

# The REGISTER FORUM

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CAMBRIDGE RINDGE AND LATIN SCHOOL

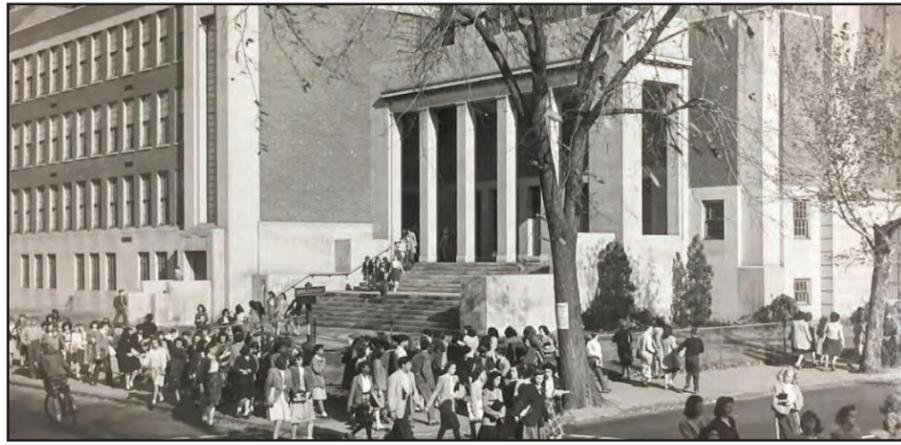
MAY 2018

## Diversity in Cambridge, Part 2: Education in the City

By  
Cecilia Barron  
Managing Editor  
Isabelle Agee-Jacobson  
Contributing Writer

In 1636, Elijah Corlett created the first school in Cambridge: the Latin School. The school was well-known both because of Corlett's leadership and because of its proximity to Harvard University. In fact, Harvard University's president at the time, Henry Dunster, paid for the building of the school. The Latin School served only boys and focused on preparing students for Harvard. In 1642, the first school committee in Cambridge was elected, and as the areas that made up Cambridge began to expand, more schools were built.

Today, Cambridge Rindge and Latin is one of 18 schools within the Cambridge Public School District. CRLS alone serves nearly 2,000 students of the 7,000 within the district. It's recognized as one of the top public high schools—in one of the top school districts—in the state, as well as in the country. So how did the Latin School, a one-



Pictured: Cambridge High and Latin School in 1948.

Photo Courtesy of: Cambridge Historical Commission

room schoolhouse for boys in the heart of Harvard Square, transform into the sprawling, diverse, and nationally recognized school that it is now?

### The Origins of CRLS

Before the 20th century, there were several different high schools scattered throughout Cambridge that each served a different community in the city. There was the Auburn Female High School, the Otis School for East Cantabrigians, the Hopkins Classical School which aimed to send students to Harvard, the Rindge Technical School for vocational training, and the How-

ard Industrial School, which trained African Americans for domestic service.

In 1912, the Cambridge English High School and the Cambridge Latin School, along with other high schools in Cambridge, merged to form Cambridge High and Latin. After this merger, there were two main high schools in Cambridge: Cambridge High and Latin and Rindge Technical School.

"The predominant [number of] black males went to Rindge Tech, 'cause it was like, 'you're not go-

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## Final Night at Ryles Jazz

By  
Cecilia Barron  
Managing Editor

On May 1st, a Tuesday of unseasonably warm weather, CRLS Big Band, Vocal Ensemble, and World Jazz Ensemble turned the temperature up even higher with their performances at Ryles Jazz Club in Inman Square.

For the past four years, CRLS music groups have been performing at Ryles in the spring to showcase the works they have produced in and out of school. From student-composed pieces to international compositions to classic Frank Sinatra, the audience on May 1st enjoyed a full-range of musical versatility.

The event is extremely popular, and this year was no different. "It packed up really fast," said Cameron Moody, a sophomore who had never performed at Ryles before. The venue was standing-room

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## Samantha Power Speaks to CRLS Students May 1st Former U.N. Ambassador Emphasizes Importance of U.S. Diplomacy



Pictured: Samantha Power in the Fitzgerald Theatre.  
Photo Credit: Sakib Asraf

By  
Isabelle Agee-Jacobson  
Contributing Writer

Samantha Power, United States ambassador to the United Nations under President Obama, came to CRLS on May 1st. She was invited to the school independently by history teacher Ms. Otty and Zev Dickstein '20, and she spoke to a group of history classes in the auditorium.

In addition to her role as ambassador to the U.N., Power is well-known for her book, *A Problem from Hell: America and the Age of Genocide*, which was published in 2002 after being a war correspondent and seeing firsthand the atrocity of genocide. Power is now a professor and a fellow at Harvard University's Kennedy School of Government and at Harvard Law School.

Ms. Otty invited Power to come to CRLS for multiple reasons. "Having her come talk about just being a journalist before she was even

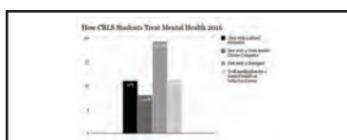
in government would have been interesting, because her book was so raw in exposing the difficulties of bureaucrats to actually make meaningful change, and I think that's a really provocative idea and one that I want students to consider," Ms. Otty told the *Register Forum*. Ms. Otty also said that she wanted students to think about "this question of staying true to your activist ideals as a journalist and how that [can rub] up against the constraints of being in a position of power."

Power talked about her own career path and then answered numerous questions about policy from students in the audience. In her remarks, Power noted, "In journalism, you're writing things and hoping that people in government will read them and do something about them. In government, when you can actually move the machinery and make it work for something you believe in, you can have a tremendous impact on

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Spring means it's time for the Spoon Game. Read all about the shenanigans of this year's game.

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## REGISTER FORUM

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## New Pilot: Subsidized Prom Tickets

By  
Sun-Jung Yum  
Managing Editor

This year, Student Government was granted \$4,000 by the Cambridge Community Foundation (CCF) and the City of Cambridge to subsidize senior prom tickets for low-income students.

Since the beginning of the 2017-2018 school year, various students, School Committee members, and administrators have been discussing ways to combat inequities caused by the high cost of CRLS prom tickets. This student-led push, which stemmed from informal Student Government conversations, was ultimately settled on May 2nd—when the official decision to pilot subsidizing

a lasting thing, that \$5,000 would always be allocated to Student Government, because money will always be an issue for some students," commented Harrington.

According to Harrington and Marseille, Kimbrough was hesitant to support a movement that put taxpayers' dollars towards dances where students might behave irresponsibly. He suggested implementing the subsidy along with a waiver signed by all prom attendees that there would be no usage of alcohol or drugs. However, Harrington and Marseille believed this was a separate issue that should not stand in the way of ticket subsidization. "It was frustrating because the idea of wanting to ensure that all students can attend an all-school event

ing grants. However, this project was a "no-brainer," allowing the organization to write up a grant for \$1,500 within a day.

"With the prom being an important rite of passage into college life and adulthood, we wanted to make sure all our young people were able to attend," explained Pradhan. "This was, in a sense, a symbolic representation of the bigger issue of having equity in our city... and we wanted to make it happen."

The City of Cambridge donated an additional \$2,500, making this year's funding total \$4,000. Though it is less than the \$5,000 goal Harrington and Marseille had set, they remain confident that the money will be used wisely, based on the varying needs



*Pictured: Seniors buying prom tickets at the bagel benches during lunch.*

*Photo Credit: Grace Ramsdell*

tickets was made by Principal Smith, Superintendent Salim, School Committee member Patty Nolan, and other district officials.

"Events just are not representative of the school," explained Student Government member Lorra Marseille '18, who led the initiative along with Student Body President Sophie Harrington '18. "[The school] tries to cater to students of low income, but trying is different from suc-

ceeding to do so." Marseille specifically brought up the lack of diversity at this year's Winter Ball.

Harrington and Marseille met with School Committee member Laurance Kimbrough in early January to pitch their proposal: \$5,000 from the School Committee budget to subsidize all school dances, including both proms and Winter Ball. "[The proposal was designed] so that it would be

has nothing to do with drug use," said Marseille.

Following Harrington and Marseille's meeting with Kimbrough, there was a lull in the project until it was picked up by School Committee member Patty Nolan. Throughout the month of April, Nolan and Harrington worked to move the project forward. The two reached out to Mayor

of students.

Many hope that there will eventually be a more permanent solution for the subsidization of all Student Government events so that the events can promote diversity and opportunity at CRLS. "I would love to see a future where there is a set amount of money that we can use as a base to make all of our events—not just prom—equitable and strong," commented dean and Student Government advisor Ms. VB. Harrington also sees this pilot as just the beginning of a much more extensive mission for a better community and increased student advocacy.

"I hope that this becomes more than just a 'money for prom' thing," she said. "I hope this motivates other students to ask for money to fund projects ... because students have ideas, and the ideas they have are valuable."

*"I hope this motivates other students to ask for money to fund projects."*

Marc McGovern, who was very supportive, according to Nolan.

Due to the late timing of the initiative, the district was hesitant in its financial support. As a response, Nolan reached out to the CCF, an organization supportive of CRLS initiatives in the past. According to CCF president Geeta Pradhan, there is typically a more complicated, time-consuming process to mak-

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# CRLS Introduces Participatory Budgeting Program

By  
Grace Austin  
Contributing Writer

Flowers aren't the only thing that have blossomed in Cambridge this season. Over the course of the winter and spring, students' creativity and innovation have been highlighted as they engineered a variety of ideas for improving the city and school.

This year, \$5,000 of the school budget was set aside for student-submitted proposals for projects they wanted to see implemented at CRLS. The pilot year of participatory budgeting at CRLS was a major hit, with forty-five submissions entered.

In addition to all students being able to submit

project ideas, several were also given the opportunity to review and select projects to be voted on. Delegates in this group included Maryam Dar '20, Anthony Grassi '19, Alia Farah '19, Rory Millar '19, Tenya Gardner '19, Miriam Alvarez-Rosenbloom '19, and Liz Roman '20.

Gardner commented on the experience, saying, "This idea of letting students choose what to do with the money is very important, and every student definitely has an opinion about what to change at CRLS in order to make the school a better place."

She continued, "This gives them the chance to have a voice and make a difference in CRLS that could last for years."

Learning Community L Dean of Students Ms. VB and CRLS financial manager Julia Guida were the administrators involved in the review process.

Ms. VB described the process, saying, "If we knew the school [and] city would allow it, it was possible to complete with \$5,000, and it wasn't already being funded another way, all sug-

*"This gives them the chance to have a voice and make a difference in CRLS."*

gested projects were left on the list."

The group of delegates and administrators met four times to determine the final proposals that were sent out to the student body for a

schoolwide vote.

Seventeen ideas were proposed to the student body during the vote. There was a vast array of ideas in the final proposals, including a CRLS mural showcasing diversity, self-defense classes, college trips, and funding for various school groups and athletic programs. Students voted from April 30th to May 4th in the Main Cafeteria and online using Google Forms, and the voting was extended past May 4th to get more student input.

"Choosing between so many great ideas was difficult, and I definitely felt stuck between a few," said sophomore Maya Counter. "Each idea would certainly contribute positively to the CRLS

community. After careful consideration, I chose the self-defense classes, because, sadly, we live in a reality where assaults on ... girls and women are all too common." She added, "I find it especially important for us to learn self-defense strategies—not that that will solve the problem, but it could be life-saving to know how to fight back."

The winning projects have yet to be announced at the time of writing. This year's inclusion of student voices and delegates hosted a platform for inclusion and facilitated an enthusiastic energy towards CRLS' future and the experience of students. Both staff and students are excited to see the submission and voting process continue next year and become a tradition at CRLS.

# AV Policy Debate Continues with April Meetings

By  
Isabelle Agee-Jacobson &  
Miriam Alvarez-Rosenbloom  
Contributing Writers

On April 23rd and 24th, the School Committee Ad Hoc Sub-Committee on the CRLS Attendance Violation (AV) Policy held two meetings to discuss the policy and the issue of student attendance. The main purpose of these meetings was to allow community members to share their feelings about the current AV policy—which allows students to buy back class time missed due to unexcused absences or tardies through meeting with their deans and teachers. The meeting was also an opportunity for the School Committee to hear suggestions for how the AV policy could be improved.

In the meeting on the 23rd, the CRLS administration updated the School Committee on how attendance has or hasn't changed since the introduction of the new AV policy this semester. Vice Principal Tynes said that the average percentage of absent students per day has stayed around 13%. However, Mr. Tynes noted at that meeting, "We're not having as many [attendance violation failures;] kids are taking advantage of the buyback program."

During the meeting on April 24th, School Committee member Emily Dexter summarized the main topics brought up as being the actual AV policy, communication about the AV policy, transportation to school, later school start times, and improving students' motivation to attend class on time.

Physics teacher Tal SebellShavit attended the April 23rd meeting. He came into the meeting emphasizing the importance of the AV policy for teaching students that even if they don't like going to class, they have a responsibility to be there. He also brought up that, currently, there is poor communication between deans and teachers about the time students are buying back. As of now, teachers are not informed when a student decides to buy back time. Mr. SebellShavit argues that they should be, given that the student

could be making up time and subject matter from their class.

"The root of the problem is that students are not seeing school as a first priority," said Cambridge Youth Council (CYC) member Lorra Marseille '18 at the meeting on the 24th. The CYC has been one of the main student groups advocating for changes to the AV policy and was present at the meeting on the 24th. Marseille continued, "If we keep focusing on smaller things—surface-level things—we'll never actually get to



Pictured: Students on their way to first period.

Photo Credit: Grace Ramsdell

the root of the problem and fix it." School Committee member Kathleen Kelley posed questions on the complexity Marseille articulated: "How do we deal with the issue of intrinsic learning? How do we develop students who want to learn?"

Mr. SebellShavit said in an interview with the *Register Forum* that he came away from the meeting on the 23rd realizing that the current AV policy punishes students twice—not only do students lose instruction time due to their absence,

but if they don't choose to use the buyback option, their grade can drop ten points. After realizing this, Mr. SebellShavit posed the following question: "How do we make [the AV policy] something that is taken seriously and has repercussions—but again, as [was said in the meeting,] isn't doubly affecting a grade?"

Parents, students, and teachers also reiterated how transportation and the MBTA affect attendance and how the disparities in access to public transportation create inequity. For example, some students at CRLS can take buses that bring them right to CRLS from their neighborhood (e.g. the 69 and the 72), and if this bus is late for some reason, the MBTA knows to contact the school to excuse the students' tardies. However, many students do not have access to buses that go straight to CRLS—and so, if the bus or train they take to school is not working, they are not automatically excused. In addition, some students cannot afford public transportation and have more trouble getting to school because of this. School Committee member Emily Dexter reiterated that the School Committee is already working with the City Council and the MBTA to try to make public transportation for students more reliable and to lower costs for students who receive free and reduced lunch.

Although the School Committee is making progress on the policy and the several conversations they have hosted on the issue are evidence of this, some students feel that change isn't happening fast enough. Elaina Wolfson '18, who has been working with Rory Millar '19 on a CYC subcommittee devoted to the AV policy, commented in an interview with the *Register Forum* that "it feels like Cambridge is full of a lot of talking, and they want to hear your ideas, but it never really comes to fruition."

According to Emily Dexter, going forward, the CRLS administration plans to work with Deputy Superintendent Carolyn Turk to improve the current version of the AV policy, taking into consideration what community members said at the meetings.

To read the unabridged version of this article, visit [registerforum.org](http://registerforum.org).

# CRLS Opens Conversations about Mental Health

By  
Miriam Alvarez-Rosenbloom  
Contributing Writer

On Thursday, April 26th, an assembly centered on mental health awareness was held during all four periods. Unlike typical assemblies—where teachers sign up for space and bring classes as a whole—this assembly was designed to be open for all students, and students were to attend their respective assembly with the rest of their grade.

