On the surface the two tests may seem the same—a large number of students taking an exam on the same day, with the same exact questions—but when you go deeper, this is far from the case.

Gould points towards the disparity between low-income and high-income families when it

preparation class. Low-income families may not even be able to afford the standard preparation book, much less personalized instruction for the SAT. This gap has led to gaps in student scores.

On the 1989 test, Gould cites, “The averages ranged from a score of 780 for students in families of less than \$10,000 per year to 996 [out of 1,600] for students of parents with combined earnings of \$70,000 or above per year.”

This gap, unfortunately, continues to persist. If anything, it has widened since then. Recent data, taken when the SAT maximum score was a 2,400, has shown that students with wealthier parents score upwards of 250 points more on their SAT than families in the lowest income bracket. The gap is not closing.

Gould ends his piece by painting a picture for the reader—one eerily similar to the current standardized testing scenes of today. He writes, “Picture this: All these students are sitting in one gargantuan stadium, waiting to take the test. What’s wrong with this picture? What’s wrong is that every student did not have the same amount of time or material with which to prepare. Not all had the textbook, the notes, the sheets to study from. Others just had the sheets, but were not given the textbook. Others only received half of the sheets, etc. Is this fair?”

“Not all had the textbook, the notes, the sheets to study from. Others just had the sheets, but were not given the textbook. Others only received half the sheets, etc. Is this fair?”

**SAT's Do Not Reflect Aptitude**

The Scholastic Aptitude Test (SAT) is an unfair way to help determine a student's aptitude and his/her eligibility to get into a certain college. The SAT is supposed to measure a student's scholastic aptitude, or potential to learn and do good school work in the future. Achievement tests, on the other hand, are meant to measure what you have acquired academically throughout your life. The Educational Testing Service (ETS) and the College Entrance Examination Board (CEEB), which produce and distribute the SAT's, claim that the SAT does not measure acquired knowledge.

The 1989 nationwide average SAT scores (cumulative -- verbal plus math) show, in general, that students living in higher income families get higher SAT scores than students living in lower income families. The average scores increase in direct proportion with the income of the student's parents. The averages ranged from a score of 780 for students in families of less than \$10,000 per year to 996 for students of parents with combined earnings of \$70,000 or above per year.

This correlation between parental income and student SAT scores largely has to do with the fact that wealthier parents can afford to pay for expensive SAT preparation courses for their son(s) or daughter(s). ETS and the CEEB do not recommend or strongly encourage coaching or training for the SAT, saying that the gains are usually not very significant and courses are often not worth taking. There are studies, however, that contradict this position, stating that

mostly long duration courses often improve a student's scores dramatically. The ETS and the CEEB also do not recommend coaching because they don't want people to think the SAT is a test that one can prepare for except by studying their official SAT handbook and taking challenging courses in school.

Many students have been misled by what ETS and the CEEB have said, and thus these students missed any opportunity to prepare and did not do as well on the test as they could have. The SAT, although its format is unlike a test one would take in a high school course, is like any normal test in the aspect that it can be prepared for, contrary to what the authors would like students to believe. The difference between the SAT and a normal test, such as a final exam in a chemistry course, is that every one of the students in the course has the materials needed to study. Everyone has the textbook, the notes, and the worksheets. The SAT is similar to this scenario in the way it presents identical problems for every student who takes it on the same day. Therefore, in order for the scores to be an accurate measure of which students are better in this field and which are not, each student should have the same materials with which to prepare.

Each SAT taker, however, does not have equal access to these materials. Some can afford the hundreds of dollars to pay for a prep course that will help significantly. Some have enough time to take prep courses for several hours each week. Some grew up in an environment in which they were exposed to a varied and extensive vocabulary. Some go to high schools that have free SAT courses and can fit these into their schedules. Some got a better education or took better courses, thus giving an advantage when SAT time comes around.

Allow me to regard the thousands of students taking the SAT on a certain date as one single class, just like the chemistry class. They are all taking the same test. Picture this: all these students are sitting in one gargantuan stadium, waiting to take the test. What's wrong with this picture? What's wrong is that every student did not have the same amount of time or material with which to prepare. Not all had the textbook, the notes, the sheets to study from. Others just had the sheets, but were not given the textbook. Others only received half of the sheets, etc. Is this fair?

No, it is not. It is a biased test. The final grades will certainly not reflect each student's potential accurately. The SAT's are more a reflection of a student's opportunities to prepare for the test and his/her social, economic, and educational background than they are a reflection of one's scholastic aptitude or potential.

ETHAN GOULD



comes to resources for test preparation. Wealthier families may be able to afford a tutor and a

given the textbook. Others only received half the sheets, etc. Is this fair?”

## Behind the Scenes: Meet the CRLS School Nurses

By  
Honor O’Shaughnessy  
*Contributing Writer*

“I love working with people, I love helping people,” commented school nurse Ineida Barros on why she chose to pursue school health nursing as a profession. Barros added that she loves to advocate for patients and help people “have a healthy lifestyle” by providing them with resources.

Barros continued, saying, “I love the connections and the relationships I’ve built with the students.” CRLS’ other school nurse, Susan Greenberg agrees. She added that school nurses also have the opportunity “to work collaboratively with ... other healthcare providers, physicians, nurse practitioners, [and] other nurses.”

In a corner of the first floor of the Rindge Building lies CRLS’ nurse’s office and the Teen Health Center. Some students make frequent visits to this area, while others have never stepped foot in the office. Regardless, CRLS’ only two school nurses, Barros and Greenberg, are a vital resource for the 2,000 students and faculty in the building.

Barros has worked at CRLS as a school health nurse for a total of three years. Greenberg, who has training as a nurse practitioner, has worked at CRLS in the past, as well as various other schools in Cambridge such as Graham and Parks,

is that I worked in several elementary schools and now many of those students are in high school,” said Greenberg.

One of CRLS’ unique resources that the nurses work with is the Teen Health Center. There is a dif-

kind of like the first responders ... We make decisions on what the next step is.”

Barros and Greenberg do the initial examination of a patient, and although parents are kept in communication with the nurses, a visit to the nurse’s office does not require parental consent. If the school nurses deem it necessary, they can refer students to the Teen Health Center, which requires parental consent.

The Teen Health Center has more resources in comparison to the nurse’s office, such as family planning, STI (sexually transmitted infections) screening, and access to other health care professionals such as psychologists and social workers. In addition, the Teen Health Center is open after school, Monday through Thursday from 8:00 AM to 4:00 PM throughout the school year.

Confidentiality is prioritized in school health, and Greenberg encourages students not to be intimidated when visiting the nurse’s office or the Teen Health Center, adding, “We’re both experienced nurses, we’re both parents, we both went to high school ourselves ... We work here because we really enjoy working with adolescents.”



Pictured: Ineida Barros (left) and Susan Greenberg (right).

Photo Credit: Honor O’Shaughnessy

Peabody, Rindge Avenue Upper School, and Amigos over the course of many years.

This past September, Greenberg came back to CRLS to work again as a school nurse. “One thing that is particularly exciting

difference between the nurse’s office at CRLS and the Teen Health Center, although both are located in the same part of the school.

Barros explained that “the regular nurses are the first line.” Greenberg added, “Think of us as

# Coming Out Day Assembly Allows Voices to Be Heard

## Hosted by Project 10 East, Event Sparks Supportive and Educational Discussions

By  
Juliana Vandermark  
*Contributing Writer*

Last month, on December 13th, CRLS' Project 10 East (P10) hosted the school's annual Coming Out Day assembly.

The assembly opened with a performance from one of CRLS' a cappella groups, the Transpositions. The seven singers sang Lady Gaga's "Born This Way," putting the audience in an exuberant mood. After the performance, P10's co-presidents, Naima Saini and Dorothy Levine—as well as other members—welcomed the audience and took time to explain what the assembly's goals were.

The majority of the time during the assembly was taken up by a panel discussion, which is different from previous years. The panel included eight students and one teacher who all took turns answer-

ing pre-written questions as well as audience questions. Saini '19 explained that "doing it in that way meant that we ended up having more people talking about their experiences than in previous assemblies.

She added, "[This] was really good, because coming out is such a broad topic, and people have such different opinions and stories about it."

The panel discussed a variety of questions, from what being LGBT+ means to them to what the process of coming out was like.

TI Gonzalez, a junior, explained how being on the panel impacted him: "I was able to actually come out as myself for the first time in front of a big audience, and I felt like that was a really helpful way for me to tell everybody."

For many panel mem-

bers, coming out to the school and telling their story took some preparation. Gonzalez explained how he had to prepare to answer the questions and contribute as effectively as possible. "I had a lot of thought process [before] because [I had] to come up with brief ways to explain all my answers."

A large part of the goal of the assembly was to teach members of the school community. According to Saini,

*"I was able to actually come out as myself for the first time in front of a big audience."*

"The assembly is meant to be educational, and that doesn't just mean, 'here are the terms you should know.' The LGBT community has many different people in it, and so we're not one thing—that's why I think it's really important to get as many viewpoints as possible. There is no one

universal coming out experience that we all have, and we wanted that to come across."

In addition to teaching about the LGBT+ community and coming out, the assembly gave advice, and audience members asked questions and received insight on how to come out or react to someone coming out to you.

"My big idea was normalizing gay people," sophomore Aviva Gould advised, adding that "there should be no bump in the conversation" when coming out.

"I feel like it's really important to have this, because I feel like some people don't understand what the people in the LGBT community are going through or [how] to help people who are closeted and give them advice," Gonzalez said. "It's just really informative."

Reflecting on the assembly, Saini praised her club's work, saying, "I'm really happy with how it went ... it worked out! And everything was so worth it! The panelists were great!"

Leo Austin-Spooner, a freshman, added, "I came out as trans not too long ago, and this year I've met a lot of other trans people, so I guess sharing my story with a bunch of other people who were sharing their story ... was really cool."

He added, "I like doing this with other people who are also trans and finding a community with other people, so it was really cool to participate in that with those other people and talk about being trans and hearing their stories about being trans. [The assembly] spreads a lot of awareness about LGBTQ issues and coming out and all that, which is really important for people who aren't LGBT to know and to hear others' experiences."



The Coming Out Day assembly, hosted by CRLS' Project 10 East, largely focused on a panel discussion of eight students and a teacher.

Photo Credit: Vera Targoff

# What Does Trump's Tax Legislation Mean for MA?

By  
Oscar Berry  
*Contributing Writer*

On December 22nd, President Donald Trump signed the Tax Cuts and Jobs Act into law. The law represents a major reform of the United States tax code that will affect every American citizen. This legislative victory marks the largest change to the current tax system since tax cuts passed by President Bush in 2001 and has proven to be highly controversial. The principle elements of the bill include: personal income tax reductions, increases in the standard deduction and the family tax credit, limits to deductions from state and local income taxes and property taxes, limits to the house mortgage deduction, reduced taxes on estate inheritance, and a massive tax cut for corporations and small businesses.

This is a complicated and comprehensive list of changes, but let's get down to the crux of it. Taxes are being reduced for a large range of individuals with new limits on how much they can deduct from their taxes. Additionally, corporations and small businesses are also seeing their rates cut with the top federal tax rate falling from 35% to 21%. Now, at first glance, it would be assumed that most people would get behind seeing their taxes cut. The problem, though, according to the Tax Policy Center, is that the top 20% of the population—ac-

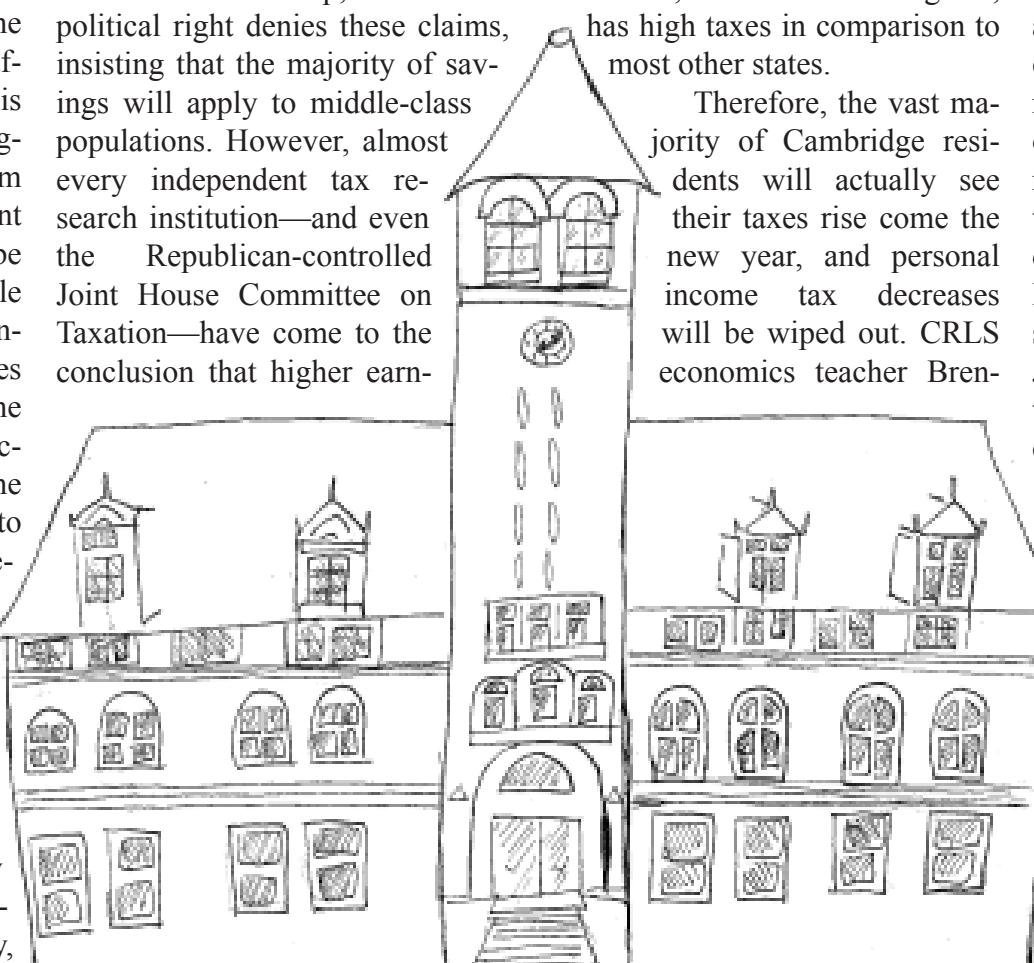
cording to income—will collect between 65% and 70% of the tax cuts, and that percentage will most likely grow in the coming decade. The most prominent criticism of the bill from the political left is that it benefits the top, whereas the political right denies these claims, insisting that the majority of savings will apply to middle-class populations. However, almost every independent tax research institution—and even the Republican-controlled Joint House Committee on Taxation—have come to the conclusion that higher earn-

tions and the Mortgage Interest Deductions might cause taxes in traditionally Democratic states to actually increase. The city of Cambridge, specifically, has significantly high house values—and Massachusetts, while not the highest, has high taxes in comparison to most other states.