CRLS Dean of Science Allan Gehant estimated that around 80% of the student body was present at the assembly, which is much higher than attendance for other assemblies at Rindge.

Every other year, an assembly about mental health awareness is held at CRLS. The recent assembly was planned at the beginning of the 2017-2018 school year in collaboration with the Cambridge Health Alliance. It was prompted by data from past CRLS Teen Health Surveys, which show a rise in levels of anxiety and depression over the past ten years. In 2016, 29% of students reported symptoms of anxiety and 25% reported symptoms of depression. Nationally, 20% of youth are affected by mental health conditions, according to Jose Wendel, director of population health initiatives for the Cambridge Public Health Department.

Mr. Gehant opened the assembly and invited four STARS students—Yazmeen Gedeon '18, Kiana Laws '19, Bonnie Murphy '18, and Mohamed Mohamed '18—to the stage. They explained that they have been focusing on creating awareness about mental health issues for their STARS action project. The group led the audience in an interactive series of questions about personal experiences and opinions about mental health and students responded through raising their phone flashlights.

The majority of the assembly was led by Andrew Onimus, a speaker who works with the

nonprofit mental health education organization Minding Your Mind. He shared his personal struggles with anxiety and depression and discussed symptoms of the mental health conditions he faced and advice for getting help and working towards recovery.

Sharing a personal story “is an effective way to reduce the stigma and normalize [mental health issues] so people can talk about them more,” Mr. Onimus told the *Register Forum*. “We always hear the negative things about mental health issues ... but we’re trying to change the conversations around these things in a more positive light and provide help for those who need it.”

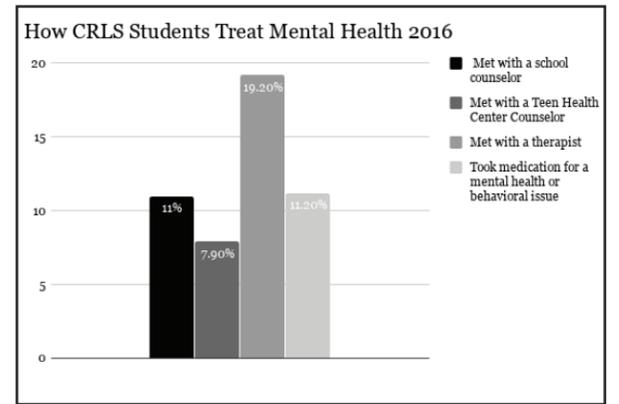
Junior Gassendina Lubintus said she had expected a more traditional assembly format of an informational lecture and a question-and-answer session, but felt that Mr. Onimus’s story was effective in engaging students. “I feel like stories are a good way to connect, especially if you’re trying to convince someone; to reach out and touch people’s hearts,” she said.

In terms of further actions to improve the mental health of Rindge students, the STARS students and Lubintus both mentioned the idea of a “relaxation room” at school for students to

*“We’re trying to change the conversations around these things in a more positive light and provide help for those who need it.”*

take breaks and relax when faced with stressful situations.

In addition to the assemblies for students, there was a staff meeting on April 21st on the topic of mental health and a “Just Talk About It” workshop for parents Thursday night. The staff meeting was led by Jon Mattleman, a presenter on mental health, and focused on possible signs of anxiety and depression and the actions teachers can take to support students. During the parent workshop, Mr. Onimus shared his story and was accompanied by a clinical social worker



Pictured: Data from the 2016 Teen Health Survey.

Graphic Credit: Miriam Alvarez-Rosenbloom

who answered questions.

To conclude the third period assembly, Allison Warshof, a social worker from CRLS’ Teen Health Center, encouraged students to seek help even if they think their problems are not severe enough to call for it. “Anybody who is concerned about their mental health can stop [by the Teen Health Center].”

According to Ms. Warshof, events such as this assembly are beneficial to students. “When people are dealing with mental health issues, they often feel isolated,” Ms. Warshof told the *Register Forum*. “When there are events that are centered around mental health, students get to see that they’re not alone in this experience.”

The Teen Health Center is an extension of the Cambridge Health Alliance and is located on the first floor of the Rindge building, next to the Main Cafeteria.

Students can go to the Teen Health Center for help regarding physical, mental, or sexual health. There are also resources for students seeking support for drug and alcohol use and legal help around immigration.

“These are the years of people’s lives where a lot of things change,” commented Mohamed in an interview with the *Register Forum*. “A lot of people suffer through silence, and that leads to much [worse] things; it’s good for people to feel supported.”

## CRLS LGBTQ+ Student Group Holds Day of Silence

By  
Honor O’Shaughnessy  
Contributing Writer

On Friday, April 27th, CRLS students and faculty joined people across the United States by taking part in the Day of Silence. Organized by Project 10 East (P10)—CRLS’ LGBTQ+ student group—the Day of Silence is “a national day of solidarity where students and non-students choose to be silent for the day to understand how LGBTQ+ students are silenced in the classroom and in their daily lives,” according to P10 Vice President Annie Slate '19.

The Day of Silence was first observed at the University of Virginia in 1996 and has since spread to a variety of levels of education in America, according to GLSEN, an organization supporting LGBTQ+ students. On the morning of the Day of Silence, P10 members and allies begin by distributing stickers to students and faculty. There are

two different sticker options; one explains that the person wearing the sticker is a silent supporter, meaning that they will not be speaking at all during the school day. The other explains that the wearer is a vocal supporter, which means they are in solidarity with the Day of Silence but will be speaking.

Along with the stickers, pamphlets providing statistics, resources, and an explanation of the purpose of the day are also handed out.

The silencing that LGBTQ+ people face due to bullying, harassment, the inability to come out, and more has been a widespread and ongoing issue, especially in

educational environments. Junior and P10 Co-President Naima Saini explained that silencing comes in many forms and “could mean people who have been targets of violence, but also people who haven’t been able to come out.” This year, P10 decided to focus the awareness of CRLS’ Day of Silence “around trans women of color, who are disproportionately affected by hate crimes and violence against LGBTQ+ people,” said P10 advisor Ms. King.

Slate added, “This year and the few past years have had unprecedented amounts of violence towards trans women of color,

particularly black and Latinx trans women.” According to P10’s pamphlet, 102 transgender people have been killed between 2013 and 2017, 87 of whom were people of color and 88 of whom were transgender women.

P10 Co-President Dorothy Levine '19 commented that the Day of Silence “went well this year,” adding, “A lot of people participated—even people that aren’t involved in P10.” Slate encouraged CRLS students and faculty to participate in the future, saying that the Day of Silence is “a really great sign of solidarity to fellow LGBTQ+ students.”

P10 member Megan Kelliher '19 added, “Seeing people being silent on the Day of Silence means that people in our community are aware that people in the LGBTQ community are being silenced and they care.”

For more information or support, attend a P10 meeting after school on Thursdays in Ms. King’s room, Room 3103.



Illustration Credit: Teymura Landsverk

# Teacher Spotlight: Ms. Gonzalez

By  
Juliana Vandermark  
*Contributing Writer*

**Register Forum: How many years have you been a teacher for?**

Brenda Gonzalez: I have completed seven years of teaching; after this year, it will be my eighth.

**RF: When did you start to develop an interest in English as a subject?**

BG: Probably in high school. I've always kind of wanted to be a teacher—even when I was a little kid. You know people play doctor or explorer, [but] I used to want to pretend to be a teacher and have a classroom [with] my cousins. But in high school I really loved English class, and then when I went to college, I took an American lit class [and the professor] made me love literature, and then I took [a class with] the same pro-

fessor, [and] we read *Tess of d'Urbervilles*, which is a Tom Harding book, and that was it. I was like, "I'm hooked; I'm in love."

**RF: What did you do before you came to CRLS?**

BG: I have taught high schoolers in Waltham, I tried to teach seventh graders in Worcester [but] that just wasn't my cup of tea, and then I was [in Framingham] the longest at Fuller Middle School teaching eighth graders.

**RF: Do you prefer teaching high school?**

BG: Yeah, I like teaching high schoolers better main-

[where] I was doing a lot of comprehension and making sure they understood what they were reading. Here, we get to have conversations and just a lot more dialogue.

**RF: What do you like most about being an English teacher?**

BG: So I think that my subject's probably the most subjective when it comes to grading, which is probably the thing that is a little harder about [it], but the thing I love the most is that we are able to engage in some deep conversations and really explore some deep topics—especially things that are relevant to you guys out in the world today—and we can connect [your lives] with what we're reading, so that's always fun.

**RF: Since you've started teaching here, what have you noticed is unique**

*"The thing I love the most is that we are able to engage in some deep conversations and really explore some deep topics."*

ly because there's a lot less behavioral stuff, and we can really dig into the literature and really explore what we're reading—versus at the middle school level,



Ms. Gonzalez is a new English teacher at CRLS this year.

Photo Credit: Juliana Vandermark

**about our school?**

BG: There's a lot of things that are unique about CRLS. God, there's so much. Just the fact that you guys don't have weighted averages, that's something unique.

The fact that the English Department is moving toward becoming un-leveled, that's definitely something unique that you don't really see happening in too many high schools. So next year I'll actually be teaching 10th grade, which

will be un-leveled, so that's going to be an interesting experience, but I'm looking forward to it.

Just the city itself [is unique], and you know I love the importance the teachers are given, I love the importance the parents are given, I love the importance that even you kids are given. I love that students have such a voice and they are given the opportunity to use that voice here. [It's] very, very unique.

**Samantha Power at CRLS**

*Continued from page 1*

people's lives." However, Power also pointed out that being in government means dealing with bureaucracy and confinement, and being a journalist gives much more freedom. Power emphasized the importance of both journalists and government officials, saying the two work together like a "team sport," but that after being a journalist for a while, Power explained that she found herself wanting to have a bigger impact.

Being a journalist had a significant effect on how Power approached her job as U.N. Ambassador. In an interview with the *Register Forum*, Power commented, "In both instances, I used stories and tried to find dimensions of the people who I met in the field, in the war zone, either as a journalist or as a diplomat, that people in America could relate to."

For many students, Power's life story and the choices she made about her career were a very interesting part of hearing her speak. Power

explained to the audience that she never set out to be ambassador to the U.N., and she does not believe young people should strive to have a certain title, but instead they should look for ways they can learn and grow and do things that are important to them.

Robie Scola '19 commented, "Her life story was very interesting, and the process of her getting to where she is. Her life path was [such a] zigzag, and that was really cool to hear." Fatima Akter '18 added, "She said you should focus more on growing as a person, and I think that's a lesson I'll take."

In addition to Power's point that students should not be solely focused on a title, throughout the whole talk, Power emphasized another message for students: the importance of the U.S.'s role as a global leader. While Power cited many of the strengths of the U.N. and the international community, she also told the *Register Forum*, "I lived also the paralysis of the U.N. on issues like Syria, until and unless the U.S. was in a leadership role. So, it just affirmed for me

the indispensability of the U.S. leadership and how paralyzed the U.N. is if that leadership is not forthcoming." During the event, she elaborated, saying, "When our politics are broken, as our politics are now, that's going to affect our ability to lead globally. And when we don't lead globally, I can assure you there is no other country playing team captain."

Many things have changed in Washington since Power left in January of 2017. If it weren't for the kind of foreign policy that the Trump administration has pursued, Power said that there would be no defining characteristics of Obama's foreign policy doctrine. All that guided the Obama administration's decisions, she said, were beliefs in the power of diplomacy and that no one country can make meaningful change on its own.

To Power, these beliefs seem like givens, like "motherhood and apple pie." However, because "both those tenets have been abandoned by the current administration," Power said, "There's more edge and meaning to them than I ever would have thought."

Towards the end of her talk, Power responded to a question about where she sees humanitarian crises that are not getting enough attention. In her response, Power pointed to Venezuela and Yemen in particular, two countries that are experiencing turmoil. Akter commented that "it's crazy" that Yemen is in a similar situation to Syria, and yet fewer people know what is happening there. Power's talk drove many students, including Akter, to think about how they can have an impact in the world.

Tyrone Quigley '18 concluded, "It was definitely inspiring to see someone like that, to meet somebody face-to-face and see how much power, or how much influence, or how much change you can enact if you work hard enough and pursue what you're interested in."



Pictured: Freshman Leo Kupferberg asking Samantha Power a question during her visit.

Photo Credit: Sakib Asraf

## New Equipment Expands Biotech at CRLS

By  
Yiyi Chen  
Contributing Writer

Starting in September 2018, the RSTA Biotechnology Program at CRLS will begin training students in large-scale protein production.

About a year ago, the Biotechnology Program at CRLS received a grant of \$100,000 from the Massachusetts Life Sciences Center (MLSC). This grant resulted in the purchase of new biomanufacturing equipment that can produce proteins using bacterial and mammalian cells. The new biomanufacturing lab will give students even more hands-on practice working and developing the skills needed to work in biotech industries.

In the Biotechnology Program's current labs, students have been doing a small scaled version of biomanufacturing. They have been growing bacterial cells and using these to produce proteins. However, in the new 1,000 square foot facility that will be across the hall from the current biomanufacturing lab at CRLS, students will have the ability to produce protein at a much larger scale, including the use of mammalian cells.

The skills that students learn in the biotech program give them a serious advantage over other high school students. By having the hands-on experience with all of the equipment in the biotech labs that other high schools aren't given, they are able to be very competitive candidates for different biotech internships and programs. CRLS students have been accepted to internships at places like the Broad Institute, Harvard University, and BioGen.

Not only do students enrolled in this program get accepted to competitive internships, but they also have the chance to take courses and apply for jobs right out of high school, earning salaries at the starting average of \$55,000. The

well-equipped labs that the RSTA Biotech Program offers gives many students who are looking for a more direct pathway towards employment the opportunity to enroll in biomanufacturing classes to learn important skills for jobs that don't require bachelor degrees.

This program also gives students who are interested in science but either can't imagine going to a four-year college or can't afford it an equal chance of becoming as successful in biotech as students committing to a four-year college. Students who participate in the RSTA Biotechnology Program can acquire the important and necessary skills for working in a biotech industry after just two years of study.

When discussing the new biomanufacturing lab and the new advantages it provides for the program, junior Zeus Mondol said, "I think we, especially level ones and level twos, talk a lot about biomanufacturing, and I'm really looking forward to doing it in level three, so it's nice that we finally sort of made the room across the

*"It's a growing program about to take off in a really big way and we're really excited about that."*

hallway so we can actually do it." He continued, explaining that although he learns a lot of the basic skills at CRLS that are required to work in a real lab,

to really learn how to apply those skills requires expensive technology and hardware that the new labs will offer.

Dr. Abrams, the Biotechnology Program teacher, recently came back from a sabbatical during which she worked in a lab full time. While on sabbatical, she took the equivalent of three courses and became certified in biomanufacturing and Good Manufacturing Practice (GMP). When asked about the future of the RSTA Biotechnology Program, Dr. Abrams commented, "We have 35 level ones enrolled for next year, so that's actually really exciting for us. And we've got ten people in our level three, so it's a growing program about to take off in a really big way, and we're really excited about that. It's just a lot of opportunities for students."

## CRLS RESPONDS:

*What will you miss most about CRLS?*



Zenon Anthony Padua III  
Class of 2018

*"Diversity. There's a lot of diversity."*

Jackson Moore-Otto  
Class of 2018

*"The immense amount of opportunities here from classes to clubs and people."*



Kyla Frieden  
Class of 2018

*"I'll really miss my teachers. I think I've had some really impactful teachers."*

Lila Lifton  
Class of 2018

*"I'm going to miss the Arts Basement the most and being able to walk all the way around it."*



Reggie Dessources  
Class of 2018

*"The teachers who had a great impact on me."*

By Anyi Folkers & Isabelle Agee-Jacobson

## Behind the Scenes: Learning Community Clerks

By  
Juliana Vandermark  
Contributing Writer

The Learning Community clerks of CRLS are the faces many CRLS students see everyday when they go to school. The work they do is essential to the organization and structure of everyday school life, but it often goes unnoticed. The LC clerks serve as the necessary bridge between the many people of our school.

LC S clerk Yvette Jackson, who has worked for CPSD for a total of 18 years, explained in an email to the *Register Forum* that she enjoys "being involved and engaging with the students on a daily basis."

"What I do everyday is a lot of different things. I think there's a few different kinds of things that happen here," explained LC R clerk Berhan Duncan. "I think primarily it's about a smooth start to the day

and to first period. That includes making sure all the teachers are in, also making sure that when students are tardy for any appointments or need to leave for any important reasons they can do so and that at-



Pictured: Clerk Berhan Duncan working at his desk in LC R.

Photo Credit: Grace Ramsdell

tendance is accurate." Every day, Mr. Duncan and the other three LC clerks work diligently to help each Learning Community. "I think that attendance for both teachers and students is a primary focus here as well as supporting various aspects

of both of those roles," said Mr. Duncan. Many things can make a day very busy for an LC clerk. "The phone's constantly ringing. It's all day long," said LC L clerk Miriam DaSilva. When things are this busy,

Ms. Jackson emphasized that "[LC clerks] have to be able to multitask at its finest." She added, "I have a system that works which includes being on top of things and being well-organized."

While these are tasks that the

clerks do everyday, Ms. DaSilva added that the work changes day-to-day. She explained, "Every day is different. Every day is a different crisis; kids come in different every day. They come in maybe with a scratch or the next day it could be a headache or your hungry or whatever, so every day, there's no two days alike here, [and] that's what I like."

The general consensus amongst the clerks is that interacting with students is the best part of the job. "I like the kids; I think they're gonna keep me young. I mean, I like the teachers too, but I like the kids better," Ms. DaSilva said, continuing, "The more students, the more personalities." Mr. Duncan added that CRLS' diversity is another reason why he likes working at the school. "I find that there's great value in the diversity among the student body ... I have learned over ten years how different each and every individual student can be. And that's been a lot of fun."

# Massachusetts House Moves Forward on ERPO Bill

*Press Conference Held at CRLS Discusses Massachusetts “Red Flag” Law, Gun Control*

By  
Miriam  
Alvarez-Rosenbloom  
*Contributing Writer*

“Our students deserve nothing less,” said Speaker of the Massachusetts House of Representatives Bob DeLeo at a press conference held outside of CRLS’ main building during a sweltering Lunch C on Wednesday, May 2nd. His comment came before announcing that the House will soon vote on H 3610, an Extreme Risk Protection Order (ERPO) bill.

The bill, introduced by Cambridge’s State Representative Marjorie Decker, creates a legal mechanism which can temporarily prohibit firearm access to individuals deemed a significant risk to themselves or others by household or family members.

Family members would be able to petition the court for an ERPO, which would prevent the person in question from owning or



*Gracie Thompson, a sophomore, spoke at the press conference.*

*Photo Credit: Miriam Alvarez-Rosenbloom*

purchasing firearms for a year.

Ms. Decker, the Massachusetts Chiefs of Police Association, Moms Demand Action, Marjory Stoneman Douglas alumni, and several Rindge students—two of whom spoke—were present at the press conference.

Speaker DeLeo thanked students—and

CRLS and Somerville High students in particular—for the actions they have taken since the Parkland shooting. He also noted the impact of the activism of MSD students. “You have made a difference,” said Speaker DeLeo. “And for that, I am forever grateful.”

In March, at a student-led walkout for gun reform,

students were encouraged to call state legislators demanding the passage of the ERPO bill.

Since then, student activists and organizers have been working towards the announcement made earlier on the 2nd.

The bill “puts the power in the hands of those who would be directly af-

ected by the issue of gun violence,” said Jonathan Matsko ’19, an organizer of the March 7th walkout, in an email to the *Register Forum*. “It’s important that Massachusetts continues to set a good example for other states by making this bill actual law.”

During the press conference, Roni Kirson ’21 and Gracie Thompson ’20 expressed their feelings regarding gun violence and school shootings in the US.

Both recounted experiences of lockdown drills and learning what to do in the case of school shootings from a young age.

“It’s been too long of little kids sitting in their classrooms and having to think about [school shootings], and not just about whether they get their homework done,” said Kirson.

Ms. Decker said of the student speakers: “When elected officials listen to young voices ... change happens for the best.”

# Harvard Student’s April Arrest Sparks Controversy

By  
Nathan Kolodney  
*Contributing Writer*

On Friday, April 13th, Harvard University Health Services (HUHS) received reports of a naked male, Harvard student Selorm Ohene, 21, standing in the middle of Massachusetts Avenue. HUHS transferred this call to the Cambridge Police Department (CPD). Police came to the scene on reports that Ohene had thrown his clothes at a woman passing by.

The police attempted to talk to Ohene, but he was reportedly behaving erratically and high on drugs. After a few minutes, Ohene began to walk towards one of the officers, at which point the four officers tackled him to the ground. CPD reported Ohene had been making aggressive moves towards the officers, but some bystanders counter this narrative, saying the

relax his arms so that the officers could handcuff him. Ohene was arrested and charged with indecent exposure and disorderly conduct, as well as assault and resisting arrest. Video of the incident was released both by CPD and by bystanders.

After the video was released, the Harvard Black Law Student Association (BLSA) tweeted that the police officers’ actions were an act of police brutality. CPD replied to this tweet defending the action of its officers, stating, “Numerous attempts made by officers to calm the male down were met with opposition, and his hostility escalated while officers attempted to speak with him.”

The BLSA then issued an official statement calling CPD’s account of the events incorrect, stating that Ohene “was surrounded by at least four Cambridge Police Department (CPD) officers who, without provocation, lunged at him,



*Pictured: Mass. Ave., the street where Harvard student Selorm Ohene was arrested.*

*Photo Credit: Miriam Alvarez-Rosenbloom*

of black Americans by law enforcement had “no place in Cambridge.” McGovern also commented that policing in Cambridge was “far ahead of many communities in the country.” In an email to the *Register Forum*, the CPD director of communications stated, “We would encourage students to review the materials to have a more informed understanding and view of the incident.”

CRLS student Alfred Taylor ’19 commented in an interview

with the *Register Forum*: “I think that the arrest was justified due to the obvious fact that he was under the influence of drugs, but the manner in which they arrested him was unjust. He clearly didn’t have the capability to hurt anyone.” Junior Martino Boni-Beadle noted, “It’s surprising to see things like this happening in Cambridge,” continuing, “We always assume that we live in a perfect place, but a lot of the same problems just exist beneath the surface.”

*Mayor Marc McGovern called the video “disturbing,” saying that the mistreatment of black Americans by law enforcement had “no place in Cambridge.”*

officers’ attacks were unprovoked. While on the ground, one of the officers punched Ohene five times in the stomach. CPD reported that this was an attempt to get Ohene to

tackled him, and pinned him to the ground.” In a *New York Times* interview, Cambridge Mayor Marc McGovern called the video “disturbing,” saying that the mistreatment

## PART 2: A HISTORY OF HIGH SCHOOL EDUCATION IN CAMBRIDGE

### Diversity in Cambridge

*Continued from page 1*

ing to college, you're black, you should go to Rindge Tech and learn a trade.' So only a handful of black guys went to Cambridge High and Latin, and they all knew each other, and they're all so proud that they went to the college-bound school," Ms. Banks, CPSD's conflict mediator and a former CRLS student, told the *Register Forum*.

In 1975, Cambridge High and Latin and the Rindge Technical School merged to form Cambridge Rindge and Latin.

Leona Martin, who was born and raised in Cambridge, graduated from Cambridge High in 1971. She looks back on her time as a student fondly, saying, "For the most part, we all got along. I really enjoyed that, and I always brag about that, especially when I have a lot of friends who aren't from this area who didn't experience what we did. They may have gone to segregated schools, and they just didn't have the kind of diversity and the mix that we had."

Mr. Silva, director of safety and security at CRLS, graduated from Rindge Tech in 1969. He remembered tension between students at both of the high schools: "There was a lot of racial unrest. We actually saw racial riots up here ... I remember looking out the window and seeing the riot police with shields, with helmets on, with those big night sticks. I remember seeing tear gas canisters bouncing out there," said Mr. Silva. He continued, saying, "I remember Rindge, kids looking out the window, black kids and white kids, and just not getting involved in that ... but there were people who did go out who wanted to get involved." Mr. Silva concluded, adding, "I'm not going to blame the Latin crowd," but that he saw more people from Cambridge High and Latin School than Rindge Tech involved in the riots.

Mr. Ellcock, a safety specialist at CRLS who graduated from Rindge Tech in 1969, said that while these tensions existed, inside the school "was neutral territory." Both Mr. Ellcock and Mr. Silva affirmed that students of all backgrounds were still friends with each other during this period. In particular, Mr. Silva remembered getting to meet people who were different from him when he played sports. "The good thing for me about playing sports in middle school time ... was that I got to play in different parts of the city. So, like, when we'd go to the part of the city that was called

The Coast, it was predominantly a black neighborhood ... so I started to meet people from other races and different backgrounds."

### Transitional Strife

With the two largest high schools in Cambridge combining to create a student body well over 2,000 students in 1975, there was bound to be transitional strife. Combining the vocational, blue-collar, all-boys school of Rindge Tech and the college-preparatory, co-ed school of Cambridge High was no easy task.

Ms. Banks, who graduated from CRLS in 1986, reflected, "Racial tensions started rising. We were in the Civil Rights Movement just like everybody else, we were in the Black Power Movement just like everybody else, so there were racial tensions."

In 1980, Anthony Colosimo, a white student from East Cambridge, was murdered in a fight at CRLS that officials at the time said had "racial overtones." Mr. Prince, dean of students for Learning Community S and member of the CRLS Class of 1988, told the *Register Forum* that the incident "was emblematic of the relationships" between students of different races in the city.

### Proposition 2.5

In the early 1980s, in addition to the tumult at Rindge, the state was also undergoing massive economic changes. Proposition 2.5, a property tax reduction, was passed in November of 1980 in Massachusetts. The property tax reduction came with a large cost to public schools. Because of the challenges that came from the recent merging of the two schools, the city originally tried to direct most of the budget hits towards the elementary schools.

*"We were in the Civil Rights Movement just like everybody else, we were in the Black Power Movement just like everybody else, so there were racial tensions."*

However, by 1982, the district had to cut its budget by 15%, and the effects reached CRLS.

The budget cut led to mass firings. School Committee member Fred Fantini, who was first elected to the Committee in 1983, remembered his early days dealing with the effects of the budget cuts, saying they had to lay off "a few hundred teachers at the time."

While laying off teachers, the district made purposeful choices in order to maintain the diversity of the school system. "One of the things I was able to accomplish, actually, with [current School Committee member and former guidance counselor] Laurance Kimbrough's



*Pictured: The 1947 class of the Houghton School (top), the Cambridge Manual Training School in 1938, which later became Rindge Tech (bottom).*

*Photo Courtesy of: Leona Martin (top), Cambridge Room Blog (bottom)*

father was ... the attack not to lay off any teachers of color at a time when all unions were based off seniority." The School Committee at the time, against the wishes of the teacher unions, defined the prioritization of retaining teachers using three categories: experience in a subject, commitment to a particular program, and race.

### The House System

The divisions that existed within CRLS, though, were cemented into its structure. From its formation in 1975, CRLS used a house system to organize students. For nearly 25 years, there were six different schools—Pilot, Fundamental, A, B, C, and D—housed within one building.

The Pilot School was an alternative educational environment, where teachers were called by their first names and students had more authority over their

learning. It was a popular choice for Cambridge students. School Committee member Laurance Kimbrough, a lifelong Cambridge resident, remembers the attraction that many famous Cambridge residents—especially those of color—had to the Pilot School, commenting, "What I remember about the Pilot School as a kid ... was the strength of the upper-class, middle-class, families of color being very prominent in the school. Just to give some historical context, you had Bob Moses, civil rights activist—his kids were in Pilot. You had Charles Ogletree, renowned professor at Harvard Law School—his kids were in Pilot."

Another school within CRLS was the Fundamental School, which was a strict, heavily disciplined school focused on the basic elements of education: math, writing, and reading. As Gavin Kleespies, director of programs at the Massachusetts Historical Society, told the *Register Forum*, the Fundamental School was like a "Catholic school without God."

With regards to the makeup of the rest of the houses, A house was predominantly white, upper-middle class, college-bound students; B house was predominantly black students and lower-middle class white students; C house was a conglomeration of students; and D house was mostly international English language learners. Students chose their houses, though students who wanted to go to the Pilot School had to apply.

"When you met a kid or knew a kid from a certain house, you kind of developed an understanding of that kid—his or her background. You had an initial impression. Sometimes you were wrong, but most of the time you had a fixed mindset," noted Mr. Prince.

### The Struggle for Equity

Kimbrough was a freshman at CRLS in 1994. His brother had attended Pilot before him, but Kimbrough said that his brother's experience was much different than his own, pointing to the end of rent control in 1994 as a factor: "I think my experience at Pilot was different than my brother and his friends who were there almost six years earlier, in that there just weren't as many middle-income [and] upper-income African American [or] Latino families just in the school at that point [after rent control]."

*(Continued on next page)*

By the end of the 90s, the house system was under scrutiny from certain students, parents, and staff. Fantini recounted why the district made the decision to end the house program, saying, “[Pilot] was a high-achieving school. They still have their reunions every year. There were a lot of great things about it. But what it wasn’t was a diverse environment. It wasn’t diverse at all. Kids of color weren’t really benefiting from that experience.” Fantini said the Committee hoped to raise the standards of all the programs, rather than just one, and they saw removing the house system as the best way to do that.

Martin’s daughter attended CRLS in the early 90s. Martin compared the school when she was there to when her daughter was, saying, “I think the difference that I would say when she was there is that they were, oh gosh, those kids were kind of wild. I don’t think they were as serious about their education as we were ... I found that a lot of the kids that she hung out with, they weren’t as into school as we were.”

In 2000, the house system was abolished in a plan approved by the School Committee as increasing numbers of community members felt as though the system was inequitable. Kimbrough, who graduated just before the end of the house system, commented, “I certainly know that I benefited from being in Pilot, but I was OK when it went away, because I knew that I was getting a different educational experience than the people in the [rest of the] school, and that just wasn’t right.”

While some students and parents were ready to see the houses go, others were not. In particular, some students feared that without the house system, they would not be able to develop strong identities. Emily Gregory, a Pilot student who graduated in 1996, told the *Harvard Crimson* in 2000, “Restructuring will lose the culture that CRLS teachers have worked hard to create. What we liked about our school was how different it was.”

In addition to eliminating the house structure, in the early 2000s, CRLS also experimented with de-leveled classrooms for 9th and 10th grade students. Again, the goal was to achieve as much equity in the school as possible. Parents, teachers, and students—as well as other community members—believed in the benefits of heterogeneous classes, feeling as though eliminating tracking was the only way to make classes truly equitable and ensure

that students got to experience the school’s diversity on a day-to-day basis.

However, in practice, it was difficult for the school to make heterogeneous classes work. According to a *Boston Globe Magazine* article from 2003, both high-achieving students and low-achieving students didn’t do as well as they had before, some teachers felt as though their classes were chaotic and disorganized, and some teachers had trouble teaching students of so many different abilities in one class.