Therefore, the vast majority of Cambridge residents will actually see their taxes rise come the new year, and personal income tax decreases will be wiped out. CRLS economics teacher Bren-

any Democratic votes to pass this tax cut and therefore ignored their opinions for the most part." He also commented that though he disagrees in principle with mortgage interest deductions, their repeal will end up primarily harming middle and lower-class residents and widening local inequality. An important result of this bill is the explosion of the federal deficit, which might rise to over \$1 trillion by the end of the decade. In order to correct this divide, it is widely speculated that Republican lawmakers intend to cut spending on expenditures in 2018. Junior Rory Millar speculates that this could hurt middle and lower-class citizens.

"There is a real danger that key public programs such as ... Medicare and Medicaid could be cut back this year, which would be really bad for people in the middle class," Millar said. However, junior Jeffrey Liu sees things another way. "It's frankly absurd that people would complain about this bill, especially considering that there are virtually no cuts going on at the federal level," Liu argued. "On a local level, this would imply that city governments that run deficits would possibly receive less funding. However, that's a local issue and should be treated as one." Whatever the spending cuts in 2018, the Tax Cuts and Jobs Act will affect every level of the American economy and everybody that works within it.



Pictured: Cambridge City Hall.

Illustration Credit: Teymura Landsverk

ers in America will benefit substantially more than the middle class with this new bill.

Additionally, the elimination of the State and Local Tax Deduc-

dian Kells told the *Register Forum* that certain aspects of the bill were "very clearly targeted towards blue states," and that, "in this partisan environment, the GOP did not need

## Exploring the Industry: Cheap Meat

*The American meat industry today is, in some ways, an efficient system, characterized by large-scale, centralized, low profit-margin production, and built around efficiency—producing more for less. We have access to cheap and inexpensive meat, and fast food provides meals for many across the country. The industrialized nature of the meat industry, however, comes with a high cost to the environment.*

**As the global demand for cheap meat grows, the expansion of agricultural land is putting more and pressure on our forests, rivers and oceans, contributing to:**

- Pollution (particularly water and marine zones)
- Soil erosion and degradation
- Deforestation and habitat loss
- Global lack of biodiversity

**10 billion**  
land animals in the United States are raised for dairy, meat, and eggs each year.

70-80% of grain produced in U.S. is fed to livestock.  
The meat production industry uses 19% of U.S. fossil fuels, more than any other sector of the economy.  
Half of the water consumed in the U.S. is used to grow grain for cattle feed.



**The average American eats roughly 193 pounds of beef, pork and/or chicken a year (or more than 3.7 pounds a week), up from roughly 184 pounds in 2012.**

**1 GALLON** = **1 POUND**

A gallon of gasoline is required to produce a pound of grain-fed beef.

**The EPA estimates 75% of all water-quality problems in America's rivers and streams is from agricultural (chemical) runoff that leads to toxic algal blooms and dead zones.**

*Eating no meat or animal products at all is the most obvious, clear-cut, and easy way to avoid the environmental impact. However, Americans love meat. Many of us can't give up meat even if we wanted to; it's also socially and culturally difficult to give up meat given that we live in a meat-obsessed world and culture.*

*Farmer's markets are good sources to find sustainable meat and dairy products. The higher prices might be difficult for low-income families, but many states, such as Massachusetts, provide low-income families with vouchers for farmer's markets. For much of the year, one can find a farmers market operating every day of the week in Cambridge and during the winter on Fridays, Saturdays, and Sundays. Close to CRLS: Charles Square Farmers Market (Friday & Sunday), Harvard University Farmers Market (Tuesdays).*

Infographic Credit: Emma Andrew and Vera Targoff

# City Announces Budgeting Results

By  
Juliana Vandermark  
*Contributing Writer*

This December, Cambridge held a participatory budget vote for 2017. The vote allowed any Cantabrian over the age of twelve to vote for their choice of projects they think the city should invest in.

All types of community members can propose a project, from students to professionals. Residents were able to vote for a total of five projects, and seven were chosen by the end of the voting period. During the voting period of December 2nd–8th, 6,778 residents of Cambridge put in their vote to help their hometown.

CRLS computer science teacher Ms. Atwood was a member of the participatory budgeting outreach committee, a committee which aims to reach out to as many people in the city as possible about the vote. According to Ms. Atwood, white women vote in PB most, and the city wants other groups to participate. Ms. Atwood commented, "I think it was better this year. I'm hoping with more students getting Chromebooks next year we can incorporate [PB voting] into classrooms more." Ms. Atwood explained that it's hard to encourage all students to vote when not everyone has digital access.

A vast array of projects were listed in this year's vote—all with their unique benefits for the city. Seven projects won a combined total of \$867,000 in funding. Some projects were continuations of previous ideas, while others were brand-new.

A unique aspect of participatory budgeting is that multiple projects within the city of Cambridge can be improved after just one voting cycle. From the 2017 cycle, music education will improve at CRLS, thanks to \$200,000 for new musical instruments.

For younger students in Cambridge, \$100,000 will go to upgrading and

improving the Gately Youth Center. Regarding youth centers, Ms. Atwood commented that the participatory budgeting outreach committee worked with youth centers to engage young voters.

In an attempt to make the city of Cambridge greener, \$141,000 will go to the planting of trees throughout East and North Cambridge sidewalks. This project began a few years ago in other parts of the city, but in this case, the vote continued the project, acknowledging there is still room for more trees and cleaner air in some parts of the city.

Another \$100,000 was voted to create moss walls in Porter Square, Inman Square, Harvard Square, and Binney Street. In addition to bringing life to these areas, the moss walls will potentially pair up with solar charging stations or benches, so the cleaner air can be fully utilized by community members.

Another winning initiative was \$50,000 for homeless critical resource kits. These kits will have some of the most necessary products for the homeless. They include feminine hygiene products, toiletries, socks, first aid kits, and more.

The goal of these resources is to support vulnerable members of the city so they can stay safer, warmer, and more prepared for any problems that may arise.

For the Cambridge pedestrian, two projects were chosen to provide residents with safety as well as convenience. \$100,000 will go to water fountains throughout city parks, and another \$176,000 will go to ten new flashing crosswalks for increased pedestrian safety.

Junior Ezra Rudel, who encouraged classmates to vote in PB, commented, "Cambridge has this unique opportunity for students to help make city-level decisions, and getting young voices involved in city politics in general is really critical now."

*Grace Ramsdell and Cecilia Barron also contributed to this piece.*

## PARTICIPATORY BUDGETING

This year, 6,778 Cambridge residents over the age of twelve voted on how to spend part of the city's public budget. Here are the winners:



### 100 Trees for a Cleaner, Greener, Cambridge

**Location(s):** Barren sidewalks in East and North Cambridge.

**Short Description:** Let's green our streets by planting 100 trees in neighborhoods lacking foliage! From cooling heat islands to cleaning our air, these trees will be a long-term investment in making our city a healthier, happier place.



### Flashing Crosswalks for Safer Streets

**Location(s):** Ten locations citywide

**Short Description:** This project would fund rapid flashing beacons at ten high risk crosswalks. These beacons increase the visibility of pedestrians, especially at night. They can alert drivers to crossing pedestrians, thereby preventing crashes.



### New Musical Instruments for CRLS

**Location(s):** Cambridge Rindge and Latin School

**Short Description:** New music instruments for CRLS would encourage and support arts education for Cambridge students. Newer equipment at the high school would not only benefit high school students but middle school students as well.



### Critical Resource Kits for the Homeless

**Location(s):** Citywide

**Short Description:** Delivering resource kits through established programs will provide supplies such as socks, feminine hygiene products, toiletries, first aid kits, and other items to Cambridge's most vulnerable population.



### Drinking Water Across More Parks

**Location(s):** Parks/playgrounds without fountains

**Short Description:** Installing new water fountain/bottle-filers at up to ten parks that lack drinking water fixtures will ensure that more residents can enjoy free, clean, drinking water at their local park.



### Jade Chain: Living Moss Walls to Combat Pollution

**Location(s):** Porter, Inman & Harvard Squares, Binney Street

**Short Description:** These four moss walls can be customized with benches or solar charging stations, harnessing the low-maintenance, high-impact qualities of moss to clean our air and beautify our squares.



### Upgrade the Gately Youth Center

**Location(s):** Gately Youth Center

**Short Description:** The Gately Youth Center is in need of an upgrade. Updating the furniture and music studio as well as renovating the kitchen would bring more youth and foster stronger community at the center.

**Interview with New Mayor McGovern***Continued from page 1*

not perfect, and no city is perfect, but we're continuing trying to do better and to do more, and it's a very exciting place to live.

**RF: Could you talk about your affordable housing plans, and what those plans really entail?**

MM: There are cities all across the country struggling with this—there's no simple fix or easy answer. It's also something that vibrant cities, cities that people want to live in—cities that have good schools, low crime, good city services—are experiencing]. They're attractive places. So, people want to live here. There are more and more people coming, because we have a strong job market, we're a great place to live—and so part of this problem is we have a supply and demand problem. We have a lot of people who want to live here and we don't have enough housing to meet that demand. The whole region doesn't; it's not just a Cambridge problem.

So we have to build a lot more housing of all types, because the Boston Regional Housing Report Card—this is done by housing experts in the area—says that you start to see rents come down when you have a 5% vacancy rate in your apartments in your city. Cambridge is at about 3% vacancy rate, a little bit less, so there's this sort of threshold that the experts say you need to reach, and we're not there yet. So, some of [the housing solution] is building more housing of all types.

One of the things I'm really proud of [is] last term I worked very closely with then-Mayor [Denise] Simmons around our inclusionary zoning percentage. That is the percentage that, when you see these new developments being built—any residential development ten units or more—they have to turn over a percentage of those units to the city for our affordable housing program, and it's completely subsidized by the developer. That percentage was 11.5% for about 20 years. Mayor Simmons and I led the charge to raise that to 20%. So we almost doubled the amount of affordable housing that we're actually going to get for free, because the developer pays for all of it. So, that's something that's going to bring in a lot more affordable housing.

So you build more housing, you strengthen the programs you have to create more affordable housing, and then the other thing is: How does the city get more aggressive in acquiring property? Because when we own the property, we can then partner with an affordable housing developer, and instead of getting 20% affordable, we can get 100% affordable.

I've sponsored some things around taking property by eminent domain that the city is now going to be building affordable housing on, [and] as the finance chair I worked with the city manager on the purpose of some property that's going to be all affordable housing.

**RF: As an advocate for the homeless, what have you done in the past to address the growing homeless population, and do you have any plans for continuing that work in the future?**

MM: The metro Boston area is funny in the way that if you picked up Boston, Cambridge, Somerville, Everett, [and] Chelsea and you moved us almost anywhere else in the country, we would be one large city. Here, we're these little fiefdoms, these little cities—we have our own form

of government, we have our own identities, and we don't talk with each other. Homelessness is a regional issue. The people you see on the street in Cambridge might be on the street in Boston the next night, or Somerville the night after that. I brought together Boston, Cambridge, Somerville, Medford, and Malden to have the first regional conversation on homelessness. We're still meeting. We're talking about: How do we advocate as a region? How do we better coordinate services? So that's one thing, trying to get us to start talking with each other. The other thing is, [January 9th] we have a meeting on opening the city's first warming center for the homeless.

I try to look at short and long-term solutions. Long term, to address homelessness, we need to build more housing, [and] we need more transitional housing. Somewhere you [could] have ten apartments in a building for people who are homeless, dealing with alcoholism, and you have services for them right in the building. So they have support right there, so that works. That's sort of a long-term—that's not easy to do.