These drastic changes at the beginning of the new century had significant impacts on the school. Fantini appreciated the hard work then-Principal Paula Evans put into the district to make these changes, and noted that many of the initiatives she pushed are being put into place today, like the Level Up initia-

pervasive: “When you walk into a classroom, you can see it. You can see the difference. You can see one type of class has one type of kid and another type of class has another type of kid.” Mr. Prince also noted, “Parents will be like, ‘I want my kid out of that class ’cause these kids don’t know how to act.’” Mr.

*“I really believe that diversity has always benefited white families more than black families in our city.”*

Prince commented that this reasoning is “code for” a class having students of color.

Ms. Banks added, “A couple of male teachers have told me that everyone expects them to do discipline in the hallways. So because they’re black males, they’re supposed to argue with these kids about staying in class, where previously, in my day, there was a level of re-

isn’t a complete change: “I feel like it’s just the same divide, only with a different title.”

Martin said it is “troubling” to her to hear about the achievement gap at CRLS, adding, “I didn’t see that when I was there.” She continued, noting, “Something’s happened over the years. There were a lot of us who went there, and many of us were—and are—very successful, whether you were black, white, or whatever.”

Kimbrough noted, “I really believe that diversity has always benefited white families more than black families in our city. I think there are kids from CRLS, white kids in particular, who are able to navigate our world and our country and its changing racial makeup in a much better way because they lived in Cambridge.”

Natalia Ruiz, a senior at CRLS, is a teaching assistant in a CP U.S.

History 1 class. She said that she sees everyday how the kids are “very negatively affected by the achievement gap.” Given this, Ruiz said that “as a school we need to raise more awareness about [the achievement gap and] figure out why people are against reforms.”

Marileissy Ramirez Tejada ’18 said she felt as though the achievement gap hadn’t affected her until junior year. She was in a class with only one other “dark-

skinned” person. The teacher told her that she “wouldn’t be able to put up with the workload of that class,” though Tejada felt she was up to it.

Kimbrough commented, “If white families choose to stay in the district as we move forward with Level Up, I think that would be great.”

He continued, “If those families choose to leave ... they are just leaving because the perceived education in that classroom will not be as good, because there are black and brown kids more with white kids in ways we haven’t seen in recent history at the high school.”



*Pictured: Cheerleaders for a Rindge Tech sports team in 1973, two years before the high schools merged.*

*Photo Courtesy of: Cambridge Room Blog*

tive the district began to implement this year. The problem, he said, was the timing of her initiatives. Every five years, the high school is evaluated by national officials. The timing of Evans’s massive changes fell just as these evaluators came to Cambridge. The school was placed on probation in 2003.

Kleespies claimed that when the school lost the house system and heterogeneous classes were put into place, and when the school was subsequently placed on probation, many white students left. The deleveling of classes especially contributed to the white flight that took place. As Kimbrough put it, “That really pushed upper-middle class white families away from that school at that time.”

**CRLS Today**

While CRLS has changed significantly since the 70s, many community members still feel as though the inequity that existed fifty years ago exists today. Mr. Prince pointed out that there is less “outward” racial tension at CRLS than there was in the 70s, but that more subtle tensions and inequalities are still

spect that kids had for adults in general.”

Senior Marney O’Connor spent a year working on a graduation project about education at CRLS with a specific focus on students with Individualized Education Programs (IEPs). She observed that when students with IEPs are put together in a classroom—usually a CP classroom—the environment is not productive, which contributes to the stigma Mr. Prince referred to. “They’re all feeding off of each other’s frustration,” O’Connor said. She believes that this year’s Level Up initiative with English classes

**CORRECTION:**

ON PAGES 6 AND 7 OF OUR MARCH/APRIL EDITION, WE MISTAKENLY STATED THAT NEWTOWNE COURT AND WASHINGTON ELMS WERE IN THE CAMBRIDGEPORT NEIGHBORHOOD. NEWTOWNE COURT AND WASHINGTON ELMS ARE IN THE PORT NEIGHBORHOOD.

# Janelle Monae's True Self



By  
Jonah Tauber  
Contributing Writer

After a five year hiatus, the innovative artist Janelle Monae released a new album on April 27th. *Dirty Computer* is a departure from Monae's previous albums, which are all heavily influenced by science fiction. *Metropolis*, *The Archandroid* and *The Electric Lady* were all concept albums from the perspective of Monae's futuristic android alter-ego Cindi Mayweather, but *Dirty Computer* is about Monae as her true self. Stylistically, the album is also quite different from earlier works; it's less alternative and more pop, R&B, and soul-oriented.

The quality of the album is extremely high, with stand-out tracks throughout. It kicks off with the title track, an excellent introduction to the themes of the album over a floaty, electronic instrumentation. In this song, as well as others like "Take A Byte" (one of my favorite tracks), the science fiction influences of Monae's earlier projects are expertly combined with subject

matter more grounded in the world of today.

One theme commonly visited on the album is sex, as seen in the tracks "Screwed" and "Pynk." In these songs and others, Monae touches on her own sexuality, which often defies mainstream labels. On the funky "Make Me Feel," a track heavily inspired by her late mentor, Prince, Monae addresses the complexities of her identity: "It's like I'm powerful with a little bit of tender / An emotional, sexual bender." Monae also lets her hair down on the fun, bouncy "I Got the Juice," with a guest verse from Pharrell Williams, who collaborated on the album's production.

*Dirty Computer's* climax is on the songs "I Like That" and "Don't Judge Me," when the album's central themes of individuality and being an outsider are examined. While on a surface level Monae is singing about specific people, it seems as though she is alluding to American society's judgement of her refusal to conform.

Janelle Monae is able to make political statements in *Dirty Computer* while preserving its pop appeal, sometimes through making subtle hints and other times boldly expressing herself. The latter is ex-

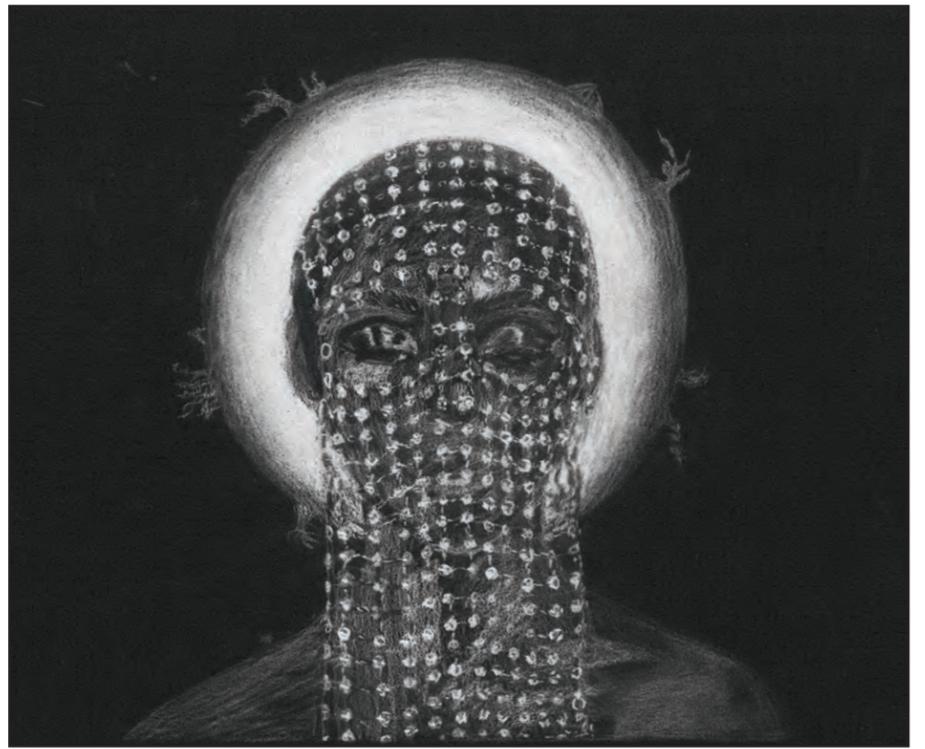


Illustration Credit: Miriam Alvarez-Rosenbloom

emplified on the feminist anthem "Django Jane," which also provides an opportunity to show off her rapping chops, with lines like "Mansplaining, I fold 'em like origami/ What's a wave, baby? This a tsunami."

Other than this track, though, Monae usually opts for subtlety when it comes to social commentary. An example of this is the song "I Like That," when she is addressing a listener who may be representing American society as a whole. While subtlety can be powerful, it sometimes feels as though Monae

is holding back a bit from making more overt statements in order to keep her album marketable.

Overall, *Dirty Computer* is a tremendous album and certainly one of the best of the year. However, when put in the context of Janelle Monae's entire body of work, one may feel just a little disappointed that she eschews some of her most adventurous inclinations as an artist for a more mainstream pop sound. Still, it is hard to criticize such an excellent and original work of art—Janelle Monae is truly on another level.

# Anderson Impresses with Signature Style in *Isle of Dogs*



By  
Andrew Mello  
Contributing Writer

The opening scene of Wes Anderson's *Isle of Dogs* is the telling of a centuries-old prophecy of a war between dogs and the cat-loving humans they oppose. This starts the movie on the right foot by reminding you not to take this comical movie about talking dogs too seriously.

*Isle of Dogs* is one of those stories that can only work on screen. The depth added by seeing characters and

Anyone who's seen Anderson's other films will know that even when he gets other things somewhat wrong, his signature visual stylization is so enjoyable that you can forgive some slight missteps. Often, he's labeled as painfully aesthetic, but if you're a fan of his symmetrical style, he's the best you can find.

His particular knack for visual comedy and sight gags are always the highlights of his movies, and they shine through here. One joke he uses throughout is having things leave

ity in Anderson's films, it's usually the plot. You can usually pinpoint every beat of the story from the very beginning.

But here, Anderson uses the prophecy at the beginning as a way of saying, "The fun here is in the journey, not in the destination." The main attraction of *Isle of Dogs* is the drop-dead gorgeous stop motion animation. Every frame you see was painstakingly shut and then reopened. When a breeze tugs at the dogs' fur, it had to be done by hand. The fruit of this labor is some of the best animation work I've seen in a long time.

About half way into *Isle of Dogs*, a comparison to 2016's *Kubo and the Two Strings* popped into my head and hasn't left since. Both are (somewhat) stop motion movies with young boys going on a journey through an Asian-inspired world, accompanied by a colorful cast of A-List talent. Both movies recognize their main attraction is to show fascinating and impressive imagery.

*The main attraction of Isle of Dogs is the drop-dead gorgeous stop motion animation.*

worlds come to life transforms an alright story into a great movie. The idea of a pack of talking dogs guiding a young boy on a transformative journey across a Japanese island is ridiculous if you just hear about it, but seeing such otherworldly images oddly grounds *Isle of Dogs* in reality and keeps you invested throughout this strange, love letter of a trip.

and enter the frame in funny ways, like a character dropping suddenly from centerframe, or something jumping out from the sides. This kind of casual visual comedy blends the scenes together with enough effortless flow that you hardly notice how much fun you're having.

If I were to peg down one aspect that doesn't maintain the line of qual-

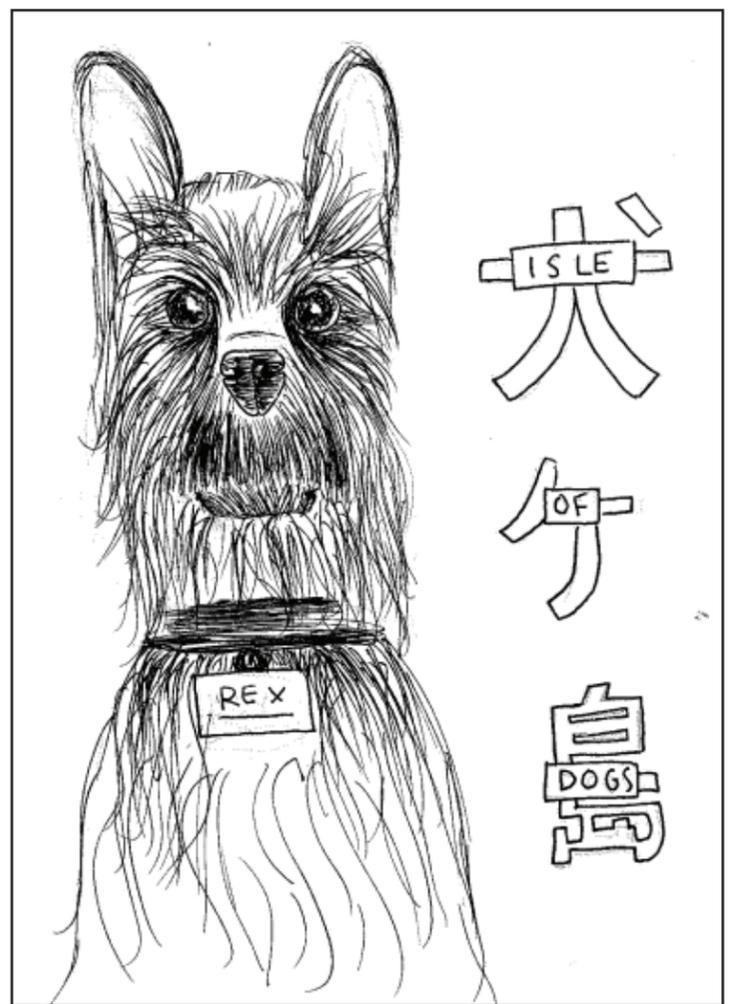


Illustration Credit: Megan Kelliher

I think where *Isle of Dogs* supersedes *Kubo* is in the comedic tone overlaying it for the entire runtime; *Isle of Dogs* never takes itself very seriously. It recognizes that a movie about talking dogs is ridiculous, and it has its fun working inside the absurdity.

This is one of the easiest recommendations I can give, because of the universal appeal, creativity, and easy fun offered in this film. If your eyes feel a bit sore from a long day looking at papers and computer screens, treat them to this movie about cute dogs.

# Annual Student Works Show: A Space for Student Talent

By  
Yiyi Chen  
Contributing Writer

On May 14th and 15th, the Visual and Performing Arts Department put on another lively and entertaining show filled with lots of humor, energy, and emotion. The evening started off with a forty-five minute play which consisted of four different short stories. Following act one were four ten-minute one-act plays as well as one dance performance. Each of the plays touched on different topics, ranging from humorous and joyful stories to the depth and reality of relationships and society.

The first play, "Story Emporium," was directed by drama teacher Monica Murray and combined four dif-

ferent children's stories: "Rumpelstiltskin," "Pied Piper of Hamelin," "Snow White and the Seven Dwarves," and "Little Red Hen."

The evening continued with plays directed by drama teachers Brett Cramp and Jen Lewis and student directors Elizabeth Ball '18

and Nick Reed '18, who are both currently taking a directing class taught by Ms. Murray. Ball reflected on this experience, saying, "It was a lot of hard work, but it's an extremely rewarding experience, and I was lucky to have worked with such talented actors."

Not only do the directors gain rewarding experiences, but the actors gain new valuable learning and acting experiences from the spring plays as well. Junior Jonathan Matsko, who performed in the play "The Last Time We Saw Her," commented, "I really felt like I pushed myself as an actor in this particular play. My director, Elizabeth [Ball], helped me and the other actor I was working with, Kayla, ... to chal-

*"The spring plays are a prime opportunity for young and budding theatrical artists to engage in their craft."*

lenge ourselves and feel comfortable playing around with different aspects of our scene."

Matsko, who has previously performed in student-directed shows, added, "I really enjoy working with student directors because it adds to that sense of comfortability



This year's Student Works took place on May 14th and 15th.

Photo Credit: Sakib Asraf

confidence and self-love. The combination of "Story Emporium," the one-act plays, and the dance piece showcased the creativity and talent across the Visual and Performing Arts Department. This was evident to audience members, including sophomore Teesa Manandhar, who

reflected, "I thought the overall show was really well done. Specifically the spring plays; I really liked the variety of them, from sweet stories to comedy to very real realities. [It was] interesting to see how the actors took on various roles and played them so convincingly." When describing her experience with the spring plays and the environment and community of the department, freshman Grace Valaskovic remarked, "The spring plays are a prime opportunity for young and budding theatrical artists to engage in their craft, and the positive attitude of everyone involved is nothing but nurturing to the creative spirit."

# Seniors Leave on a High Note at A Cappella Jam

By  
Willa Frank  
Contributing Writer

After months of preparation, CRLS a cappella groups Pitches and Dos, Girls Next Door, Sassafras, the Transpositions, and Tonal Eclipse, as well as local guest group Uproar, performed at the Spring A Cappella Jam on Friday, April, 29th. Seniors Max Kaufman and Cooper Kelly were the emcees for the night.

Highlights included a tribute to the late Mr. Bixler, CRLS history teacher, soloed by Pitches and Dos' Vera Targoff, a performance of "Zero to Hero" arranged by Kyla Frieden of Sassafras, and Lila Lifton's arrangement of "We are Who We Are" by Kesha for Girls Next Door.

The audience was engaged throughout the jam, cheering, laughing, and applauding for friends and fellow classmates.

Nili Barnoon '20 said of the performance, "I really enjoyed it. I thought all the groups performed beautifully and ... I feel like the

arrangements were really nice and each group ... was unique!"

For the seniors, it was a bittersweet performance, as it was their last. Senior Lila Lifton said of her time as a member of Girls Next Door, "Being a part of a student led group means that we all want to be there, and we're all willing to put in the work to ... succeed, and I think that's been incredibly empowering for a lot of us as musicians, student leaders, singers, and choreographers."

Audience member Emma Beaumont-Smith

'19 remarked "I was really sad to see the seniors leave because I love ... seeing them perform, and I think the program will really miss them." While the seniors will be sorely missed, they are leaving behind a strong legacy.

Sassafras member, sophomore Teesa Manandhar said, "I have loved the community ... especially being in a little group ... it's like a sisterhood. Also, [you practice] with people from all different grades, so you get to meet a lot of upperclassmen and underclassmen, and it's really fun!"



The a cappella program puts on two performances each year, and this year's spring jam took place on April 29th.

Photo Credit: Sakib Asraf

## CRLS Jazz at Ryles *Continued from page 1*

only by 7:00 PM, when the show began.

However, this year was a bitter-sweet one for the music department, as Ryles is closing this spring after more than 40 years providing a space for local musicians. The music department is currently looking for other venues inside and outside of Cambridge to hold future performances.

“The closing of Ryles is a real loss. It is a sad state of affairs for Cambridge,” said Mr. N, who leads the World Jazz Ensemble. Mr. N has been performing at Ryles himself as a percussionist since the 1980s, so this final show was especially poignant for him.

Mr. N attributes the closing of Ryles, as well as the closing of Johnny D’s in Davis Square last year, to a lack of appreciation for art. “I think we’re living in a very, very difficult time where the society has become very greedy and corpo-

rate, everything is oriented to the corporations. We’re not thinking about the effect that that can have on people. People need poetry, and

run late).

“The best part [about the night] was how packed the place was with family and friends. A lot of students

first year in Big Band, and her second year with World Jazz performing at Ryles. “Returning this year, I loved feeling more comfortable with the space.”

The atmosphere at Ryles was a highlight for many of the performers used to playing in the school auditorium.

Olivia Alexander, a freshman, “loved the vibe of the place.” Cameron Moody and Carney agreed.

Performing live in such a setting is what Mr. N wants to emphasize to his students. “What I mainly want to convey to World Jazz Ensemble ... is the art of performing live. How do you do that? How do you communicate with an audience? How do you become generous? How do you generously pass on a tradition of jazz—to an audience? That’s what I teach, that’s what I will continue to do.”

While it may not be at Ryles in the future, CRLS music will continue to perform live.



*Pictured: CRLS World Jazz/Big Band performing for the last time at Ryles before the venue closes.*

*Photo Credit: Lucy Messineo-Witt*

music, and visual arts, and theater as a vehicle to express themselves. The audience needs that,” he said.

The audience on the 1st is a perfect example. In addition to having such high attendance, the crowd was snapping, smiling, and bobbing their heads from 7:00 PM until 10:15 PM, when the World Jazz Ensemble performed their last song (they had a few more planned, but by then the event had

who have no connection to music came to support us—on a Tuesday before SATs or APs,” said Hanna Carney, a junior who is a vocalist in

*“The closing of Ryles is a real loss. It is a sad state of affairs.”*

both Big Band and World Jazz. Carney has been singing all her life, but began to take it more seriously five years ago. This was her

## Spring Dance/WORKS Highlights Diversity of Dance Style

By  
Anya Harp  
Contributing Writer

On May 11th and 12th, CRLS’ very own Modern Dance Company put on their biannual Dance/WORKS show.

The incredible diversity of the show was its most defining feature. In addition to what are traditionally considered modern dance pieces, other styles that were showcased included hip hop, Afrocentric hip hop, traditional Chinese dance, and Polynesian dance to name a few.

The dances were choreographed by various people, including guest choreographers who are connected to the school, CRLS dance faculty, and student choreographers.

Senior and MDC co-captain Marney O’Connor described her experience with MDC, saying, “I think this show was particularly special because we had so

many guest choreographers and a lot of student work, which is saying something because every MDC show is special.”

Senior Weileen Chen recounted her experience as a choreographer during her time at MDC, saying, “I’ve noticed that each time choreographing led to its own experience. With this semester, I realized that while a choreographer has their own picture in their head, everyone will see it in their own way and have their own depiction of it.” With so many different interpretations of each of the 20 dances, the show was a unique experience for audience members.

Julia Griffin, a ju-

*“The one thing that never changes is the fact that in the end, we are one community.”*

nior who was an audience member, commented, “The diversity of the styles of dance in the show was nice to see and all the dancers did great. It was a refresh-

ing change to the traditional modern dance pieces.”

Both Chen and O’Connor reflected on their time at MDC very positively, raving about MDC’s warm community. Chen commented, “I’ve been able to watch MDC grow and reshape itself. I think the one thing that never changes is the fact that in the end, we are one community. MDC is a place where I’ve made my closest friends and had my best memories, and I honestly don’t believe I’d be the same person without it.”

“[MDC] is one of the few places that welcomes people solely based on commitment and desire to dance. My favorite moments are watching younger MDC members smile as they dance; even if the steps aren’t right, they’re having such

a great time,” O’Connor added. “That’s what makes it so special and beautiful as a company. It’s not like that anywhere else, and I’m truly going to miss it so much.”



*Pictured: Dances choreographed by seniors Janie Ely (top) and Jeynaba Jamanka (bottom).*

*Photo Credit: Jackson Hardin*

# Prom 2018: Dancing, Bonding, and “Mountains of Food” *The Highly Anticipated Annual Dances Were a Success, Say Students*

By  
Peter Fulweiler  
*Contributing Writer*

The 2017 junior and senior proms were considered “popping” by many of last year’s attendees, and the 2018 proms seemed to live up to the hype.

The venue of junior prom on May 5th was the Courtyard Marriott in Boston, but before the juniors could even get to the hotel, they had to pass the masses of proud parents snapping pictures. Finally, the students bid farewell to their glad parents and headed off to prom, many by means of Uber or Lyft.

Although prom technically started at 7:00 PM, most juniors took their sweet time and arrived “fashionably” late around 8:00 or 8:30 PM.

The students were also lucky enough to score a full buffet with pizza, french fries, and pasta, which was followed by the popular ice cream bar with all the toppings.

At first the juniors were reluctant to start dancing, but soon enough, as more people trickled into the ballroom, heels went flying off and students started getting down on the dance floor.

According to junior Tenya Gardner, the Class of 2019 was having a good time. “It was really fun to see everyone dressed up and dancing,” she said.

By the middle of the eve-

ning, the junior prom king and queen were announced, with Alia Farah being crowned prom king and Gardner being crowned prom queen. “The only reason I ran was because no one else was [running for prom king],” said Farah, after receiving the title.

Many seniors were shocked and upset when they looked at the weather on the morning of their prom, May 19th, and saw cloudy skies and rain from the afternoon until the next morning.

However, the seniors, with their positive attitudes, decided to make the best of it and enjoy prom despite the lousy weather. Of course, many of the pre-prom photos and get-togethers had to be shifted from outside to inside.

Similar to junior prom, the seniors were greeted at the Boston Long Wharf Marriott by a buffet

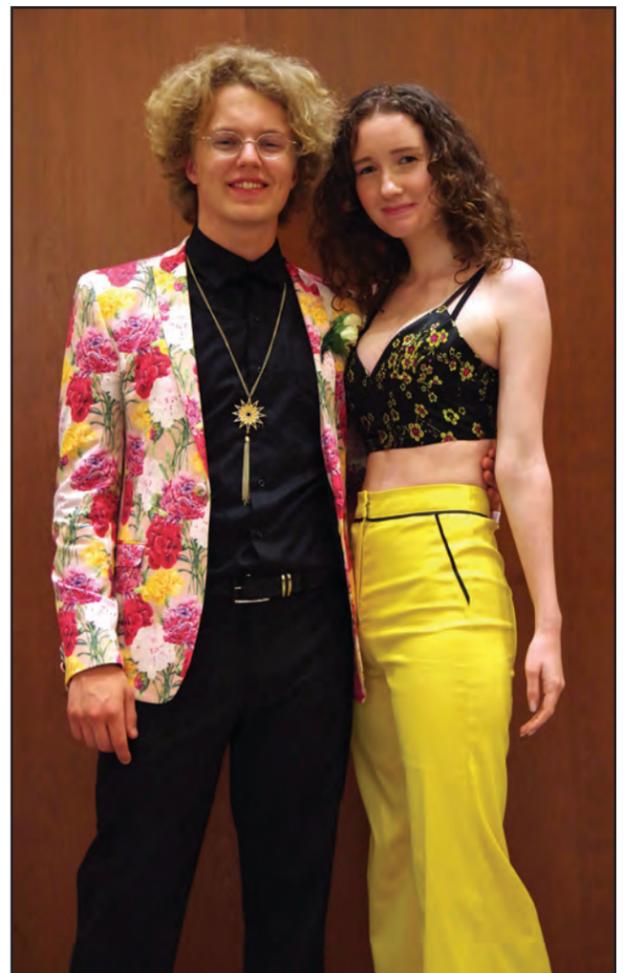
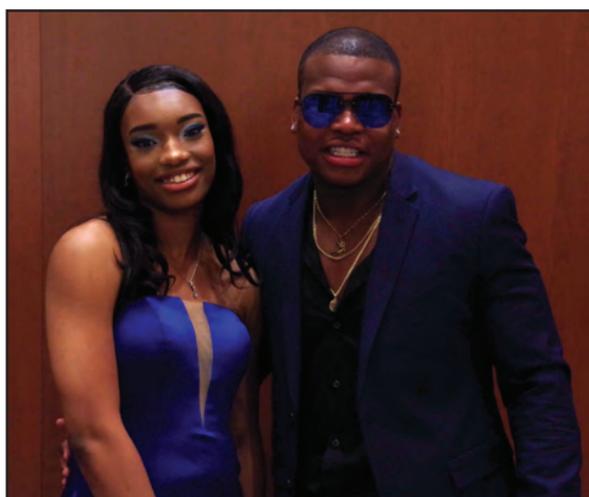
*“It was really fun to see everyone dressed up and dancing.”*

with mountains of food and dessert. The students quickly wolfed down

their dinners, tossed their shoes to the side, and started dancing. Senior Kenneth Moody stated, “It was interesting. The DJ could’ve been worse.”

Halfway through, the prom king and queen were announced: Hadari Binda and Sitaara Muhammad, respectively. Soon after the prom royalty were announced, the students returned to dancing and continued to enjoy the rest of the night.

As senior Elaina Wolfson commented, “I thought it was really fun. I was dancing the whole time.”



Senior prom was held at the Boston Long Wharf Marriot on Saturday, May 19th.

Photo Credit: Sakib Asraf

## TALENT SHOW 2018



## DANCE/WORKS

More on page 12

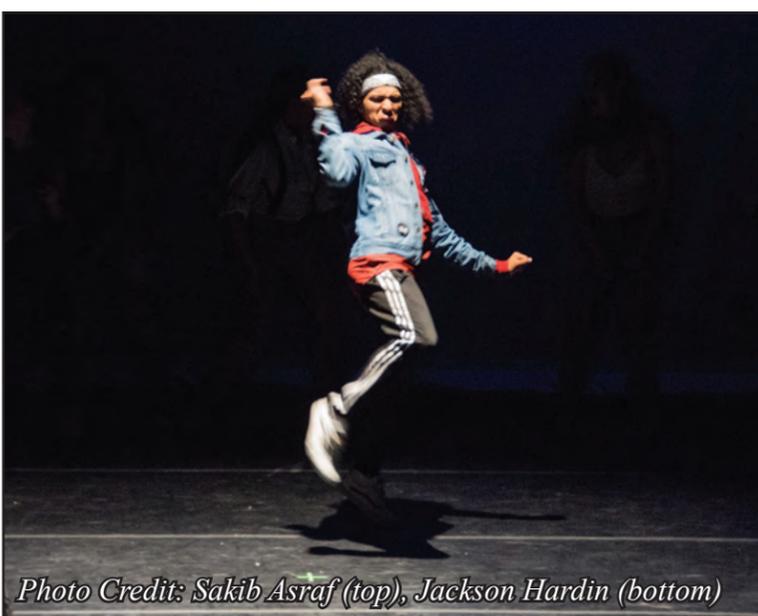


Photo Credit: Sakib Asraf (top), Jackson Hardin (bottom)



# RF Must Resist Complacency, Foster Community Connection

By  
Grace Ramsdell  
*Editor-in-Chief*

Leading the *Register Forum* has felt like a balancing act: Between putting out the best product that we can each month and engaging our contributors in a learning experience; between asking tough questions—in our coverage, and about our coverage—and sharing light-hearted stories with our community; between honoring the traditions of over a century of student journalism in Cambridge and pursuing innovation. The biggest threat to this balancing act has been, and always will be, complacency.

All of us at this school, students and staff alike, can do more to resist complacency and support our colleagues who are actively trying to make our community better. For students, our time in high school is transitory, but the work that we do here does not have to be. I am grateful for the endurance of the *RF*, but we, too, need to be ever vigilant against quiescence. That is what will render our newspaper obsolete—not new technology or breaking from tradition, but failing to seek out new voices, new audiences, and new platforms so that the *RF* reflects the state of CRLS and our community, as well as current journalistic practices.

I don't feel like I work for the same paper today that I joined almost four years ago. In the past, although perhaps unwittingly, leaders looked in other directions as the paper grew more and more insular and was produced by a small, homogenous group. If you'd asked me when I joined, I probably would have told you that there wasn't a place for me at the *Register Forum*. Without Paloma O'Connor '16, I would not be where I am today. When I met her my sophomore fall, her quiet leadership and unwavering support opened the door to the *RF* for me, and this experience shaped my outlook on making the *RF* more welcoming and more connected to our community.

Our paper has made progress over the past few years as we shifted all production to after school and developed an entirely student-driven workflow. This year, we recruited writers, artists, designers, editors, photographers—students of all different skill-sets—to the paper, printed only original visuals (save for the occasional courtesy image), added a copyedit team, and worked to elevate all contributors' work. These days, our reporters are

not only sitting down with teachers and students at our school, but also higher-ups in our school district, local government officials, and experts in the broader community. In short, we have made progress towards harnessing the many talents of Rindge students to increase the legitimacy of our paper and its potential as a resource for the city beyond our school.