But short term is we have people who are



*Pictured: Mayor Marc McGovern (center).*

*Photo Courtesy of: Kyle Klein*

freezing. A lot of them won't go to shelters, because shelters can be unsafe. Particularly, [there are] women who don't feel safe in shelters. And a lot of shelters won't take people. So I went to the city manager and I said we need a warming center. There's one in Boston and it's a place that's open at 7:00 at night to 7:00 in the morning. It's a place where people can get a meal, get a hot cup of coffee, stay the night. They can leave if they want. I want it professionally run, so that there are social workers there that can maybe help set them up with other services. We got a

couple hundred thousand dollars in the budget for it, and it's opening January 16th. ...

**RF: Where is the warming center going to be?**

MM: In the senior center, on Mass. Ave., right across from City Hall. Looking forward, I certainly want to continue to do the less complicated things—to make people's lives better—but it's also going to be really tackling this question of how ... we make addressing homelessness part of our housing plan. Because now, it's kind of an add-on. But, we really need to make it part of the conversation, and also challenge community members. It's very easy to talk about how progressive we are until you're asked to sacrifice something. People will come to me and say, "We need more housing for the homeless," and

then when we say, "Yeah, but it's going to be near your house," [they say,] "Well, maybe, you know, it's gonna cause traffic, it's gonna be this, it's gonna be that," and people find reasons not to do it. We have got to be better, and as a community we can't just talk about our progressive values, we have to live our progressive values. And I'm going to challenge us on that. And hopefully people will rise to the occasion—I think they will—because we're a progressive community.

**RF: How can students get involved in something like that, the warming center—or, really, anything else in the sphere of Cambridge politics?**

MM: I really recommend that young folks—"young folks", my god, I sound like I'm 100 years old—that you attend meetings. It's not the most exciting stuff. There are meetings that go on for a while; sometimes you're talking about a curb cut for somebody's driveway and it's not as exciting as being on your computer. Or hanging out with your friends. But this local government is where the decisions get made that impact your life in the greatest way. ...

Come to Council meetings. Every City Council meeting, the public is allowed to comment on something that is on the agenda. So if there's a housing issue, or something that is important to you—whether it's school stuff for the School Committee, or housing, or homelessness—if you see something like that on the agenda, come! And say, "Look, this is important." Because, if we don't hear from you, we don't know. If you have other issues that you feel aren't being addressed, contact us.

My door is always open, as someone who graduated from Rindge ... I have a son who's at the high school now, one who graduated, and two who will be up there eventually. Education and the Cambridge Public Schools are extremely important to me. And so, I want to hear from you guys, because at the end of the day, the adults can talk all they want about what they think should happen, but you're living it. We need to hear from you.

**RF: What are you hoping for the City Council to accomplish during your term as mayor?**

MM: I really want to make progress on housing issues, social and economic justice issues—and that's a big umbrella, so that's homelessness, and wages, and hunger, and poverty. Cambridge has a higher poverty rate than the state aver-

age, most people don't know that, and that's using the federal guidelines for poverty, which are very low. When you adjust that for what it really costs to live in

Cambridge, 48% of our kids are living in homes that are financially insecure. Which are defined as homes that don't have enough money at the end of the month to save. [That's] almost half of our kids in this city.

With the wealth that surrounds us, 500 people [are] on our streets and in our shelters every night. Death by overdose has doubled from 2015 to 2016. There are some communities where that would be insurmountable, because they don't have the resources. We do. If I can look back at the end of my term as mayor and say that we have made significant progress in making lives of the most vulnerable in our community better, I'll be happy.

*This interview was edited for clarity and concision.*

# Anniversary of Trump's Inauguration Sparks Reflection

By  
Anyi Folkers  
*Continuing Writer*

January, 2018, marks the one-year anniversary of Donald Trump's inauguration. Shortly after the polls closed in November, 2016, and it became clear that Donald Trump had been elected to office, many demonstrated their disappointment through protests across the country. Following the election, some CRLS students attended protests in Boston and elsewhere. Recently, marches resumed in the area because of the anniversary of Trump's inauguration. However, some still wonder not only if people still follow the actions that Trump has been taking but also if students keep up on current events in general.

"I don't really keep up with politics or current events, because there is too much negativity, and sometimes there is fake news. Sometimes it is not important," commented junior Sean Fontno. High school can be a very stressful environment. One has to deal with social pressures, homework, extracurriculars and home life. As Fontno shared, negativity from the news can be very unwelcome in this setting.

Fake news is also a major controversy that attracted attention during the 2016 presidential elections and continues to be a topic of conversation in politics.

"As librarians, our primary purpose, job, and reason for being here is to help students ... become information-literate. To know how to not just read the news, but to think about what they are really saying and what they aren't saying," CRLS librarian Ms. Boninti told

the *Register Forum*. High school educators have been struggling with the concept of fake news for a while. Boninti said that informing students and teaching them how to distinguish the real from the fake is a skill educators have emphasized.

Fontno is not the only student

freshman Roni Kirson said, "I get the headlines—so, [I] kind of [do]."

Apps like Snapchat and Instagram have made it easy to skim over headlines of major current events. A click of a button, and one is brought to a world translated into soundbites, headlines, and

same point, I still see things from young and old people shared that are not from reliable sources."

When asked whether they support any of the decisions made by or put forward by the Trump administration, many CRLS students interviewed for this article replied that although they did not know all of Trump's policies, they did not approve of the ones they had heard of. "I keep up with the news when my mom tells me," sophomore Lily Schub said. Students may not necessarily be reaching out for headlines or news segments, yet parents and teachers can help encourage them to be informed.

"Different people have more voices now, which was not always the case," said Ms. Boninti. Since Trump's inauguration roughly a year ago, more people have taken to social media to share their opinions. Ms. Boninti said this is both a good and bad thing. She said that there is too much to focus on, and some people get "overwhelmed" and shut off immediately when they see the news. "Unfortunately, we are overwhelmed right now with so much clutter and so much noise in the news that, at times, I think we have become ... maybe lazy? I think we have devices now, and we have ways of sharing information that just make everything so instantaneous," she said.

In the Trump era, constantly checking social media is a given. Technology has become such a major part of this society and has increased the speed at which information is available to many. Sometimes, this makes it difficult to pause and take in the important pieces. Ultimately, it is up to individuals to decide whether or not to pay attention to what is happening around them.



This January marks the one-year anniversary of Trump's inauguration.

Illustration Credit: Lara Garay

who says they do not keep up with current events. Some students at CRLS, such as freshman Paloma Sequeira, say they simply do not have the time. "I do not follow current events or politics, because I don't have the time. I care, I just don't think about it a lot," Sequeira said. About checking the news,

shortened articles. Are these apps helping inform students about current events, or are they making it easier to ignore these events while a student feels like they are being informed? Librarian Ms. Houston commented, "I'd say that it is equal, because I see a lot of young people really engaged, but at the

**"As youth, we need to start doing something now so that when we grow up there can be a difference."**  
– Freshman Nora Iammarino

**"We need to support everyone, and we need to change the future."**  
– Freshman Lucy Brubaker

A 2018 Women's March was held on Saturday, January 20th, on the Cambridge Common.

Photo and Graphic Credit: Vera Targoff

## Time's Up

*Continued from page 1*

At the Golden Globes on January 7th this year, Time's Up had the spotlight on the red carpet. Many showed up wearing their best black linen to show solidarity with the movement and sexual assault victims across the country. Mecha Sapuppo '18, a member of the CRLS Improv Club and actress in the school's upcoming festival play, expressed, "What I find especially important is that those spearheading the movement are doing so with the awareness that their professions in the entertainment industry give them access to many resources and platforms to express what many, many women experience in the workplace, [but] not all women have access to [speak up about]."

As more men in Hollywood are called out for their actions pertaining to sexual harassment and assault against women in the workplace, growing numbers of the public can boycott the products of these artists. However, in an industry where there are no eyes on the offender, and nobody

would ever find out—or care—it is difficult for victims to speak up about what has happened to them, let alone attain justice. Hannah Phipps '18, who is working on a graduation project second semester about the #MeToo movement, commented that Time's Up is "a great

start," but added, "I haven't heard anything since New Year's and the

and forget about."

Hollywood feels—and is—very far away from CRLS. However, these issues are closer to home

*"I like to think they're working on something, and it's not just something you post and forget about."*

than some people might realize. For example, prominent CRLS alumni



53%

Percentage of high school girls that reported being sexually assaulted.



75%

Percentage of high school girls that reported being sexually harassed.

*Source: Adolescents' Experiences of Sexual Assault by Peers: Prevalence and Nature of Victimization Occurring Within and Outside of School*

Graphic Credit: Vera Targoff

Golden Globes—I haven't heard anything on social media. I like to think they're working on something and it's not just something you post

in the industry have come under scrutiny on this subject.

Also, one in five high school girls have been sexually assaulted at

school. Overall, 53% of high school girls have been sexually assaulted by a peer, according to a 2008 study by three professors of psychology,

women, and gender at Eastern Michigan University and University of Michigan, Ann Arbor. After high school, it doesn't look much better for young women. On college campuses, approximately 19% of women are sexually assaulted. Only 12% of survivors report their assault to the police. Clubs like SOTR and Club 1 have committed to raising awareness of these facts.

McElhinney added that SOTR and Club One are having a joint meeting to discuss the impact of Time's Up and the #MeToo movement and its impact on CRLS. "We've never combined before," she said of SOTR, which is often focused on fundraising, and Club 1, which focuses more on discussion.

"Hopefully this [movement] will drive discussion, and maybe members will merge and get to know clubs better as well," she continued. "I'm excited to work with [Club 1] and hear what they have to say."

Grace Ramsdell also contributed to this piece.

# A Timeline of Mueller's Russia Investigation

By  
Ella Russell  
*Contributing Writer*

2016

April 26: George Papadopoulos, a Trump advisor, hears from Joseph Mifsud, a professor with connections to the Russian government, that the Russian government obtained information on Hillary Clinton that could damage her campaign.

June 3: British publicist Rob Goldstone contacts Donald Trump Jr. on behalf of Aras and Emin Agalarov, real estate developers who did business with Russia. They offered to connect Trump Jr. with a Russian official, Natalia Veselnitskaya, who would give the Trump campaign incriminating information about the Clinton foundation.

June 9: Eight people are present at a meeting in Trump Tower including Donald Trump Jr., Natalia Veselnitskaya, Paul Manafort, and Jared Kushner.

July 22: WikiLeaks publishes 20,000 emails from Democratic National Committee (DNC) officials that showed the DNC favoring Hillary Clinton over Bernie Sanders. DNC chairwoman Debbie Wasserman Schultz resigns two days later.

October 7: The Department of Homeland Security and Office of the Director of National Intelligence accuse Russia of being involved with the WikiLeaks email dump, which would continue with more than 58,000 emails being published through November in an attempt to discredit the Clinton campaign.

December 1: Jared Kushner and Michael Flynn meet with Russian Ambassador Kislyak at

Trump Tower. Leaked intercepts of Russian diplomatic communications show that Kushner asked Kislyak about the potential of backdoor communications with Russia.

December 29: President Barack Obama issues sanctions against Russia as retaliation against their interference in the 2016 elections.

2017

January 10: Buzzfeed publishes the "Steele Dossier," a compilation of intelligence reports about possible connections between the Trump administration and Russia. Jeff Sessions testifies in his confirmation hearing for attorney general that he "did not have communications with the Russians."

February 13: National Security Advisor Michael Flynn resigns from the White House.

March 2: Jeff Sessions announces his recusal as attorney general from the Russian investigation.

March 20: Federal Bureau of Investigations (FBI) director James Comey confirms the investigation of collusion between the Trump campaign and the Russian government

May 5–7: Trump dictates a letter of dismissal of James Comey to White House senior advisor Stephen Miller.

May 8: White House Counsel Don McGahn shows the letter to Jeff Sessions and Deputy Attorney General Rod Rosenstein. Rosenstein revises the draft to cite Comey's handling of the Clinton email investigation as the rationale for his firing. Trump had previously praised Comey for renewing the Clinton investigation days be-

fore the election.

May 9: Trump fires James Comey, using Rosenstein's recommendation as the rationale for his decision.

May 11: Trump tells NBC News that the Russian investigation was a factor in his decision to fire Comey.

May 17: Rod Rosenstein appoints former FBI director Robert Mueller as special counsel to oversee the Russian investigation.

June 8: James Comey testifies in front of the Senate Intelligence Committee, detailing multiple incidents in which Trump asked for his loyalty and attempted to pressure him into dropping the FBI's investigation of Michael Flynn.

July 8–July 11: The *New York Times* publishes a story on the June 2016 meeting between Donald Trump Jr. and Natalia Veselnitskaya, a Russian lawyer. Initially, Trump Jr. states that the meeting was about an adoption program for Russian children, but the *New York Times* uncovers a chain of emails showing that the meeting was about incriminating information on Hillary Clinton.

October 5: George Papadopoulos pleads guilty to lying to the FBI about his meetings with professor Joseph Mifsud.

October 30: Paul Manafort and Rick Gates are indicted by Robert Mueller on charges of money laundering and false statements about their connections with Ukraine.

December 1: Michael Flynn pleads guilty to lying to the FBI about his meetings with Russian ambassador Sergey Kislyak.