This year's team at the *RF* understands the irony of being isolated while also being an organization based on communication. In addition to focusing coverage on local events and interacting with more local media outlets and student journalists from nearby schools this year, earlier this month, members of the *RF* attended the New England Scholastic Press Association's annual conference. We received twelve awards for our work this year from NESPA, and being surrounded by fellow student journalists from all over the region was inspiring.

While the NESPA conference exposed us to the wider world of student journalism, the conference seemed to mirror what we see at CRLS in terms of who is involved in journalism. The majority of the conference attendees—the journal-

*All of us at this school, students and staff alike, can do more to resist complacency and support our colleagues who are actively trying to make our community better.*

ists of tomorrow—were white students. This was a reminder that the *RF* must do its part to bring more students of color—and students of diverse opinions, backgrounds, and identities—into the journalism industry, which is one of many issues that the *RF* is poised to address next year and in years to come.

The medium might evolve, but the fundamental mission of student journalism doesn't, which is why we must continue to find and employ the most effective ways of reporting stories to our community. There is no formula for this. As we grow our online platform, the *RF* is equipped to tell stories in ways other than a standard 600 word write-up when that is what will best serve our audience.

A clear step for the *RF* is to work much more closely with CRLS' Media Arts Studio, which next year's leadership intends to do. Planning to bring back section editors to help with the distribution of editing labor and attention to detail in our coverage also puts the *RF* on the right track for next year.

Online editor Vera Targoff '19 and Isabelle Agee-Jacobson '20—who has gone above and be-



*Pictured: Some of the 2018 RF contributors and editors pose for a photo.*

*Photo Courtesy of: Yearbook Club*

yond in her role as a contributor this year—have been instrumental in this year's successes. Working with managing editors Cecilia Barron '19 and Sun-Jung Yum '19 has been a joy, and I am proud to announce that they will succeed me as editors-in-chief. These four young women have inspired me every day, as have all of our contributors this year. Each student who contributes to the *Register Forum* impresses me with their unique talents and dedication to our paper, to which they give

countless hours of completely voluntary work.

This year would not have been what it was without adult guidance,

too. I want to thank Ms. Hart and Ms. FitzGerald for supporting me as I worked to bring our paper online, Ms. Brisk for thinking outside the box about elevating student voices, Ms. Lozada for giving us a space to brainstorm about our new motto, Mr. Dua for engaging with me in discussions about how to make our coverage and club more accessible to students of color, Ms. Milligan

for supporting the paper's photographic endeavors this year, and Archy LaSalle for being a reminder to me that we can always push ourselves to be better—personally and professionally. Our work this year would also not have been possible without Mr. Matteo allowing us access to his classroom. Finally, I owe so much to my fellow student journalists at Brookline High School for their insights into running a print/online hybrid paper.

I believe that this work matters. We preserve the legacy of the *Register Forum* by actively contributing new layers to it. We have the resources to make a difference in our community, and media literacy lessons learned through reporting for the paper or reading it are here for the taking.

These are lessons I truly believe will continue to serve us—both readers and contributors—many years after leaving Rindge. If you agree that there are things we can do better, join us. If you decide not to, keep telling us what you think we're doing right, and what you think we can do better. Journalists or not, we should all be asking a lot more questions.



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# A Letter from the President

By  
Sophie Harrington  
Contributing Writer

Dear CRLS,

I am saddened because this is my last letter to you all as student body president. By the time you're reading this, the next election cycle will have started, and you will know who is running for each position in next year's Student Government (SGA).

In the next few months, Student Government is taking on several tasks. We will be presenting our finalized homework policy proposal to the Faculty Advisory Council and the School Committee; we will be revising and

editing our current bylaws, which will be ready come election time; we will continue working on a proposal to address the current athletic academic eligibility policy; we hosted a "Planning

for the Future" meeting for students considering joining SGA and outlining the goals of SGA for next year; we had our first student vs. staff dodgeball game; we informed students about our new subsidized ticket policy for senior prom; and, of course, we will host elections!

Though this year has been full of ups and downs for our organization, I am proud of all the work we have been doing in these last couple of months.

One of the biggest struggles Student Government faces is that even though we are working each

In the coming years, it is my hope that SGA will be able to email all students a bi-weekly update about what has been going on so that more students may get involved with SGA and so that SGA's activity is more transparent.

I would like to leave you with this: CRLS is not a perfect school. It is crucial that we have student organizations which work to address inequity and promote events for all students. Students must continue pushing the administration on issues they are passionate about, because we are the ones who are experiencing the unfairness of policies made or approved by the school.

Even if you are not interested in joining Student Government, I implore you to get involved in a club or organization that helps you feel empowered. Student advocacy and involvement

*It is crucial that we have student organizations which work to address inequity and promote events for all students.*

week to try to improve life for CRLS students—both in the classroom and outside of school—we do not have efficient or reliable ways to communicate what we're doing to the student body.



*Pictured: One of the last Student Government events of the year.  
Photo Credit: Ajani Acloque*

in the Cambridge community is and will continue to be one of the main reasons why CRLS is so special. Students are the reason that there is a newspaper to distribute each month, the reason that we have a dress code that does not punish female students, the reason that we have championship teams, the reason that there are school events for students. While a part of me wishes I could stay to help facilitate change at CRLS, I am confident that the students who are currently in-

involved in Student Government and those of you who decide to join Student Government or other clubs and organizations next year will lead those organizations and our school in a positive direction.

I am excited to hear about what CRLS students are doing years after I graduate, and I hope that you find ways to improve CRLS that I never even thought were possible. Thank you CRLS.

Sincerely,  
Sophie Harrington

# Mental Health Awareness Alone Is Not a Solution

By  
Julian Knight  
Contributing Writer

Around twenty percent of teenagers experience some form of depression before reaching adulthood, and 2016 Teen Health Survey data reported that anxiety and depression rates had increased in the last ten years. While this can manifest in a variety of ways, it is generally agreed that such health issues are not helped by the fact that all teenagers undergo intense pressure and stress throughout high school.

On April 26th, CRLS held assemblies throughout the day to educate students about mental health and help "to reduce stigma associated with mental health issues." While such goals are laudable, there remains a key disconnect between the problem and the solution. Acknowledging and informing an

audience about an issue is important, but these actions in themselves do not directly lead to a resolution. Much in the same way that scientists only studying melting ice does little to affect the issue of climate change explaining the nature of depression

and anxiety to unaffected individuals does not remove those conditions from the populace.

These types of attempts to combat poor mental health are not unique to this assembly, or to CRLS at all. This awareness-based approach is widespread, and is just that—focused solely on making awareness of depression and anxiety commonplace. Depression and anxiety are very real disorders, arguably on the same plane as other chronic illnesses. However, they are largely not treated as such. Seeking to purely inform the public takes no great strides to limit the causes of depression and anxiety, which would make little sense in the context of any other health issue. The treatment of Ebola, for instance, was marked by stringent preventative measures combined with research to develop new treatments, not just informational campaigns. Explaining why Ebola was so deadly helped

to educate the public and help unaffected individuals avoid infection, but it was research, containment, and the work of doctors that ultimately led to the end of the 2014 outbreak.

While this is a harsh comparison, many of the same ideas apply.

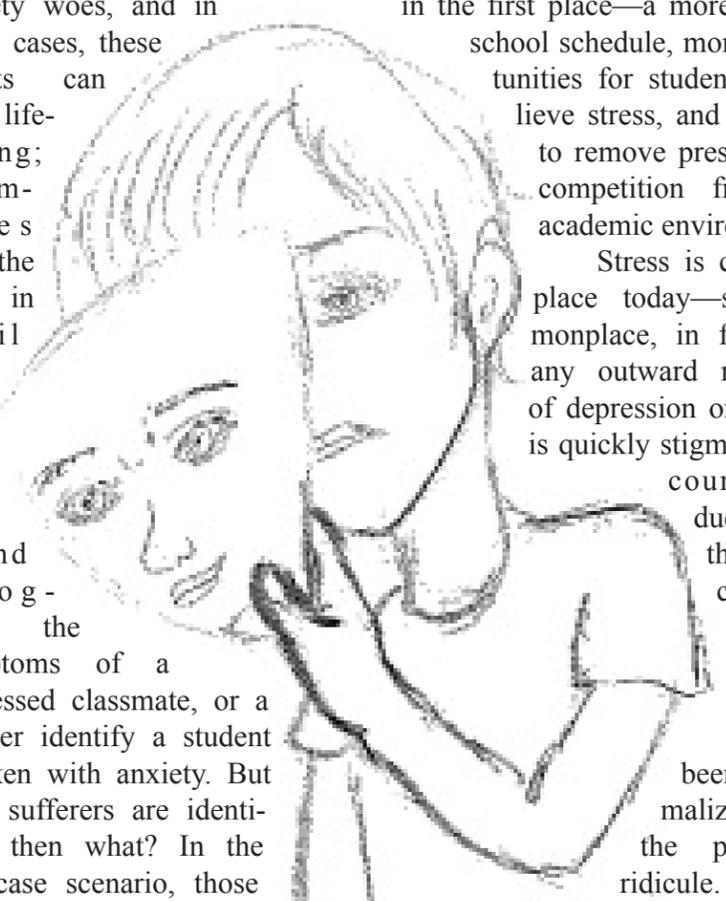
Many schools—CRLS included—seek out awareness as the answer to a student body's depression and anxiety woes, and in some cases, these efforts can be life-saving; assemblies like the one in April can

help a friend recognize the symptoms of a depressed classmate, or a teacher identify a student stricken with anxiety. But after sufferers are identified, then what? In the best-case scenario, those suffering with mental illness readily agree to appointments with a therapist or are prescribed antidepressant medications. Unfortunately, not all patients have equal access to these treatment options, and either way, this approach remains one that regards mental illness as a problem to be quickly resolved, not one to be

prevented. Ideally, more extensive, school-based efforts would be taken to prevent depression and anxiety in the first place—a more flexible school schedule, more opportunities for students to relieve stress, and attempts to remove pressure and competition from the academic environment.

Stress is commonplace today—so commonplace, in fact, that any outward reflection of depression or anxiety is quickly stigmatized as counterproductive by those who cannot relate; such issues have been normalized to the point of ridicule. And our solutions reflect this.

We now understand the depth and severity of the issue. We are educated and well aware of the effects and prevalence of mental illness within our society. But the time for education is over. Now, we must move towards solutions.



*Illustration Credit: Teymura Landsverk*



Illustration Credit: Lara Garay

## Officers' Actions Not Justified

By  
Hermella Kebede  
Contributing Writer

W. E. B. Du Bois, in his text *The Souls of Black Folks*, refers to a veil when describing the racial chasm embedded within the American experience. Du Bois argues that, as a result of being black, African Americans are not endowed with the full privileges of American citizens. In essence, he describes being reduced to the status of second-class citizens. The veil is a metaphorical manifestation of the color line, playing its role in skewing the psychologies of white and black Americans.

The veil can be applied to explain why white people have a negative perception of black people and why, in turn, black people hold that same perception of themselves.

The veil can also explain the treatment of Harvard student Selorm Ohene by Cambridge police on April 13th.

Ohene's experience was unremarkable, but problematic nonetheless. Ohene was unarmed and in no position to do any harm, yet he was regarded as a threat. America has a long history of brutalizing black people for inadequate reasons, and Ohene's treatment is a reflection of the limited progress made by this nation.

A recent analysis of FBI statistics by *Vox's* Dara Lind states that while black people compose 13% of the American population, they

account for 31% of deaths due to police violence.

Ohene's outcome was better than being killed, but the police have a long streak of negligence when responding to any form of law infractions by black people.

What can rationalize the actions of the police? In the video of this incident, Ohene was just standing in the middle of the street as Cambridge police slowly approached and then lunged at him. The actions taken by the officers were unnecessary, since it appears that Ohene did little to provoke the police.

A statement released by the Cambridge Police Department claims that Ohene had ingested narcotics prior to his interaction with them, but that, in no way, justifies the police's actions. According to Police-One Academy, a leading publication devoted to providing resources to police officers, in situations where the suspected

culprit has ingested hallucinogens, it is advised for the police to establish a safe environment—which the Cambridge police did not do.

It is appropriate to reference Du Bois's veil when discussing Ohene. In the video, Ohene was treated like he was less than human. There is a huge racial disparity in how the police use force. Hostility by authority towards black people is older than the nation itself. The need for violence to subdue Ohene only shows that even Cambridge's progressivism isn't enough to unravel the racial barrier prevalent in America.

## The CPD Did Their Job

By  
Levi Herron  
Contributing Writer

In recent years, there have been nationwide debates over controversial actions by police officers in the United States. Much of this debate is understandable. There is often a regrettable disconnect between police and the communities they serve. Policing in America has come under the microscope, particularly in regard to officer-involved shootings and use of force.

Cambridge has not been immune to this scrutiny. Most recently, there has been attention drawn to an April incident in Cambridge during which police used physical force to take a man into custody. Officers responded to multiple 911 calls about a nude man standing in the

street near the Cambridge Common around 10:00 PM. Upon arrival, they dis-

covered Selorm Ohene, a Harvard student from Ghana, naked and reportedly on drugs. Officers tried to speak with Ohene, but to no avail. The additional force deemed necessary by the police included several punches thrown by one of the officers. Bystanders caught video of much of the encounter, and it's important to watch the full seven-minute video to get the full context of the incident.

There's no question that police should use force very sparingly, and only when necessary to accomplish their goal of protecting the public. There is also no question that physical force never looks good on video, no matter the situation.

If you read more about the lead up to those punches, however, and watch the full video, it becomes pretty clear that this was quite a dangerous situation for everyone involved.

Firstly, Ohene was on one of the busiest streets in Cambridge. Several of his friends had told the responding officers that he had taken hallucinogenic drugs, and

this—combined with his erratic behavior—likely made those officers worried that he would step into oncoming traffic. He was eventually transported to the hospital to be checked out for any injuries and for side effects from the drugs he had taken. During that journey, Ohene spit a stream of blood into the face of one of the paramedics helping him, an act that shows his state of mind at the time of the incident.

This event can teach us a lot about police use of force. Most importantly, it shows that we must look at the whole context of an incident before we rush to judgement. The widely circulated five second clip of a man on the ground being punched by a cop doesn't tell the whole story. It doesn't show that he was naked, high on drugs, and violently resisting arrest.

When you learn about the lead-up to those five seconds, then you can begin to understand why the officers

took the action they did. In addition to the importance of looking for context, this incident also teaches us about the tough decisions that police officers must make in quick and stressful situations. Hindsight is always 20/20, so on the specific details of the situation that we had days and weeks to ponder, the officers involved only had mere seconds.

Obviously it would be preferable if none of this had to happen. Any fight between a desperate man on drugs and police never ends well. The fight was so vicious that one of the officers involved had to be treated at the hospital for an injured shoulder. Unfortunately, that is sometimes the price of keeping the public safe.

Officers should always work to de-escalate confrontations and only use force when absolutely necessary. In this case, they did just that. The force the officers used was not only justified, but also instrumental in preventing more serious injuries to both Ohene and the involved officers.

*We must look at the whole context of an incident before we rush to judgement.*



Illustration Credit: Lara Garay

# Declining Bee Populations Threaten Everything

## As Modern Farming Advances, Bees Become Increasingly Vulnerable

By  
Kerri Sands  
Contributing Writer

Since the return of spring has arrived in Cambridge, splashes of pink and green have filled the streets that were colorless just weeks ago. Without bees and their pollination of plants, this rebirth of plants would not be possible.