# Winter Concerts Strike a Chord

By  
 Cecilia Barron  
 Managing Editor  
 Lucy Messineo-Witt  
 Contributing Writer

On the nights of Wednesday, January 10th, and Thursday, the 11th, students, parents, and teachers alike filed into the Fitzgerald Theatre to watch Rindge's musical talent live on stage. The winter concerts are always an enjoyable showcase of all the hard work student-musicians have done throughout the first semester. This year, the instrumentalists were a much-needed respite of warmth during this record-breaking January cold.

The bi-annual performances include five different ensembles from every corner of the musical symposium. Wednesday night featured performances by World Jazz Ensemble, led by Mr. Nojehowicz (Mr. N), and big band, led by Mr. Powers.

Junior Ezra Rudel

says he has been playing the trumpet for exactly six years and four months. "Honestly, I think my favorite part is standing up while I'm playing," he remarked.

Rudel joined Big Band at the start of his sophomore year because he wanted to play music that was more upbeat than what he had played in middle school. Going forward, he hopes that the band retains its cheeriness. "I hope this semester we can play more fast swing music, because I think that's when the Big Band sounds the best," he added.

The following day, Dr. Stefanov's chorus, Ms. Umbro's string orchestra, Mr. Powers's concert band, and Mr. N's drum ensemble took to the stage. The show started off with a bang—on the drums—and continued with beautiful melodies played and sung by the orchestra, band, and chorus, including the orchestra's mash-up of a few songs from the iconic movie, *Willy Wonka & the Chocolate Factory*.

Senior Lila Lifton is in the orchestra. She joined as a freshman, and she has been playing the violin for more than thirteen years. "I joined because it seemed like a great way to get involved with the string department at Rindge, and I've always loved playing in the orchestras." As for what keeps her coming back, even after four years, Lifton said, "We have a lot of geeky inside jokes, and Ms. Umbro always tells the same classic Umbro stories, which definitely add to the sentimental value of being a part of the group."

Junior Micaela Leon Perdomo performed on the same night as Lifton. She had a solo during the chorus performance. "My favorite part of singing in the chorus is probably the amazing people I got to work with and really seeing that passion for music in us all," she said, concluding, "It's always exciting to get that harmony just right or to finally get our voices to blend ... for us, it's genuinely fun."



Clockwise from top: Big Band, a cappella group Falcon Fortes, Concert Band, Percussion Ensemble, World Jazz Ensemble, String Orchestra.

Photo Credit: Harry Macarthur and Lucy Messineo-Witt



## DANCE/WORKS

*More on page 12*



*Photo Credit: Vera Targoff*

# Winter DANCE/works Impresses

By  
Yiyi Chen  
*Contributing Writer*

Every semester, audience members are amazed by the amount of talent the CRLS dance community has. On December 15th and 16th, DANCE/works was another remarkable show that was one to remember.

Once again, all of the hard work put in by director and dance teacher Ms. Divelbliss—as well as the whole Modern Dance Company community—was clearly shown as students leapt and spun beautifully across the stage.

This winter's show incorporated many different styles of dance, including modern, hip-hop, and African. As usual, the show was a combination of dances from MDC and the Dance Technique & Choreography class offered at CRLS.

The show featured fifteen pieces, nine of which were choreographed by students. The other six pieces were choreographed by Ms.

Divelbliss and fellow dance teacher Ms. Thigpen, as well as guest artists Ruka Hatua-Saar White, Sidi Joh Camara, and MDC alumnae Hannah Firestone and Queen-Cheyenne Wade.

Co-captain of MDC Marney O'Connor was a student choreographer for this show. She used this opportunity to create a piece that raised awareness about the challenges women face every day. The audio of the piece incorporated the voices of the dancers, speaking about the many barriers they face as women.

"To use the energy that comes from all the members of company in a piece like I did this semester, and to literally use their voices to create work that ended up getting such an emotional response, was so rewarding," O'Connor said.

When speaking about using dance as a form of expression, she added, "There's something to be said for dance being that thing that some people are drawn to, because it's the next thing after words fail you to be the right form of expres-

sion. In a world that's difficult to navigate at this age and at this time, it's so special to have an inclusive place to put what's all in our heads into a piece of art."

One piece in the show that raised many reactions from the audience was titled "On the First Day...," sung by Natalia Ruiz '18 and Phia Teller '21. This piece was inspired by the Christmas carol, "12 Days of Christmas." The lyrics and choreography were both created by Ms. Thigpen and her advanced dance class.

The most memorable moment of the piece was when the whole audience erupted into laughter as a video of the eight deans of CRLS dancing in the dance room surprised them. Audience member Nacie Loh described this moment as being "really funny and unexpected." She added, "I think everyone in the audience enjoyed it."

When asked about the show, Ms. Divelbliss said, "Fall semester was super productive. I was proud of the sophistication and artistry of the student-choreographed works



DANCE/works featured fifteen pieces.

*Photo Credit: Vera Targoff*

and excited to see the overall level of dance and performance skill that was demonstrated in the show."

The MDC community is always open to new members. If you're interested, go to room 0621—located in the basement of the Arts Building—or contact Ms. Divelbliss. And don't forget to support the community by attending the spring DANCE/Works show on May 11th and 12th!

## Love, Humanity, & Dreamlike Beauty in *Call Me By Your Name*



By  
Andrew Mello  
*Contributing Writer*

Storytelling in movies—good ones at least—is different from storytelling in any other form. In a movie, there are subtle ways to convey ideas and emotions. The audience doesn't have to be explicitly told, they just know. *Call Me By Your Name*—the story of love shared between a 17-year-old Italian-American boy and the American almost a decade his senior—makes you forget you're watching actors and believe you're watching actual love blossoming.

Set during the summer of 1983 in a colorful corner of Italy, Elio (Timothée Chalamet) meets Oliver (Armie Hammer), the archaeology student Elio's family is hosting. Initially, the movie is blanketed in a dreamlike beauty. The garden where Elio's family grows fruit looks like it may as well be the garden of Eden, occupied by apricots and peaches.

The eye-candy environment adds to the wonderful story told and makes the emotions of the two lovers resonate even more with the audience. When the director decides to remove that beauty from certain scenes, it accentuates the feelings of being alone that cut Elio and Oliver so deeply.

Early on, we see small moments that really escalate the tension between the two characters. When Elio takes Oliver to a club in town, towards the beginning of his stay, Oliver starts dancing with a local woman, then kissing her. Between Oliver's advances, we get cuts back to Elio's face, clouded by smoke from his cigarette—but still visibly envious. When Oliver starts kissing the woman, Elio leans forward in his seat with a longing look in his eye.

From the first moments of the movie, teenage Elio is bored with what little he has to do in the Italian village where he spends the summer. He passes most of his time transcribing sheet music or flirting with girls. He's an outward cynic. While with friends, he acts disinterested and sarcastic: the archetypal teenager. But, when he's with Oliver, his disinterest goes away, his sarcasm becomes sincerity, and his smug looks turn kind.

Oliver is also a very intelligent man, as he proves to Elio's father with his knowledge of the etymology of the word "apricot." He's tall and handsome: the embodiment of the American



Pictured: Stars Armie Hammer and Timothée Chalamet.  
*Photo Courtesy of: Elena Ringo*

male archetype. And while he enjoys his private moments with Elio, he seems almost ashamed of them. Despite what they share, Oliver never intended for Elio to become a permanent addition to his life. Much to both of their dismay, Oliver's existence in Elio's life is fleeting. His six-week tenure with Elio's father is not much time, and the two wasted so much of it dancing around each other. The ticking clock adds another layer to the tense atmosphere throughout, and when the time eventually comes for goodbyes, Oliver feels guilt for departing and can't manage to meet Elio's eyes.

The director, Luca Guadagnino, has clear

intent with how he wants the story to unravel—and his vision plays out perfectly.

All of the color and visual storytelling so evident throughout the film is his labor of love, and it clearly pays off. I found out after the fact that most of the outdoor light seen in the movie is artificial, but you couldn't tell if you weren't told that. There aren't any moments when your attention is split across the whole frame; every shot has enough in it to matter but not too much as to take away from the story.

While Guadagnino deserves a lot of praise for his style, sometimes *Call Me By Your Name* is a bit too much of an art house movie. The absolute worst example of this is after the climax of the movie, when the camera hovers on a brick staircase for a couple seconds, killing the narrative momentum. There's no reason for the camera to focus on a staircase, and similar fumbles are what hold *Call Me By Your Name* back from being a perfect movie.

The strongest moments of *Call Me By Your Name* are the ones of characters—mainly Elio and Oliver. It's fitting, then, that the last shot of the film is a single, uninterrupted take of Elio's face looking into the fireplace. The scene takes place directly after Elio learns a certain heart-breaking finality. As he looked into the fireplace, and then the camera, I was reminded of the ending to 2010's *Blue Valentine*. At the end of *Blue Valentine*, the credits start to roll, but then stills of the two lovers come on-screen, accompanied by fireworks. This type of ending feels almost like a swan song. It's a beautiful moment in both films, but I think I prefer it here. Elio looks into the fire, and a tear rolls down his cheek as he thinks about the pain he's endured. But then, he chuckles, leading the audience to imagine which happy memory he's recalling.

*Call Me By Your Name* is a beautiful story, elevated by fantastic direction and performances. And it's because of the emotional—and very human—way this film works that it will stay with you long after you've left the theater.

# A Worthwhile Journey to a Galaxy Far, Far Away



By  
Maeve Reilly  
*Contributing Writer*

The eighth episode of the Star Wars saga, *The Last Jedi*, was released on December 14th, 2017. It's received quite positive reviews from critics, earning a 90% rating on Rotten Tomatoes. However, no other film in the franchise has caused such a division among fans. Many older fans who grew up with the original trilogy spit on *The Last Jedi*, claiming that Disney has ruined the story and disrespected the original, iconic characters.

Beginning with *The Force Awakens*, Star Wars has embarked on a new journey with young characters Rey (Daisy Ridley), Finn (John Boyega), Poe (Oscar Isaac), and Kylo Ren (Adam Driver). *The Last Jedi* picks up exactly where *The Force Awakens* ends, with Rey returning a lightsaber to an aged Luke Skywalker (Mark Hamill).

From there, the next two-and-a-half hours unfold with the war between the First Order (Supreme Leader Snoke and Kylo Ren's regime) and the Resistance—the rebel group led by Princess Leia (Car-

rie Fisher), encompassing the new gaggle of young characters full of hope for restoring the Republic to its peaceful glory.

In true Star Wars fashion, things do not go as planned, and much of the

people are facing today. I had never felt such a sense of humanity in the previous films, demonstrated by the complex platonic, familial, and romantic relationships. This reminds us that many of the conflicts in Star Wars

the twenty-first century, we are finally seeing diversity in Star Wars films and roles of leadership for women, installing important representation into an American classic. I rate the film 3 out of 4 Falcons for the pure

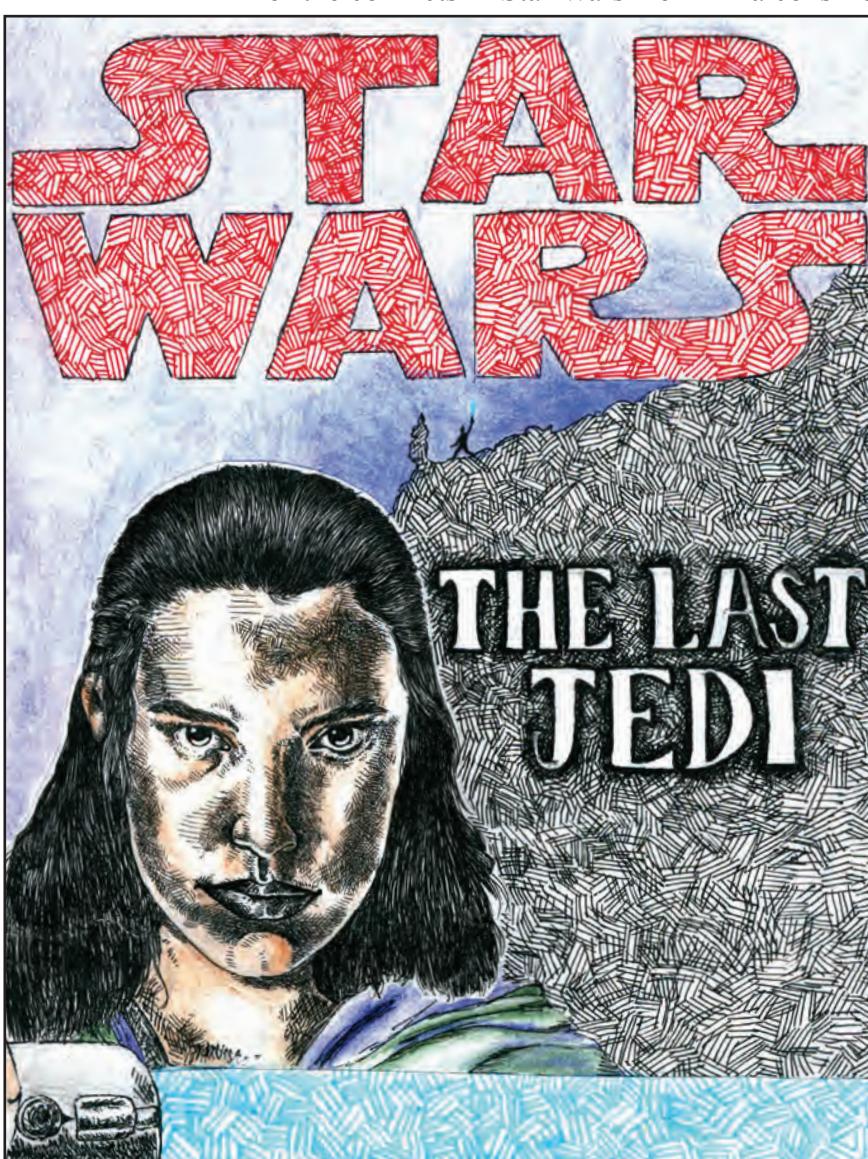
emotional ride it brings you on—as long as you let it—and its graceful transition from old to new in the “galaxy far, far away.” The film alone is so compelling that it will make you smile, tear up, and gasp. This all comes with a few plot holes—and at

times humorous, scenes that bring us up close and personal with many of the characters. These creative elements make me excited to see what J.J. Abrams as director will do with the so-far untitled Episode IX.

Many older fans have accounted online that the original trilogy struck awe in them as children and taught them valuable lessons. Now as adults, they protest the latest episodes, saying they do not live up to expectations of where the story is going or provoke the same admiration.

As difficult as it can be, these fans must realize a single storyline cannot be drawn out forever, and that they must give the sequel trilogy a chance to exist without tremendous pressure of living up to their cherished childhood films. Once you sit down and give this movie a chance, you will find yourself wrapped up in the film's stunning visuals and exciting story line. The point of Star Wars has never been perfection—this can be especially proven in the prequel trilogy. What Star Wars does, no matter the decade, is bring the audience into a universe we've never seen and inspire an inexplicable feeling of amazement.

My best advice for viewing this movie is to let go of all expectations and just enjoy the adventure.



The Last Jedi is the eighth episode of the Star Wars saga.  
Illustration Credit: Lara Garay

intriguing development to this episode. This amounts to a film that nods to its predecessors in the saga while connecting to issues real

arise from miscommunication and the inability to just talk to each other, which is a very real problem in our world. Almost 20 years into

times awkward or unnecessary dialogue—knocking off a Falcon. But *The Last Jedi* does experiment with thought-provoking, and at

## Netflix's *End of the F\*\*\*king World* Entertains



By  
Aviv Yaacobi  
*Contributing Writer*

The new Netflix show *The End of the F\*\*\*ing World* was released on October 24th, 2017, but was released internationally on January 5th, 2018. The show is based on the comic by Charles S. Forman, *End of the F\*\*\*ing World*.

It's the story of James, played by Alex Lawther. He is a self-proclaimed psychopath who has killed animals like cats and birds, feels no emotion, and wants to kill something bigger, like a human—which acts as the catalyst to the story.

Alyssa, portrayed by Jessica Barden, is a girl who wants to date someone unpopular. She often sees James all alone, so she goes to him.

James and Alyssa date, but the plot begins to thicken as it becomes obvious James plans to kill her.

The story is about the journey between James and Alyssa as they both run away from home, and what will happen between them.

The soundtrack in this show is fantastic. There are a lot of doo-wops and other great music, like “Never” by The Earls and “Where Is the Love” by The Monzas. The cinematography is good—nothing special, but still good.

The show is quite funny, with

*The dark humor makes the characters more likable and gives the story a unique feeling to it.*

dark humor spread throughout. In many of the darker or uncomfortable moments, characters will make jokes.

For those who like dark humor this will make you enjoy the show even more. The humor also makes

the characters more likable and gives the story a unique feeling to it.

Alex Lawther plays a ditched psychopath in a believable way. In his scenes he is still funny, even though he can't show emotion.

It was also very interesting to see his character's internal conflicts with wanting to kill Alyssa and to see him develop as a character. He is more of a character who does what he's told; he even confesses this in his inner monologues.

Meanwhile, Jessica Barden

plays the foul-mouthed rebel a mazingly; it seemed

completely natural the way she performed. Many of my laughs were from her scenes.

She also kept the show always moving, as most of the troubles

they encountered were because of her character. Simply put, it was never clear what could happen next on their journey.

This is a show, but the length totals at around 166 minutes, so it's more like a long movie. I have to say: The ending was sort of rushed. It felt odd, the way it ended. It was believable as something the characters would do, but it still feels like a letdown.

The show is very dark. It also contains some uncomfortable scenes. But, if you're willing to endure those moments, I suggest watching *The End of the F\*\*\*ing World* in full.

The music is great, the two leads are incredible, and it's funny. The ending was abrupt, but that could just be because the show makes you want more—which could be seen as a positive.

And Netflix is said to be releasing a season two. Even with a single season, the show is quite good.

# SHOULD TEENS BE LEFT TO THEIR OWN DEVICES? A LOOK INTO SOCIAL MEDIA AND MENTAL HEALTH

By  
Sun-Jung Yum  
*Managing Editor*

In 1997, the first modern social network, Six Degrees, was launched. In 2004, Facebook was founded. Today, YouTube, Twitter, and Instagram are just a few of the many social networks that follow.

In recent times, these platforms have adopted a much more important and valuable role in the lives of many. The result is a complex phenomenon; there are a variety of ways in which social media affects the mental health of individuals. The debate that social media has provoked has gained great momentum over the past few years. The fact remains that social media and mental health appear to affect one another.

### The Beginning of an Era

The technological and educational advancements in the medical field since the turn of the 20th century are numerous. What once was a fatal disease is now known as the “flu” and is offset by numerous vaccines. Even mental health issues appeared to have been addressed—according to the Centers for Disease Control and Prevention, suicide rates had been on a steady decline since 1990. However, this pattern changed directions, beginning in 2010.

The commonality of mental health troubles has jumped, as shown by a doubling of mental illness-related hospital admissions. Yet, a plethora of medical resources suggests a drastic decrease in infections, chronic diseases, and other ailments. Why, then, has the progress in preventing psychological diseases stalled? Many point to social media.

With the technological revolution at the turn of the 20th century came a surge of media and communication in much of the developed world, largely in the form of social networking sites (SNS) and smartphones. With the advent of mobile web browsers, countless social media applications, WiFi, and data networks, it was inevitable that social media would, too, begin its own revolution, leading to an unforeseeable transformation in the lifestyles of users.

### Analyzing the Powerhouse

According to David G. Myers and C. Nathan DeWall's textbook, *Exploring Psychology in Modules*, 94% of the U.S.'s incoming college freshmen in 2014 were using SNS.

With this rise in userhip, the debate regarding social media's influence on users has gained momentum in the past few years. So-

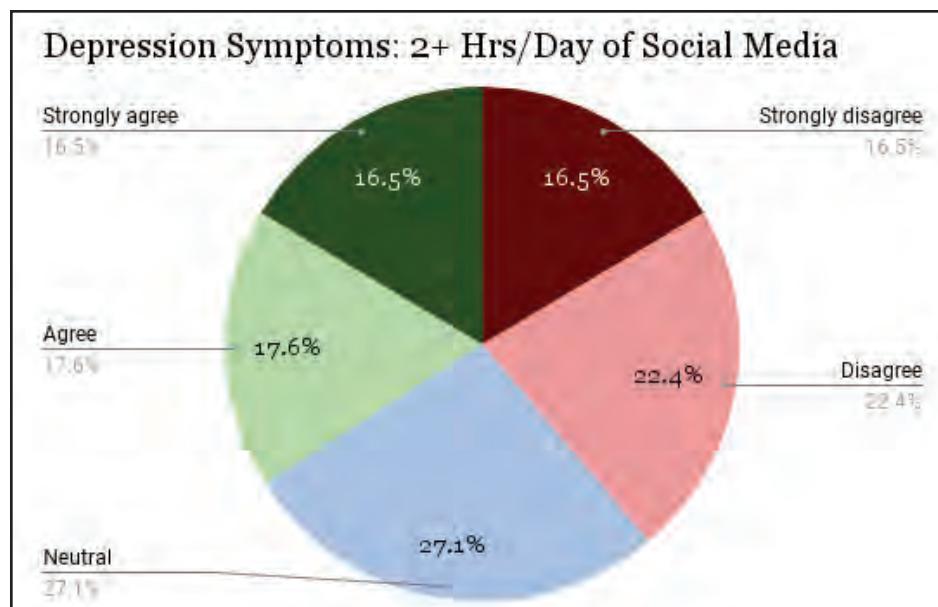
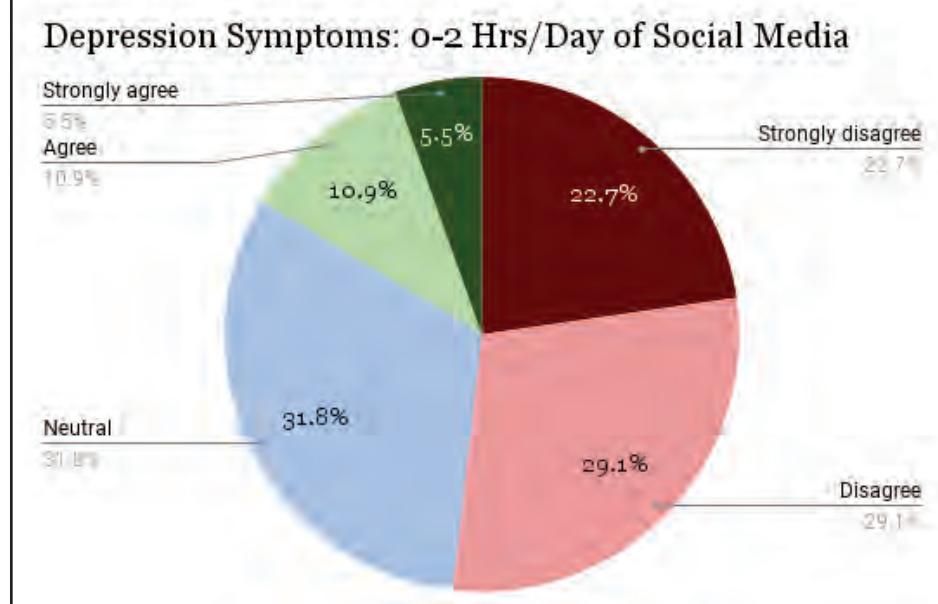
cial media platforms have become a target for many, including Sreedhar Potarazu of CNN Opinion. Regarding the similarly growing rates of SNS usage and mental health issues among young adults, Potarazu points to brain development. According to Potarazu, the access to social networking to which teens are accustomed is a barrier for brain development.

“Imagine the stress of high school—the competition for popularity, the pressure to fit in, the judgmental nature of social activities—at an accelerated pace,” Po-

tions are not fully [developed] until they are 25,” Dr. Kulick explains. She points to the maturing brain as a reason why teenagers may be more affected by social media than adults. “They have this constant sensation from social media ... and it's creating demands on the amygdala [a section of the brain that is responsible for experiencing emotions] and overwhelming their pleasure circuit and ... their executive functioning capacities.”

### Recognition of the Benefits

However, Dr. Jay Watts, a clinical



*The Register Forum surveyed 195 students about social media and experiencing significant depression symptoms.*

tarazu writes. Children are beginning to expect immediate response and gratification due to this fast-paced mindset, something that is not always available in the real world. According to Potarazu, this is something that needs to be addressed—whether it's through increased structure, education, awareness, or counseling pertaining to social media usage.

This relationship between social media and users' brains is something that many recognize, including Dr. Deborah Kulick, a child psychiatrist at CRLS' Teen Health Center and the medical director of mental health services for all Cambridge Health Alliance teen health centers. She feels that there is a definite association between mental health issues and social media.

“[Teenagers'] executive func-

psychologist and psychotherapist based in London, does not quite agree. According to Dr. Watts, social networking platforms are not intrinsically bad. In fact, the benefits are copious in terms of building community, developing one's brain, and boosting self-expression. The target for criticism, says Watts in *The Independent*, should not be the platforms themselves but the manner in which they are used.

Many supporters of social media point, like Watts, to friendship and communication as key benefits of these platforms. As Tim Anstiss said in *The Guardian*, “Being part of a community provides access to information, advice, and a supportive network of people who can understand and empathize with what is still, unfortunately, a largely misunderstood illness in mainstream

society.”

This idea of using SNS to promote communication and social relationships is of great importance to students, especially as students' lives grow increasingly packed with schoolwork and extracurriculars. “[Social media is] a way for me to be in touch with my friends when I'm not around them,” junior Tariq Lucona says. Members of sports teams, clubs, and musical groups at CRLS also use social media. “I was on the JV soccer team in the fall and run track now, so Facebook is a good way to know what's happening with the team,” explains freshman Eben Lowenstein.

Lowenstein also joins many who feel that the types of interactions that are encouraged by SNS have a positive effect on their self-image. “When I post a picture on Instagram or ... [on] my Snapchat story, it is a nice feeling when they get a lot of likes or views,” he says, adding that although views and likes are not a reflection of one's worth, knowing that people care about you and what you say is heartwarming.

Social media platforms have also led to benevolence, sophomore Emma Dhanda remarks. “Though I see many articles on abhorrent acts that people around the world are engaging in, I also see a lot of acts of kindness that help the world overall,” she says. Dhanda refers to social justice posts (which are sometimes even featured on comedy accounts), petitions, and GoFund-Mes, all of which allow members of various communities to take part in making a change.

Data suggests that many CRLS students feel similarly. Although the amount of time spent on SNS varies for individuals, of 195 CRLS students surveyed by the *Register Forum*, 93% said that they use “any sort of social media”—and a significant portion (16.9%) of students feel that this usage has a positive effect on their mental health.