Because of the crucial role bees play in global agriculture, it's vital to ensure that the environment stays fit for their survival. However, the bee population is currently declining. The most devastating cause of the diminishing bee population is pesticide use. Although pesticides attack critters that devour crops, they also harm bees. In some countries, such as France and Germany, certain pesticides have been banned for this very reason; however, these same pesticides are still largely imple-

mented in U.S. agricultural practices.

Diseases are another issue that widely affects the bee population. Diseases, viruses, and other pathogens that have been affecting bees include American foulbrood, Israeli acute paralysis virus, and varroosis. According to the Environmental Protection Agency, diseases among bees have increased immensely in recent years due to pesticides depleting bee immunity.

The bee population is also lacking in genetic diversity, which is a key factor for a success-

ful colony. A 2013 study by North Carolina State University concluded that more genetically diverse colonies had better survival rates than less genetically diverse colonies. In a sample of 80 colonies, 48% of colonies that had queens that mated at least seven times were still alive over the course of

the 10-month study, while only 17% of colonies that had queens that mated less than seven times survived. Increased mating times increases genetic variation, since sexual reproduction results in more genetic diversity.

Selective breeding of bees by humans has negatively affected genetic variation. Since domesticated bee-breeding is done artificially for agricultural practices, certain traits are overly expressed while oth-

er genes are bred out based on whether or not those genes benefit crop pollination. Artificial selection decreases genetic diversity by making each bee's genome essentially identical, which increases vulnerability to diseases.

In order to save bee populations, it's essential

that farmers begin to take a more holistic approach to agriculture. Though some may argue that conventional agriculture is the only possible way to feed the world, modern farming is doing quite the contrary. With hundreds of monoculture crops come gallons of pesticides—which prevent bees from pollinating essential crops. However, pesticides do serve an important purpose, as pests tend to invade crops. One solution would be to replace neonicotinoid pesticides, which are a lethal insecticide to bees.

Another solution that would benefit the bees would be to let them reproduce in a more natural environment. If bees reproduce in their own natural environment without modification, this will increase genetic variation, which will be beneficial to future generations of bees and their health.

The U.S. can thank bees for diverse food production, as honeybees pollinate 80% of U.S.-grown crops. Without bees, the U.S. wouldn't be able to produce 95% of the food that is manufactured in the food industry. Although there are other pollinators, such as butterflies and hummingbirds, honeybees are the most essential for pollination and are also a keystone species—meaning without them, other species, including humans, would not be able to thrive in their environment.

If the bee population continues to fall, this will undoubtedly jeopardize the biodiversity of the earth. Rather than using toxins to exterminate pests, individuals who grow any vegetation should use more wholesome agricultural practices in order to preserve bee populations. After all, humans owe it to the bees for everything with which they have provided the world.

*It's essential that farmers begin to take a more holistic approach to agriculture.*

## Ecuadorian Agriculture

By  
Grace Austin  
& Sophie Pelletier  
Contributing Writers

When asked to create a project for our Food, Farming, and Our Planet class promoting sustainable agriculture in a local community soon after returning from a school trip to Ecuador, a lightbulb went off in both of our minds. Why not bring home practices implemented in Ecuador, where agriculture is the top contributor to the nation's economy?

The trip led us and 30 other students to the community of Yunguilla, in the highlands of Ecuador, where we explored the Bosque Nublado—or, Cloud Forest—and visited a community built on subsistence farming, community trust and teamwork, and appreciation for the miles of neighboring mountains and vegetation.

Our group worked in the garden, dairy house, jam factory, and handicraft workshop. Unlike a majority of U.S. farms, the farm is managed by one woman, who plants, grows, and harvests crops used in the local restaurant and store. Like the garden, the dairy farm—comprised of only three rooms—differs greatly from the industrial factory farms common in the U.S. in its size and production.

Residents of Yunguilla are all

designated a maximum of eight cows. This system functions off the value of sharing common resources and understanding the effects of exploiting essential goods from which the entire community benefits.

While traveling in a large tour bus throughout both urban and rural parts of Ecuador, we observed how sustainability played a part in the country's infrastructure, agriculture, and energy. The landscape and vegetation of Ecuador surprised us as the tropical foliage, the blankets of densely populated neighborhoods on the capital's mountainsides, and the highlands were nothing like Cambridge.

Along highways, we noticed mountainsides covered in cement-like material spotted with drainage pipes. Our tour guide later told us that in order to prevent landslides, Ecuador uses biodegradable material on the mountainsides, planting trees in it as well.

Additionally, we learned that most citizens use lower-cost, subsidized gas to cook at home. Despite favoring gas for their cooking, Ecuadorians source 80% of their electricity from hydropower, compared to the United States, which only powers 7% of its electricity with hydropower and the majority with environmentally destructive fossil fuels. Although Cambridge's landscape can't match the breathtaking cloud forests of Ecuador, the fundamental values that the citizens of



Pictured: CRLS students working on a farm in Yunguilla, Ecuador.

Photo Credit: Grace Austin

Yunguilla and small scale farmers hold can be adopted in our city.

In thinking tangibly, there are several different urban developments that integrate sustainable agricultural practices. Several cities, including Cambridge, have created community gardens, where individuals can plant new foods and distribute the harvested vegetables among neighbors. In areas where it is difficult to buy fresh produce for a reasonable price, this model is extremely effective. In addition to community gardens, visiting farmers' markets and stores that produce local goods promotes localization. The globalization of goods leaves a massive ecological footprint that is

difficult to decrease unless we can restructure where we demand our foods to come from. While it is ideal to buy local and organic foods, doing so is also expensive. Therefore, targeting the subsidies that continue allowing unsustainable, industrial agriculture farms to produce unhealthy products is another step in the right direction.

Despite differences in region and culture, communities throughout the U.S. can adopt the Ecuadorian mentality, if nothing else. Americans have the ability to lead a sustainable lifestyle if they change their mindset to mirror the community-based mentality of the people from Yunguilla.

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TO READ ABOUT THE ENVIRONMENTAL IMPACT  
OF ONLINE SHOPPING

## Feminism: What Does It Mean in 2018?

By  
Aviva Gould, Alice Jacob,  
Louisa Monahan, & Olivia Shirley  
*Contributing Writers*

Are you a feminist? This is the question we asked a number of students at CRLS through a survey handed out in Community Meeting. Their answers varied from yes to no, with many responses in between. We also asked what they thought feminism was, which received a much wider range of answers. Before we dive into who should consider themselves a feminist and why, we must first head into some history.

Though the official American feminist movement only began in 1848, women have been striving for equality with men since the beginning of recorded time. In Ancient Greece, women were active in all parts of government, received the same education as men, and worked in the same fields as men. Additionally, many gods worshiped by Ancient Greeks were portrayed as feminists, such as Artemis.

However, in other parts of Europe, it was the societal norm that women were not treated very fairly until the late nineteenth century. These ideals traveled to the North American colonies and spread over the new United States. In striking contrast to the Greeks, almost 85 percent of the United States worshipped a single, traditionally male god, and the idea of a female deity would have been laughable.

In 1858, Elizabeth Blackwell became the first woman to attend college in America—even though Harvard University (the first ever university) was founded in 1636. This is not to say that women didn't do their fair share during that

time—they worked just as hard as men for half as much pay.

To say that the problems of gender inequality are even close to being solved today is simply untrue. The wage gap still exists, and sexual assault and harassment are still huge issues for women. The word “feminist” does carry a lot of weight; there are assumptions about feminism that never seem to leave. Feminism is frequently associated with radical opinions about equality, and feminists are often portrayed as hysterical women raging against all men. It's true that some ideas of feminism are too focused on women's issues. As a movement, feminism can seem to demonize men and blame all issues on the patriarchy. However, feminism isn't inherently bad. The word simply carries power, and CRLS students are the next generation; they drive the movement and have a lot to say.

When senior Ottavia Rigazzi hears the word “feminist”, her mind flashes to the 2016 Women's March. Other students wrote about picturing misandrists, a term for people who hate men. However, these people do not stand for equality. When we hear the word “feminist,” we must remember that although people may misuse the

*To say that the problems of gender inequality are even close to being solved today is simply untrue.*

label, the purpose of feminism is solely to fight for equal rights—not to put any gender above another.

In truth, it's your choice. Labels cannot tell the entire story. The feminist movement was crucial to the equality we now see in the United States. However, a new wave of feminism is in



Pictured: The 2018 Women's March in Cambridge.

Photo Credit: Vera Targoff

order: a wave that both reclaims the word “feminist” and redefines the movement itself. There are issues within feminism that sour the movement to new supporters. Feminism can no longer be focused on white, straight, able-bodied women. Intersectional feminism, meaning supporters from all groups, must rise up and take the place of this outdated feminism—but to do so, women, men, and all others must make the change.

Anyone who believes in equality but chooses not to identify as a feminist has a reason, and it's likely a good one. But when it comes down to it—feminist or not—the fight for equality is not over. The question is: What are you going to do about it?

## Evaluating Civic Responsibility in the Trump Era

By  
Oscar Berry  
*Contributing Writer*

Since the election of President Donald Trump in 2016, American politics have been turned upside down. Government bureaucracy has been hijacked for political purposes, our political beliefs are increasingly arbitrary, and our society is split at the seams. Democratic institutions we thought safe and secure are now under assault by the forces of nationalism, populism, and partisanship. More than ever before, it is essential that we do our part as American citizens and not be led back into tribalism by divisiveness.

It is commonly accepted that the world is filled with injustice, and it is the duty of the people to protest injustice. Movements such as the Women's March, the March for Our Lives, and Black Lives Matter are positive no matter what they propose because of their very nature: They are protest movements. Far too many contemporary politicians are more concerned with “victories” than working to solve actual problems such as civil oppression, prison labor, and climate change, and as such, it is our responsibility

to stand up against them. In a democracy, we as citizens are obligated to speak up on issues we care about and to take responsibility for our nation. Especially in times like these, we simply cannot afford to be passive.

Our second responsibility is obvious as well, but we are having a much harder time following through with it. As much as we can argue and debate, it is critical to listen. I see people locked in by their beliefs, unable and unwilling to open their minds to other points of view. Cambridge and CRLS specifically pride

themselves on their tolerance of differences,

but when it comes to tolerating other beliefs, many, including myself, fall short. Our democratic society is built on an acceptance that individuals are different in not just who they are, but in what they believe. Progress is not achieved by shouting at a wall, and the only way we can move forward past our differences is to take a step back and make the effort to see the other side and respect each others' opinions. If we seek to make real change in our society and start to mend the divide

*In times like these, we simply cannot afford to be passive.*

that is plaguing our nation, then we must put a renewed emphasis on listening to ideas that might make us uncomfortable. It may be difficult. It may be painful. But it is absolutely necessary.

Thirdly, be relentless in your pursuit of the truth. In 2016, we all saw how the American public fell victim to fake news, conspiracies, and outright lies. The result is a society more polarized than ever before in our lifetimes and one which is struggling to find facts that everyone can agree on. It might seem impossible in our political climate

to convince others that climate change is a certifiable fact, but we can start the process of reconciliation at a much smaller level: that of the individual.

Every day, we, as humans, make thousands of decisions. Most of them are made unconsciously, even when it comes to what we say and what we believe. Maybe a few years ago this would have been acceptable, but no longer.

In a world where fake news swarms around us and tempts us with deceitful lies, we must be ever vigilant in upholding the truth. Do

not be quick to accept information you receive as simple fact. Look, investigate, and determine what is correct for yourself. We cannot allow ourselves to be corrupted by the politicization of basic facts, and the best way to combat such a phenomena is to personally take responsibility of your sources of information. This is important, clearly, because the information you have determines what you believe and what you say, and every lie you pass on is one more person infected with the virus. As a citizen, you have to make a powerful, and conscious choice. Will you strive to contribute to an environment that puts facts over feelings, or one that is sketchy when it comes to the truth?

### CORRECTION:

ON PAGE 14 OF OUR MARCH/APRIL EDITION, THE AUTHOR MISTAKENLY CLAIMED THAT 851 PEOPLE WERE INJURED BY THE SHOOTING IN LAS VEGAS. THE NUMBER OF INJURED PEOPLE WAS AROUND 500.

*Opposing Viewpoints, Meaningless Issues*  
**VEST OR CUMMERBUND?**



*The Argument for Vests*

By  
 Freddie Gould  
 Contributing Writer

It's that time of year again: Us beautiful men must go out and acquire the formalwear to wow everyone during prom season. Everything in choosing a suit is fairly easy, except for the allegedly difficult decision between essential midriff accessories. With so much indecision on this pivotal issue, I'm here to enlighten you to the obvious decision in the cummerbund vs. vest debate.

First of all, why is it spelled cummerbund? That sounds wack. According to Google, when choosing a

tuxedo accessory, "components of formal attire are not novelty items, but rather a hallmark of refinement and elegance."

So when you go for your "hallmark of refinement," are you going to choose a weird semi-belt made of cloth that makes your pants look strange? No, of course not. If you have at least a slight sense of style, opt for the classic, clean-cut, well-put-together look of a vest.

The vest is the peak of formalwear—it screams sophistication. It says with assertion, "I am a snack, and my vest is just the wrapping," while a cummerbund says, "I'm trying to be fancy but don't know how to

present my body."

A vest cleans up a look—it brings together the left and right side of the tuxedo like a silk peace treaty. A cummerbund screams teenage indecision—a deep desire to be unique that flops as a tiresome accessory that doesn't belong.

In my search for higher fashion knowledge, I've turned to senior Jeff Chen, who also may have looked over my shoulder at a picture of a cummerbund.

In his words: "Cummerbund ugly, bruh." If that doesn't settle it, I don't know what will. So make the right decision, gentlemen, and keep the cummerbund where it belongs—in the back of the closet.

*The Argument for Cummerbunds*

By  
 Ethan Rothenberg  
 Contributing Writer

The very idea that a self-respecting individual would choose a vest over a cummerbund is a testament to how far our society has fallen.

There are precisely seven reasons that the cummerbund is a preferable choice:

1. Benedict Cumberbatch: His last name sounds similar—a message from God that cummerbunds must be worn.

2. As Mr. Gould may have stated, senior Jeff Chen claimed, "Cummerbund ugly, bruh," yet from his grammar—or, lack thereof—it is clear that he cannot

be trusted. Jeffrey Chen has time and time again demonstrated a fundamental lack of fashion sense. When first shown pictures of mullets and hammer pants, he claimed, and I quote, "Mullet and hammer pant cute, bruh." His character cannot be trusted, and his existence as a reference for Mr. Gould's case is indicative of the weakness of Mr. Gould's argument.

3. Vest rhymes with pest, a clear symbol that wearing a vest is synonymous with being a pest.

4. Cummerbund rhymes with fun. Enough said.

5. Wearing a cummerbund says, "I'm confident with my abs, and I'm not afraid to show it." It is a simple, yet effective way of incorporating the style of a thick

belt with the practicality of a waist trainer. It is truly having your cake and eating it too.

6. Wearing a vest shows a deep-down desire to be a valet. Those who wear vests and claim to have no aspirations to be valets are liars. A vest is to prom as a swarm of bees is to a baby shower: an uninvited vibe-killer.

7. Lastly, a vest makes you look like an usher, and Usher the musical artist has fallen out of style, a clear symbol that vests must go.

So, if you are going to prom or any formal function in the future, steer clear of the vests and ride the cummerbund wave.