### The Negatives

Though nearly 17% of students felt that the relationship between social media and mental health was positive, 46% of students felt the opposite. These users point to issues regarding its effect on self-image—which includes self-confidence, self-esteem, and one's ideal self—as well as feelings of exclusion.

“You can find these ‘Instagram models’ or celebrities that negatively affect self-esteem, and even if you know they use Photoshop or have surgery to look this way, you still feel pressured to be the same,” comments junior Sara Jackson MacManus. This type of influence often push-

(Continued on next page)



Pictured: Smarika Suwal '18 accesses social media in CM.

Photo Credit: Grace Ramsdell

es users to strive for a certain appearance. It has taken form in many different ways: “thinspiration,” “thigh gaps,” and even “selfies.”

Senior Smarika Suwal feels similarly, explaining that Instagram is a stream of unrealistic, perfect images, one after another. “Seeing only one side of the lives of others—the side they want to present to the world—often leaves me feeling inadequate, because I am aware of my own flaws, but not theirs,” she explains, continuing, “You start to wonder: Is there something wrong with me? Why is everyone around me so much more attractive, accomplished, or happy? What am I doing wrong?”

This idea is one that is largely agreed upon by other students. Social media platforms allow people to pick and choose the parts of their lives that they wish to display, resulting in reflections that are not entirely accurate, for better or for worse. “Most people struggle silently, and it is nearly impossible to tell what is going on in [their lives] solely through their Instagram page,” says Suwal.

Several professionals have also recognized this. Benoit Denizet-Lewis, the author of a teen anxiety feature in the *New York Times Magazine*, discussed the phenomenon with Stephanie Eken, a psychiatrist at Rogers Behavioral Health. “When I asked Eken about other common sources of worry among highly anxious kids, she didn’t hesitate: social media,” Denizet-Lewis writes. According to Denizet-Lewis, teenagers from all different backgrounds relentlessly compare themselves to others, often leading to a negative self-image.

#### “Why Wasn’t I Invited?”

Yet another issue that students point to is the idea of exclusion—something that is especially relevant in the lives of high schoolers. In fact, it has even been given its own title: “fear of missing out,” also known as FOMO. “FOMO is what social media is inducing for many people these days,” says junior Jemma Kepner. “Seeing a Snapchat story

of a party with my friends [when] I’m not [there] can make me feel unwanted and insecure, and I know that is the same for others.”

Of surveyed CRLS students, 28% agreed or strongly agreed that scrolling through social media feeds makes them feel “left out” or “sad.” Students who reported using social media for more than two hours a day were 1.44 times (44%) more likely to say that social media makes them feel “left out,” compared to students who use social media for less than two hours a day.

Interestingly enough, these feelings of being left out, whether reasonable or not, have effects that simulate experiencing real pain.

According to a study highlighted in *Exploring Psychology in Modules*, exclusion on social media—whether it’s through being unfriended, ignored, unanswered, or even just having a small number of followers—activates brain areas, such as the anterior cingulate cortex, that are also activated when feeling physical pain. As a result, our brains and our bodies ache; in fact, pain relievers have even been found to help in these situations.

#### The Disconcerting Truth

Although often left undiscussed, mental health-related issues affect many individuals. According to Denizet-Lewis’ *New York Times Magazine* feature, anxiety and depression are the leading reasons why college students seek counseling. Those who are affected are not just college students, though: 41% of surveyed CRLS students agreed to feeling “overwhelmingly anxious and/or worried” in their daily life, while 24% agreed to feeling “overwhelmingly sad, distressed, and/or depressed.”

Students who used social media for more than two hours a day were 1.69 times (69%) more likely to report feeling daily symptoms of depression compared to students who use social media for less than

two hours a day. The same remains true for symptoms of anxiety, but with slightly less of a difference between the two groups. Although it is difficult to define the exact relationship between social media use and mental health, it appears that there is a link between the two.

Why, then, do young adults continue to spend large quantities of time on social media platforms? In this day and age, technology has become a primary source of communication, and the need to stay in touch with friends and family—even when not face-to-face—has risen. Social media serves this exact purpose.

“Social media is almost essential for finding out what’s going on in the world,” says Emma Dhanda. Many surveyed students felt similarly, explaining that although the relationship between SNS and mental health does not seem to be entirely positive, there is no practical way to address that.

In a *TIME Magazine* editorial, Amanda MacMillan discusses the findings of a report published by scientific academy Royal Society. The report reads, “Social media isn’t going away soon, nor should it. We must be ready to nurture the innovation that the future holds.”

#### The Question that Remains Unanswered

So, should teenagers be left to their

*“Seeing only one side of the lives of others—the side they want to present to the world—often leaves me feeling inadequate.”*

own devices? There are several factors to consider, as shown by the varying findings of researchers and opinions of social media users. Many, including Dr. Kulick, believe that the key to addressing this issue is balance. “Like any other safe, pleasurable substance used in too much quantity—like [devouring] food or avoiding your homework and spending time with friends—there’s a consequence. The same is true for social media,” she says, urging teenagers to be more mindful with social media usage and set limits.

Students seem to agree with the role of balance when it comes to social media. “Sometimes [on

social media] I see people hanging out without me, but sometimes I’ll post a picture and look fly as hell,” junior Jonathan Matsko explains. Many others feel similarly; some students, including Matsko, even refused to choose just one answer when asked how they believe that social media affects their mental health.

Numerous research studies and surveys have been conducted about social media and teens, but they all have their limitations. The *Register Forum* survey conducted of CRLS students got responses from 195 students out of a possible 1,913 in the student body.

Moreover, many studies point to a correlation between social media use and mental health issues—meaning the connection may have been caused by a coincidence. It remains necessary to dive deeper into this phenomenon, to uncover signs of direct causation, and to understand why one’s mind reacts to a Snapchat pop-up the way that it does.

Although the current information regarding this topic is not complete, it is possible to conclude that social networking sites are not just a positive, communicative resource. However, every individual is impacted by these forces differently depending on their personal needs.

To some, social media may be much more harmful than it is to others, meaning that individuals must act responsibly for themselves, finding their own boundaries and limits.

“Not many adolescents seek treatment for their use of social media. But if you are concerned—or someone that cares about you is concerned—about your use of social media and its impact on your mental health, you should definitely speak with someone about it,” Dr. Kulick explains, addressing the need for self-advocacy.

Visiting the Teen Health Center or having a simple conversation with another individual are great resources for students, she adds. “You know, don’t just sit there and suffer alone. Talk about it—people are increasingly talking about this phenomenon.”

#### EDITORIAL NOTE:

IN AN EFFORT TO PROMOTE LONGFORM JOURNALISM, THE REGISTER FORUM WILL CONTINUE PRINTING IN-DEPTH ARTICLES IN THE COMING MONTHS. PLEASE CONTACT US IF YOU HAVE ANY QUESTIONS OR ARE INTERESTED IN CONTRIBUTING A LONGFORM ARTICLE.

EMAIL:  
REGISTERFORUM@CPSD.US

# The Key to Education Is Teacher Pay

By  
Isabelle Agee-Jacobson  
*Contributing Writer*

Many experts feel that improving the education system is a significant way to combat poverty and joblessness. Improving schools requires great teachers, but if we want to recruit and retain more great teachers, we need to raise their salaries.

In 1970, new teachers in New York City public schools earned about \$2,000 less than lawyers who were also just starting out, according to a 2011 *New York Times* op-ed. In 2011, teachers in NYC earned around \$115,000 less than lawyers.

Cambridge needs to pay its teachers more, but so does the rest of country. If all school districts paid their teachers more, students would get better educations.

First, paying teachers more would help to elevate the teaching profession, and this is something that is desperately needed in America. Consider this anecdote from Aaron Bos-Lun, writing in *Miami Today* about his grandmother, a former high school teacher: "She lived in Asia for five years and says taxi drivers would shake her hand if she said she was a teacher. It is a highly respected position. In the United States, my grandmother never received such a handshake."

Elevating the teaching profession is important for two reasons: More great educators will come into the field and stay there as they will

feel more valued for the work that they are doing, and raising teacher pay also sends a message to students that education is a crucial element of our society.

With more great educators coming into the field, as well as more respect for education in general, the quality of education for students will rise. Many teachers feel dissatisfied with their jobs. One reason for this dissatisfaction is that they put in extra effort to get students where they need to be without recognition.

While paying teachers more is not the only thing to do to make teachers satisfied with their jobs, it is a token of recognition that is significant. Valerie Strauss points out in a *Washington Post* article that because of low-pay, many teachers in America have to take second jobs. When their attention is focused on these other commitments, they can't possibly give the necessary energy to their students that they deserve.

During the 2015-2016 school year, the average teacher in Cambridge made about \$82,409, according to data collected by the Massachusetts Department of Elementary and Secondary Education. But Cambridge com-

petes with other communities in Eastern Massachusetts. Boston pays its teachers an average of \$90,626 a year, and Brookline pays its teachers \$93,72.

Cambridge spends \$27,569 per pupil—the highest per pupil spending rate in the Greater Boston Area. If Cambridge can afford to devote this level of funding to each of its students, it can afford to pay its teachers more.

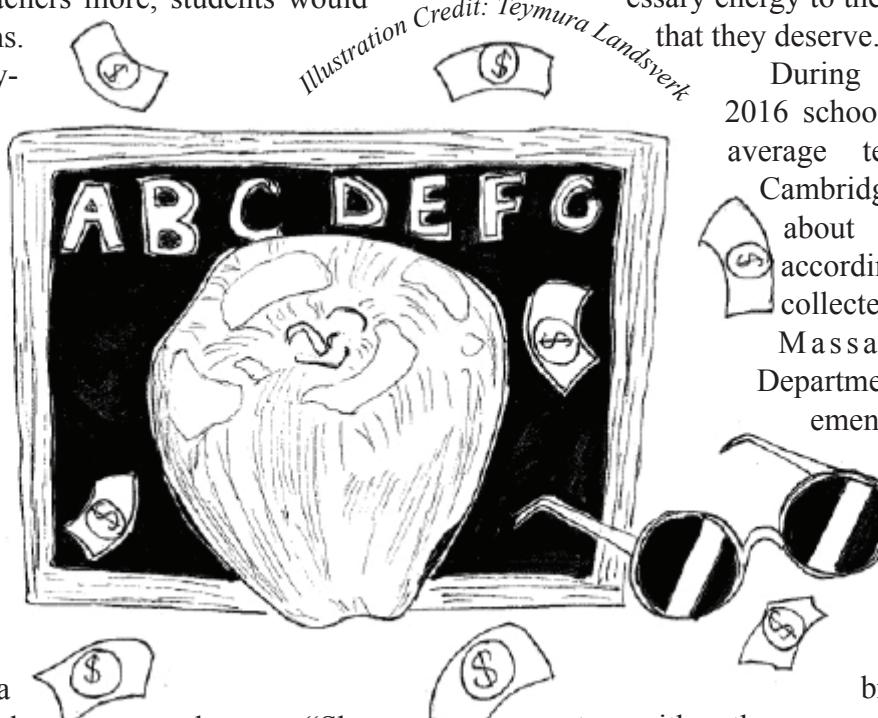


Illustration Credit: Teymura Landsverk

# Addressing Inequality in Athletic Environments

By  
Kerri Sands  
*Contributing Writer*

Here at Rindge, athletics are an essential part of our community. Joining a sports team gives students the opportunity to develop a sense of self-confidence while having a strong support system from teammates. However, it is clear that there is sexism in sports. Having been a female soccer and hockey player here at Rindge for three years, I have experienced this firsthand.

As uplifting as sports can be, experiencing the sexism that is present in athletics can trigger an immensely degrading feeling. One issue that has been widely discussed amongst female athletes here at CRLS is how male athletes are allowed to play shirtless at some sports practices, but female athletes are not allowed to practice shirtless with a sports bra, or even in tank tops.

During practice, female athletes work tirelessly to better themselves and excel physically. Practicing in hot conditions is not out of the ordinary, especially during fall sports that begin at the end of August. When girls have asked to practice in a sports bra in skyrocketing temperatures,

they're denied this request. I personally saw this during soccer season these last two years.

One of the rules that the girls soccer program enforces is the fact that girls have to practice in short-sleeve t-shirts and are not allowed to wear tank tops. While the boys have been allowed to practice without shirts during intense workouts, such as running, the girls are not even allowed to play in tank tops.

We should not be teaching girls to cover up their skin because it is "indecent." A girl exercising without a shirt is not sexual unless it is made sexual by those around her.

Another pressing issue within athletics is fan turnout. Although this can be considered a problem for both boys and girls teams, especially in high school, the lack of support from members within the community can affect girls more extensively in sports later on.

It is evident within our society that male sports receive more attention than female sports. From the NFL to the NBA, millions of fans stream male-based sports events during their seasons, but it is not often you find people

*We need to incorporate ideals of equality in high school athletics.*

watching a female team on television in professional leagues.

This begins in high school; if there are not supporters that show up to female sports events, this affects female athletes and their salary when they get to the professional level. At Rindge, we need to break this cycle and start showing support for all of our teams. In order for feminist ideals to be implemented in professional sports,

we need to incorporate ideals of equality in high school athletics, which will improve the equality within professional sports for female athletes.

At CRLS, the community strives to promote equality for girls, whether it be by providing free menstrual hygiene products in bathrooms or updating the dress code. However, it's clear that there are imperfections in the CRLS athletic community concerning sexism. Promoting girls in sports here at Rindge is simple. Whether showing up to a sporting event, signing up for fan buses, or even making a sign to support the girls, we need to show our female athletes that their athletic achievements are just as valid as the guys'.

# Formulating the Perfect Resolution

By  
Juliana Vandermark  
*Contributing Writer*

2018 is finally here! We've made it through to a new year, though now the only question is, what's so new about it? How much will an eight replacing a seven change? The truth is that this new year can change a lot or nothing; it's all about the approach.

According to a recent Statistic Brain Research Institute research study, over 41% of Americans make New Year's resolutions, but as a commonly cited statistic goes, only eight percent keep them. This is likely due to three things: ambiguity, reasonability, and time flexibility.

In order to pull through to meet your resolution, you need to make clear exactly what it is you are hoping to achieve. A resolution such as "being more healthy" is difficult to effectively reach because it's so vague. Instead, try vowing to "eat more vegetables in place of processed foods." This way, you can't cheat your way out of your resolution.

New Year's resolutions need to be plausible. Resolutions don't solve anything on their own, so the more far-fetched the resolution is, the less likely it is for it to be met. Once you have your resolution in mind, assess its reasonability to ensure it's something you can achieve.

The goal of New Year's resolutions is to help you improve so you can feel better about yourself. If your goals aren't within the realm of reason, it will only make you feel badly about your lack of improvement. Procrastination makes it even more difficult to meet your resolution. It has been proven to take 21 days to form a habit, so it's important to make a schedule.

Whether you immediately reach your resolution or not, you will have learned a lot about yourself and your work ethic in terms of self-improvement in the process.

# Inclusive Extracurriculars Must Be a Priority

By  
Register Forum Editors

As the CRLS community continues conversations about race, discrimination, and microaggressions, we at the *Register Forum* are having these same conversations within our own organization. We feel that it is our responsibility as a newspaper to moderate and push for necessary, and sometimes uncomfortable, discussions. However, as a growing club with

a majority-white staff, we know that reporting on important issues involving our community does not absolve us of addressing our own faults. Difficult conversations are necessary—even when the subject is our own paper.

The *Register Forum* has changed in many ways

since its establishment in 1891. In the past few months alone, we have increased recruitment efforts and worked to diversify our coverage. We have improved our newspaper's accessibility by going online. But the *Register Forum* is still not representative of the student body.

We are focused on what we can do now as a student organization. We

second semester and upper schools this spring to recruit new contributors. We will continue leading workshops for new writers and layout designers to establish engagement and support between editors and staff on the newspaper.

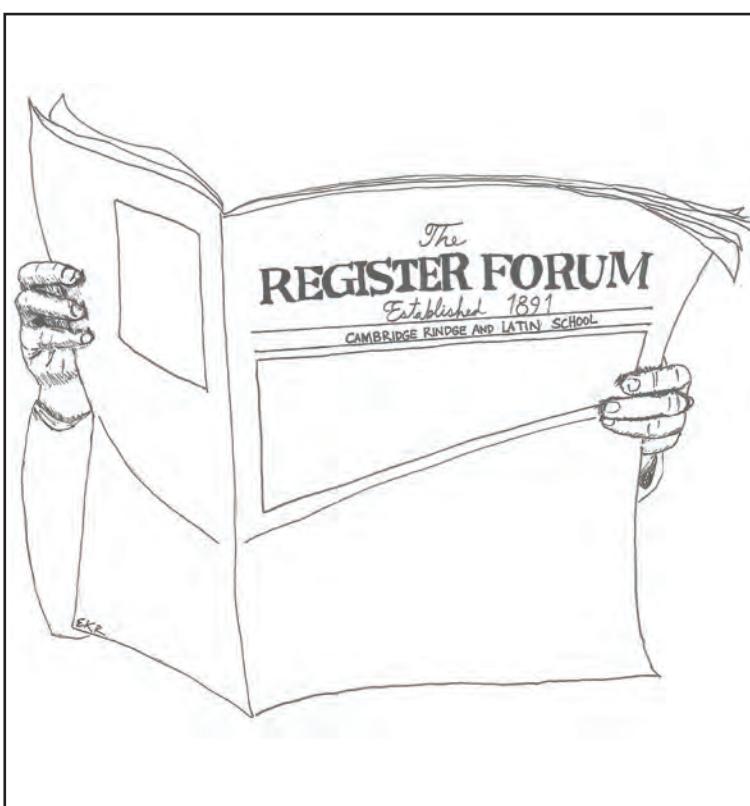
We hope that students interested in journalism will work with us to improve our newspaper together. We also hope that other clubs

at CRLS, new and old, take concrete actions to address their own inclusivity.

While talking about microaggressions during the school day is important, school hours amount to only a fraction of the day. Outside activities and extracurriculars are a crucial component of a student's identity on campus, and failing to ensure these activities are accessible and welcoming to all students is

*As a growing club with a majority-white staff, we know that reporting on important issues involving our community does not absolve us of addressing our own faults.*

want to create more opportunities to connect with our peers from all interest areas and backgrounds. We are working with Student Government to hold a second Club Day with the intent of reaching students that the fall Club Day does not reach. We also plan to visit English 9 classes during



*The Register Forum will meet on February 1st to discuss our February edition. All are welcome at our meetings, which take place at 2:30 in Room 2309.*

*Illustration Credit: Emma Ramsdell*

a disservice.

We should not just wait for someone else to implement change when we, as students, have the power to improve our school community. Let's take advantage of it.

*The RF is strongest when we are engaged with our readers. If you have ideas about how we can be a more inclusive paper, we would love to hear from you. Reach us by email at registerforum@cpsd.us.*

## Student Body President Shares Student Gov. Update

By  
Sophie Harrington  
Contributing Writer

Dear CRLS Students,

Congratulations on finishing the first semester! For some of you, this past semester marked your first of high school, but for others it will be the last fall term you have at CRLS.

There are a number of problems I would like to address at CRLS in the next few months. For example, the lack of opportunities we have for truly celebrating the diversity of our school and the accessibility of school events to groups of students.

To begin to tackle these issues, Student Government is hosting a "Culture Night." This event will take place at school on the night of Tuesday, March 13th, and will have two components.

The first is a talent show, where students from various cultural and ethnic backgrounds will present their different talents: singing, dancing, reciting poetry, giving a speech, performing with a musical instrument, and more. Auditions will be held to see what people will be performing and how long the entire talent show will be.

The second part of the evening

will continue in the Media Caf, where food from many different countries will be served. Currently, Student Government is reaching out to local eateries to see if they will sponsor our event and provide traditional ethnic dishes. There will also be food prepared by students.

We created this event with the goal in mind of showcasing the array of cultures and ethnic back-

ground of Student Government is working to push forward a homework policy that started with Mr. Benson, a math teacher at CRLS, and previous student governments. We have reworded a few of the items on the original proposal, and our main goals are these: to prevent teachers from assigning work outside of their allocated class time, to make sure that assignments are not

that teachers would not be allowed to assign work via Google Classroom, Aspen, or Gmail and not tell students in class that the assignment has been given. Additionally, if assignments are to be submitted digitally at 11:59 PM, there must be an option for students to hand in work the next day in class.

Hopefully by the time you are reading this, we will have distributed a survey to the entire student body to assess inequities regarding homework and project assignments.

After our survey, we are planning to host an open forum at school for anyone who wants to come and see the data we collected or share personal anecdotes with us. In our final step, we will present our proposal to the school administration along with our data and work towards implementing this proposition.

Finally, Student Government has been discussing ways to engage and communicate with the student body. I want to know the best and most effective ways we can reach out to you, so please send us feedback.

You can email me at 18sharrington@cpsd.us, or you can message our Facebook page, CRLS Student Government Association.

Sincerely,  
Sophie Harrington  
Student Body President



*Pictured: Student Government 2017-2018.*

*Photo Credit: Student Government Association*

grounds CRLS is home to in a way that is inviting, fun, and exciting for students and families. The event is free, and we hope to see many of you there!

In terms of policy, a subcom-

assigned during a vacation but are given a buffer time before and after the vacation period, and to ensure that tests cannot be assigned the day students come back from a vacation. Basically what this means is

*Opposing Viewpoints, Meaningless Issues*

# CHUNKY OR CREAMY?

## Chunky Peanut Butter

By  
Ethan Rothenberg  
*Contributing Writer*

Until a couple of months ago, smooth peanut butter was, to me, a relic of a forgotten time—a failed trial at a classic food. My blissful ignorance propelled me to believe that everyone was, like myself, enlightened on the benefits and wonders of chunky peanut butter.

It seemed obvious to me that everyone understood the undeniable fact that a textured peanut butter, crafted with the character and flare that its creator George Washington Carver

## Creamy Peanut Butter

By  
David Lubbock  
*Contributing Writer*

Ethan, as I stand before you today I can say with 100% and absolute certainty that creamy peanut butter is by far superior to the classless, unfinished, impure disgrace that is chunky peanut butter. There is no reason to make a sandwich more difficult to eat, no purpose behind leaving rock solid, teeth-breaking bits in what would otherwise be perfect, finished,

envisioned for it, is far superior to its monotonous and dull counterpart. Real people need structure to their peanut butter, a kick that screams out that it is real food with character—not an ambiguous nut-flavored pudding.

All of the flaws of smooth peanut butter are addressed in its chunky peer. Too boring? Chunky has vibrant pieces of nuts to spice it up. Not “peanuttty” enough? Chunky has nutty niblets to remind a diner that they are indulging in something natural, not some artificially smooth concoction crafted in a chemistry class. The only reason that someone would choose to

gobble smooth peanut butter is that they are afraid of the chunky. They must fear stepping out of their comfort zone and into the world of multiple textures.

The flaw in not eating chunky peanut butter because of fear is that a life lived in fear—a life fearing variety—is a life not fully lived.

Thus, I must come to the conclusion that anyone who insists upon smooth peanut butter is just not living their life to the fullest. Sometimes, one must confront their fears in order to experience true joy.

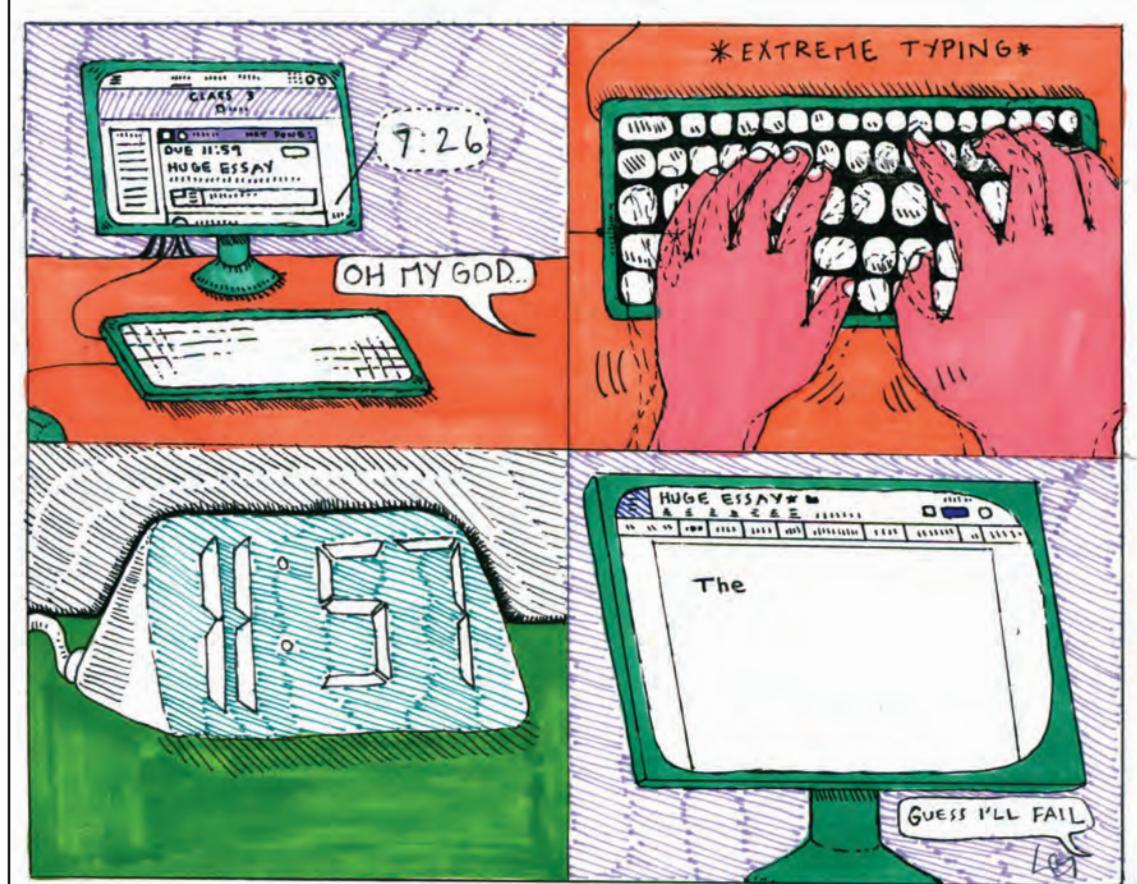


creamy peanut butter. That describes chunky perfectly... Unfinished.

As George Washington Carver, the inventor of peanut butter, said, “There is no shortcut to achievement. Life requires thorough preparation—veneer isn’t worth anything.” Is this a man who would have any appreciation for unfinished peanut butter? I think not. Chunky peanut butter is a great disrespect to such an honorable man. Creamy peanut butter is beautiful in its simplicity and its ease of application onto a piece

of bread is an afterthought to the simple fact that there is not reason to overcomplicate something so perfect when uncomplicated.

Tarnishing this fantastic recipe with chunks of raw peanut is a downright disgrace, an act of unnecessary destruction to a flavor and texture that is unmatched in the sandwich game.



Cartoon Credit: Lara Garay

# CRLS RESPONDS:

## *How has your New Year's resolution been going?*



**Janina Green**  
*Class of 2019*

*“I’m making progress. Slowly, but making progress.”*



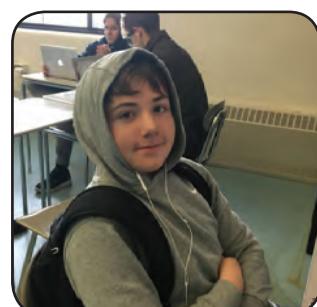
**Anna McDonald-Martin**  
*Class of 2019*

*“I have gotten better at making long-term plans and scheduling my work.”*



**Harold Klapper**  
*Class of 2021*

*“It’s going well, and the new year has been fun so far.”*



**Robbie McNulty**  
*Class of 2020*

*“I’m doing good. I’m doing my homework and working well in group projects.”*



**Kyla Friedan**  
*Class of 2018*

*“I think I need to work a little more on making the most of every moment.”*

By Sun-Jung Yum



Cartoon Credit: Teymura Landsverk

## Just Keep Swimming: CRLS Swim & Dive Perseveres



Pictured: The boys swim team at a home meet in December.

By  
Peter Fulweiler  
*Contributing Writer*

The CRLS 2018 swim and dive team is off and running—or, swimming, for that matter. However, the swim team has struggled this year due to the loss of a significant number of seniors from last year.

This includes the legendary captain Owen Ryerson '17, who did extremely well in states last year and was a 2016 Dual County League All-Scholastics athlete.

This year, the boys swim team is led by senior and captain Julian Baxandall. The girls swim team is led by co-captains Miya Duffy '18 and Melissa Liu '19.

Both the boys and girls team are practicing

five days a week and working hard, but competition is very tough in the Dual County League, arguably the most competitive league for swimming.

The team is relying on young talent and dedication to win some meets this season. Most swim meets are held in the evening or on the weekends, and tournament competitions exist for the top individuals in the state.

"I think the team has been through a lot in the past year," junior Tamara Lazcurain said. "But we always pull through with friendship and teamwork to grow," she concluded.

The dive team has yet to find a coach after the beloved Ms. Sorenson, who was the dive coach for the last four years, left CRLS.

According to junior Lucy Valenti, the team is

trying not to let lack of a coach hold them back.

"Despite not having a coach, the team hopes to stay determined and to have a good time while improving our skills, and hopefully [we will] qualify for states and sectionals," Valenti said.

Senior Marcus Bartholomew has stepped up to lead some dive practices. In addition to Bartholomew, the team is led by senior captain Dina Voevodsky. When asked about his role, Bartholomew said, "My role has mainly been helping the most veteran divers improve, and I think the majority of the returning divers have set new PRs at meets this year."

With hard work and dedication, the CRLS swim and dive team will certainly be successful. Go Falcons!

## Boys Basketball Update

By  
Robert Shapiro  
*Contributing Writer*

Another season of Cambridge basketball is underway, which means a whole new set of challenges and possibilities. This year's squad, coming off back-to-back championships, is under plenty of pressure—pressure Jonathan Cenescar claims may be excessive and unfair. "I feel like people [are] trying to hold us to a standard of greatness when, in reality, we are just basketball players, student-athletes," he explains. However, Cenescar has managed to brush off this pressure: "I don't feel pressure at all. I know at the end of the day I am giving it all I have." In 2017, Cambridge graduated eleven highly talented seniors. One era came to an end, but it may not be a bad thing after all.

This year's team is captained by seniors Cenescar and Aidan Keefer. The pair share a strong chemistry—which, according to Keefer, makes being a captain "just that much easier." As the game and rosters change to better suit the team, identity is going to have to change as well, at least in some aspects. What exactly this new identity is remains unclear, but two things are for sure: It is working for the Falcons and sure is fun to watch.

As with all high expectations, there is often an accompaniment of doubt. There was certainly skepticism over whether the team would have the talent to truly compete this season, but all concerns have been put to rest. Right now, the up-and-coming baller is sophomore Khai Smith, a forward with a knack for rebounding. Smith—who has earned a starting position in the varsity lineup despite being a underclassman—takes tremendous pride in playing for the Falcons, saying, "It feels wonderful because Cambridge has a really big name and I want to make Cambridge even bigger." This season, the Falcons' infamous defense continues to ensure the team's supremacy in the Dual County League. The success hasn't stopped in the DCL, though. Cambridge has also taken down out-of-state teams like the Bishop-Hendrickson Hawks and the Portsmouth Clippers. Although the team's infamous win streak was snapped at 53 games by the Newton North Tigers, the Falcons remain different, determined, deadly and ready to climb the state championship mountain once again.

## Young Fencing Team Continues to Work Hard, Grow

By  
Sophie Harrington  
*Contributing Writer*

If you peek into the multipurpose room of the War Memorial any given Tuesday or Thursday afternoon, you will hear the scuttling of feet and the tapping of blades. These are the sounds of CRLS' fencing team, a team which only started four years ago.

The team is coached by Angélica Brisk, a teacher at CRLS, and her husband, George Scott, the former epee coach at Boston College. In 2015, Amy Zhao—a senior at the time—approached Ms. Brisk, asking her if she could start a fencing club. Ms. Brisk welcomed the idea, and, in its first year, the club garnered 16 members. However, it was not until the 2016-2017 school year that the club turned into an official varsity sport. Until that point, all of the coaching was volunteer work. The club became a varsity sport when there was clear interest in the program. According to Ms. Brisk, "We didn't want to waste funding if it wasn't going to be a success." And, clearly, it was. When the club was listed as a varsity sport, 40 students attended tryouts; the popularity has increased this year, with nearly 50 students coming out. As a result, the team has unfortunately started to make cuts.

"We really only need twelve girls and twelve

boys for the team," commented Ms. Brisk. "We really don't like to make cuts because we really want everyone to be able to fence." At this point, the competitive season has only just started for the team. So far, their record is 2-2 for the girls and 2-3 for the boys. One of junior Annalise Ja-



Fencing became an official sport at CRLS in 2016-2017.

Photo Credit: Sakib Asraf

cobsen's goals for the team this season is to "do well in States." She added, "I think we totally can, because we have great fencers and a great team effort." Although many sports at CRLS are

members of the Dual County League, there are only 18 high schools in Massachusetts which offer fencing, which is not enough to create regional leagues. CRLS participates in the Massachusetts High School Fencing League and competes against teams that may not be MIAA schools.

This year's team captains are April Dottin-Carter '19 and Jonas Hansen '19. The team manager is Jackson Moore-Otto '18, who fenced as an underclassman but took on the role of organizing the team this year. When asked what his favorite part of the fencing team is, Moore-Otto stated, "CRLS fencers are not only dedicated fencers but are also immensely kind and supportive of their teammates."

Amy Zhao started the fencing team at CRLS with several goals in mind: She wanted to see a full squad of fencers at CRLS, she wanted to make fencing an accessible sport for all students at CRLS, and she wanted to spread her love of the sport with the world.

Zhao told the *Register Forum* that she hopes that every CRLS fencer leaves "having gained something valuable." She concluded, "Ultimately, it's not about how many bouts are won. ... It's about the process and what you garnered along the way. Maybe you made a friend or two, maybe you learned how to plan and strategize, or maybe you finally understand what it means never to give up."

# Athletic Department Progresses, Looks to Improve

By  
Grace Ramsdell  
*Editor-in-Chief*

In June, 2017, the Register Forum reported on a letter written by female athletes at CRLS listing complaints about the treatment of female athletes at the school. Seven months later, the Register Forum sat down with Athletic Director Tom Arria and student-athletes to discuss athletics at CRLS this year.

## New Practices this School Year

This school year, Mr. Arria has introduced two kinds of meetings to improve communication in CRLS athletics. Student-athlete leaders meet monthly during Community Meeting (CM), and there are open meetings for students to talk once a month after school about athletics at CRLS. However, regarding these open meetings, Mr. Arria commented, "I've yet to have any students attend to, kind of, bring up concerns."

Mr. Arria also said that he talked to female athletes about creating a female athletes' council, but students have not reached out to him to start the council. "One of the things that we had talked about as coaches [after the letter in June] is what types of things can we do to garner [fan] support and bring back pride and make sure that girls coming up from those younger ages know that involvement in athletics is an important thing and something to be proud of, and it's something to rally support around," said Mr. Arria. He thinks one thing the female athletes' council could do is help with connecting high school athletes with elementary or middle school female athletes.

"I've mapped out these open student meetings that no one's attended, offered the idea of a female student-athlete council which no one has followed up with me on—so you know, I'm trying to create opportunities to open the door for these things, but we need some student buy-in, obviously," said Mr. Arria.

Co-captain of the girls soccer team Danielle Reeves '18 said she hadn't heard about creating a



Pictured: Fans at an away girls' volleyball game this past fall.

*Photo Credit: Vera Targoff*

female athletes' council and thinks the idea might have been shared with female athletes who graduated last year. "It's kind of hard to implement that if the people still here didn't know about it," she said. However, Reeves thinks reaching out to younger athletes is important: "I think going to them and telling them what it's like [to play a sport at Rindge] and just encouraging them to continue to play—especially for girls—would be a good, helpful idea."

Senior Emma Andrew rows for the crew team at CRLS and is co-president of the school's feminism club, Club 1. Andrew has attended the CM meetings for student-athletes and commented that Mr. Arria has "definitely been pushing for athlete activism." She added, "Something that he's been trying to push us to do is to come up with concrete ideas, concrete things that we can do to better our teams and the athletic environment at our school." Reeves commented that at the CM meetings, athletes can raise concerns with the athletic director in "face-to-face conversations" in addition to talking with other student-athletes and promoting their events. Reeves

also said that she thinks this year's players "took it upon themselves to promote [their] games" and advocate for themselves more.

Andrew said she had not heard about creating a female athletes' council, but that this year's powderpuff football game is an example of concrete action taken by students "to provide a space for women in a sport like football that is so heavily dominated by men." The game was organized by Student Government, and Club 1 helped promote the game and wrote a statement describing the reasons for the game.

## Lingering Concerns

Although athletes such as Andrew and Reeves feel that some progress is being made, others remain frustrated by their experiences on CRLS sports teams. Junior Isabella Andrade, who has played varsity soccer since her freshman year, commented that fan turnout at games is still a concern for the girls' soccer team, which made it to the state tournament for the second time in a row this year but had few CRLS supporters at their game and no fan bus.

Regarding turnout at games, Mr. Arria commented, "Obviously I want every team to feel supported and have fans there. I would like to be able to snap my fingers and say, 'Hey, your fan bus is full.' Or get on the intercom or send an email and say, 'Everybody come to the game.' It's just not realistic. The only way people are going to come is if the team itself, all of our

teams, ... work by talking about it constantly in their peer groups."

Andrade said she had not heard about the idea of a female athletes' council, commenting, "I've never heard that idea, but I feel like that would be a good idea." She added, "I feel like one person trying to fix the problem, like [Mr. Arria]—it's just not good enough. Because he's trying to make sure everyone's happy, but I don't think it's as successful as he hoped." She thinks that a female athletes' council could "definitely" help with communication.

## Continuing to Improve CRLS Athletics

Some athletes also emphasized a need for less competitive athletic opportunities at the school. Andrew commented that Club 1 has talked about "creating intramural games and pick-up games to make CRLS sports less intimidating [and] less intense," especially for female students exploring a sport for the first time.

Junior Jonathan Matsko, a member of the CRLS swim team, agrees that less competitive sports would benefit students at CRLS. Matsko comment-

ed that teams which don't cut members, such as swimming, can still be significant physical and time commitments. "I think there need to be easier opportunities for people who aren't typically into athletics to join a team and feel comfortable trying something new," he said.

Matsko, who tried CRLS crew before joining the swim team, said he joined swimming for P.E. credit originally, "but this year it was just to kind of stay in shape and to just show school spirit and be involved in the community." Reeves commented, "Most of my closest friends are from my team," and Andrew also emphasized the social aspect of school athletics, saying, "When looking to improve the sports environment at CRLS, it's also important to take into account the social aspect of it."

Talking about building up each sports program at CRLS, Mr. Arria noted, "It's definitely going to take some time. It's not just saying, 'Hey, we don't feel like we're supported,' or, 'People don't come to our games,' and then people are going to come automatically."

"There's got to be a plan around it ... There's got to be some things that we do to make sure that we're creating or drumming up that support. And, to be honest with you, I wouldn't be able to do it by myself anyway," he continued, "But if we come up with a campaign on it—if we do some different things and have some different exercises—then I'm all on board to aid, help, and support however I can."



BOYS BASKETBALL  
*More on page 19*



*Photo Credit: Vera Targoff*