*Editorial Note: Ethan Rothenberg did not wear a cummerbund to senior prom.*

**Advice from a Graduating Senior**

By  
 Sophie Harrington  
 Contributing Writer

*Adieu, CRLS! Sadly, this will be my last time writing for the Register Forum. While this may appear on the humor page, some of these notes below should be taken seriously, even if they do make you laugh. Before I say my last goodbyes to this beautiful Cambridge community, I wanted to impart my last pieces of wisdom onto you all. This is advice I wish I had gotten when I was younger; so, seriously, you should read this.*

**1** Don't start talking about college until the end of junior year. If you hear freshmen ask each other where they want to go to college, SHUT THAT CONVERSATION DOWN! It's not healthy to talk about it that young, and frankly, what you say means nothing, because whatever you may believe as a freshman, you really don't know what you want.

**2** Remember to start training for the Spoon Game in September of your senior year. You will need to work up your leg and arm muscles.

**3** Don't make second semester senior year your hardest semester of high school EVER. Just don't do it. Trust me.

**4** Refrain from using these words in conversation: "lit-sauce," "send Point," "word," and "fair to say."

**5** Write your college essay about your worst romantic experience. Colleges love to see that you know how to overcome defeat and have had personal struggles.

**6** When you make a new friend group, make sure you name yourselves something cool, like "MC." Then, you can all change your Instagram names to start with your group name so people know you are basically the same and #bestiesforlife.

**7** Learn where all of the doors at CRLS are early on, so when you develop your skipping habits by second semester of freshman year, you know the easiest, breeziest way to exit the building.

**8** If you choose to go to prom junior or senior year, make sure to make a "Prom Outfits" page where people can post what tuxedos they're wearing. It would be really awkward if people wore the same tux.



Illustration Credit: Lara Garay

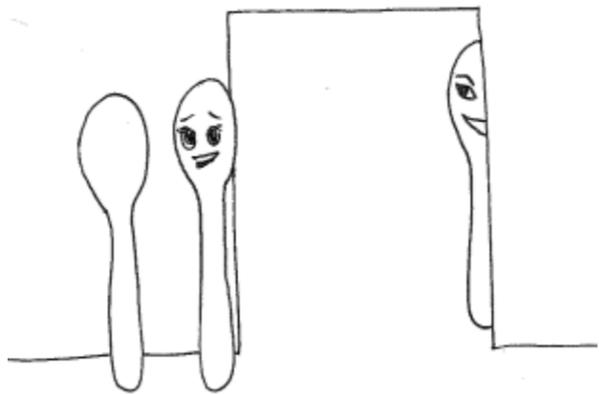
# Developing: Spoon Game Exposé

By  
Ella Russell  
Contributing Writer

For the past few months, over 200 CRLS seniors have undergone the trials and tribulations of the Spoon Game. Each player paid a five dollar entrance fee, amassing a combined total of more than \$1,000. Half of this money will go to the winner, and half will go to a charity of their choice.

Students signed up in February. After paying the entrance fee, they were added to a Facebook page explaining the rules of the game. The ground rules are simple: Players must carry a white plastic spoon in their hand. Everyone is assigned a target to which do if the has no their In in - o f safety and the maintenance of a productive learning environment, there are several safe zones established, including classrooms, bathrooms, workplaces, and school clubs.

The game is further complicated by temporary rules known as “wildcards,” such as entire floors of CRLS turning unsafe even for spoon-carriers, players holding their spoons like lightsabers for May the 4th, and players holding hands with an obliging underclassman.



Four seniors are running the game: Cooper Kelley, Juliette Low Fleury, Ajani Acloque, and Atticus Olivet. They post the wildcards and the “in memoriam” lists comprising people who “died” that day complete with a Hunger Games-esque cannon. To become a Spoon Game admin, they contacted the seniors who ran the game last year. Initially there were five admins, but on March 2nd, the first day of the game, one admin leaked information about targets to their friends. They were kicked out and everyone was given different targets.

“It’s pretty funny to be able to put something on Facebook and the next day have 270 -something teenagers walk around ... doing some crazy stuff,” says Kelley. However, he finds that “there are other times when it’s just a lot of work for little reward.” According to Olivet, this is in part because Kelley took on the most work. “Especially during some of the really intense weeks, he would get all of the messages and be on his phone the entire time.”

Over the course of the Spoon Game, there have been frequent disputes over wildcards and the validity of kills. For example, when the second floor was made unsafe, Olivet and Acloque remember many tagged out players messaging them, searching for loopholes to get back in the game, asking questions like, “Is the first tile considered the second floor? Or the second tile?” And, “If half of my foot is outside of the staircase and in, am I on the second floor?” This year’s Spoon Game has “been so intense,” says Olivet, “that [people], when they get out are sometimes hap- sentiment ally mirrored that of the play- stretchers on and out.

Senior Clara Benoit-Latour was tagged out early on in the game, and she enjoyed her experience, especially the excitement of realizing “that even your friends can backstab you.” Senior Olivia Rigazzi, one of the final fifteen players to get out, agrees that the beginning was fun when “a lot of people were still in and the wildcards were exciting and original.” However, “the end got a bit boring,” and she “asked [herself] a lot of times if it was worth it to keep playing.”

Nevertheless, some players go to impressive lengths to eliminate other players. If a player has a good relationship with a teacher, the teacher will sometimes give away the student’s target’s schedule. In past years, this type of information has led to players hiding in the bushes outside their target’s house. This year, senior Paley Matteus offered players ten dollars to commit “spoonicide.” The player would message an admin saying they wished to leave the game and dedicate their kill to Matteus. Two players committed “spoonicide,” but Matteus was soon tagged out himself before any more could take him up on his offer.

In addition to the main prize money, a \$20 prize goes to the player who has the most kills by the end of the game. The person who plays the “craziest” game, showing creativity and guts in tagging their targets, wins the Brenna Lipset ’16 Memorial Prize: \$30 and a burrito from Felipe’s.

“I hope it ends smoothly,” remarks Olivet. “I think it will.”

## The Spoon yard



By Dr. LaSalle

Illustration Credit: Miriam Alvarez-Rosenbloom

# “SPOON GAME”

BY TAL BEN-ANAT

Sometimes throughout our lives, we take a critical hit  
And we wonder if a lifetime of hurting is even worth it  
Well, let me spell out a tale imbued with woe  
Cuz you know I got played about a week ago

...  
Well it was back in the time  
When I was tryna write rhymes  
When all my good friends, my homies were off  
All on their grind  
Thinking ‘bout their future... the course of their lives  
Measuring density of destiny like God in the clouds  
Well there I was, just chillin’, just feelin’ the vibe  
Tryna leave all of this high school stuff behind  
Tryna get up in the summer so I could recline  
Tryna start my adult life by living out my dreams  
Tryna fight the good fight, tryna get in the scene  
Yeah I was sitting all desolate alone in Lunch B  
Where I was pondering on how to be a good emcee  
When all a sudden... this girl sits near me  
And I knew today was boutta be interesting  
Her name was Sophie, we went to middle school in sync  
And when she asked me for my help I didn’t have to think  
But ladies and gentlemen, this is where I fell hard  
Where my benevolent, helpful ass got caught off guard  
I said I’d lend a hand, but I got real reckless  
Ensuing actions made me wanna don a rope necklace  
Cuz when the time came, deft hand dealt blow  
And all knowledge dropped all at once  
As body evicted soul  
Man dead at 18, lunar month in the game  
Tryna gather my mental, hoping I don’t go insane  
Because when all’s said and done  
Maybe God’ll grant me a boon  
Expedited recovery from homicide by a spoon.



Illustration Credit: Megan Kelliher

Tal Ben-Anat performed this rap at the 2018 talent show on April 17th.

## NURIKABE

				3
4				2
3				

## HOW TO PLAY:

The object of the game is to shade cells in the grid above, representing an “ocean”, and leave the remaining cells white, representing “islands”. This is accomplished according to the following rules.

### Ocean

Each ocean cell is connected to at least one other ocean cell. (Connected means up/down and left/right, but not diagonal.) No 2x2 regions can be fully ocean (although they can be fully island).

### Islands

Island regions contain exactly one numbered cell. The number describes how many cells the island contains (The numbered cell is included in this count) The island regions cannot be connected to each other. (They are allowed to touch diagonally.)

### Example:



## KEN KEN

6+		48*	
5+		1+	
	2-		6+
3-			

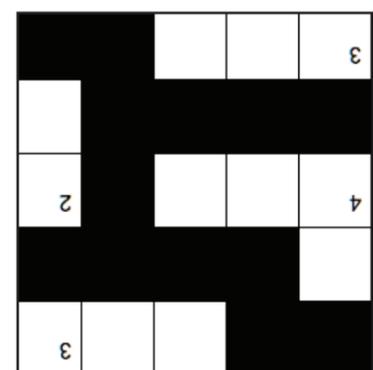
## SUDOKU

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

## KEY

2	3	1	4	3-
1	2	4	3	2-
4	1	3	2	5+
3	4	2	1	6+

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



## (ACTUALLY) CRISPY PAN FRIED TOFU WITH HONEY-SOY GLAZE AND BROCCOLI

Pressing as much moisture as possible out of extra firm tofu and frying until golden brown yields a crispy exterior and a soft, custard-y interior. Feel free to substitute whatever vegetable looks good or what you have on hand. Recipe adapted from Bon Appetit.

1 package extra firm tofu  
 1/3 cup vegetable oil  
 1/2 cup low-sodium soy sauce  
 2 1/2 tablespoons rice vinegar  
 2 tablespoons honey  
 1/2 tablespoon finely chopped ginger  
 1 bunch broccoli  
 1/2 a lemon

Drain tofu and cut block into 1/2-inch wide rectangles, then cut each in half to get about 12 square pieces. Cover with a paper towel or clean dish towel and a frying pan or other heavy object, being careful to not crush the slices. When the towel is soaked through, replace with a fresh one. This step is important—pressing for 10 minutes will work fine if you dry off each slice before cooking, but if you have 30 minutes, that will work best.

While you wait, consider the vastness of the universe and stir together the soy sauce, vinegar, honey, and ginger.

Heat oil in a pan. I use olive oil for everything, but use a neutral-flavored oil if that's what you



prefer. Once the oil is hot, carefully place tofu down. Do not toss it in; oil will splatter and burn you. Let tofu fry undisturbed for 4-5 minutes on each side, until slightly more done than golden brown. Remove tofu and pour out excess oil.

This time, you can toss it back into the pan with your sauce, and cook, turning the tofu to soak up the glaze until sauce thickens.

In a separate pan or wok, sauté broccoli in a bit of oil. Once the broccoli has slightly softened and edges darken, squeeze in lemon juice. Season with salt and pepper if you'd like, but the soy sauce should provide enough saltiness. Stir once more, then add in tofu and sauce. Serve over steamed white rice.

## PARSNIPS WITH HAZELNUTS



This dish, which is really more of an idea, would pair well with a simple salad of arugula or greens lightly sautéed with garlic and balsamic vinegar. I drizzled this with a mix of za'atar and olive oil (which has found its way into nearly everything I eat these days). It can be bought at Middle Eastern markets; I got a large container for \$3 at Eastern Lamejun in Belmont. Ingredients can be easily scaled up or down.

1/4 cup raw hazelnuts  
 6-10 medium parsnips  
 2 tablespoons olive oil

Preheat oven to 350° F. Toast hazelnuts on a baking sheet for 12-15 minutes, until skins are blistered. Remove from oven and wrap into little ball with a thin towel, letting them steam for a minute or two. When cool, rub with the towel to remove skins. Chop roughly and set aside.

Meanwhile, raise the oven temperature to 450° F. Peel parsnips and chop into approximately 2" by 1" pieces. Toss with olive oil to coat and sprinkle with salt and pepper. Lay out on baking sheet and roast for 25 minutes, until soft and golden brown.

Serve with a squeeze of lemon and olive oil. This dish works warm and at room temperature.

## SHAKSHUKA

One of my favorite dishes is shakshuka, which is a North African breakfast dish of eggs poached in a spiced tomato sauce commonly eaten in the Middle East. It is great for any meal. Serve with fresh pita bread (Clover and Sofra make good ones). If you can't make or buy good-quality, puffy pitas, use challah or crusty white bread. I like the texture of roughly chopped whole canned tomatoes, but diced tomatoes are quicker. If you want a silkier sauce, blend the liquid before adding the eggs. Serve with zhoug, a spicy Yemeni green pepper sauce, or at least a drizzle of olive oil.

2 tablespoons olive oil  
 1 medium onion, diced  
 1 clove garlic, minced  
 1 teaspoon maras pepper or red pepper flakes  
 1 teaspoon curry powder  
 1 28 oz can diced tomatoes  
 1 squeeze of lemon juice  
 Pinch of salt and black pepper  
 6 eggs

Preheat oven to 350° F. Sauté onions in olive oil over low-medium heat until translucent, then add garlic and spices. Cook lightly, being careful not to burn garlic. Add tomatoes and simmer over medium heat for 15 minutes.

Pour sauce into a well-seasoned cast-iron skillet, pie dish, or other oven-proof 8-9 inch pan. Alternatively, you can make individual servings in ramekins. Bake for 18-20 minutes, or until whites are just set and yolks are loose.

Note: Sauce can be prepared in advance and refrigerated for up to a week. To serve, simply heat up and bake with eggs.

## FARMERS' MARKET GUIDE

If you're anything like me, you have been impatiently awaiting the return of farmers' markets in Cambridge and the bounty of produce they provide. The Cambridge Winter Farmers' Market closed a few weeks ago, but this month, the majority of farmers markets return with seasonal fruits and vegetables. As the Register Forum has previously covered, the benefits of supporting local agriculture include support for farmers, environmental sustainability, and lower costs.

### Central Square Farmers' Market

HMART parking lot  
 Mondays, May 14–November 19  
 12:00 to 6:00 PM  
 Accepts SNAP and EBT

### Harvard University Farmers' Market

Science Center Plaza  
 Tuesdays, June 12–November 20  
 12:00 to 6:00 PM, to 4:30 PM in November  
 Accepts SNAP and EBT

### Cambridge Center Farmers' Market (Kendall Square)

Kendall T Station outside Marriott  
 Wednesdays, May 16–October 31  
 11:00 AM to 6:00 PM

### Kendall Square Farmers' Market

350 Kendall St.  
 Thursdays, June 7–September 27  
 11:00 AM to 2:00 PM

### Charles Square Farmers' Market (Harvard Square)

Charles Hotel Courtyard, 1 Bennett St.  
 Fridays, May 25–November 16  
 12:00 to 6:00 PM  
 Sundays, May 27–November 18  
 10:00 AM to 3:00 PM

### Cambridgeport Farmers' Market

Morse School parking lot  
 Saturdays, June 2–November 10  
 10:00 AM to 2:00 PM

Additionally, if you would rather order online, Farmers to You ([farmerstoyou.com](http://farmerstoyou.com)) is a service that connects products and farmers from New England farms to people in the Greater Boston area and has numerous pickup sites around Cambridge.



# Boys Volleyball Looks to Finish Season Strong

*After a Rough Start, the Team Hopes to Turn Their Season Around*

By  
Charlie Bonney  
Contributing Writer

The CRLS boys volleyball team got off to a rough start this spring season, entering the month of May with an overall record of 3-7 and a league record of 1-5. Coach Kelley Leary is convinced that—given time—the team can improve. “I knew this team would need a lot of work on skill development and game experience. As with any team, you get what you put into it. If the team is dedicated and works hard, the sky’s the limit.”

The team is looking to bounce back and make a push for the playoffs. Although recovering from the poor start will be difficult, co-captain James Kubicek ’18 said, “We’ve been through a lot of ups and downs, but now’s the time where we can make a real push, not only get into the state tournament, but also make some noise once we’re there.”



The boys volleyball team is competing in the Dual County League with some of the best teams in the state.  
Photo Credit: Sakib Asraf

Fellow captain Samuel Kravitz, shared that same enthusiasm saying that he has “faith that the team will

them coming back greatly improves our odds of winning some more games.”

The team’s record might also be reflective of the Dual County League’s competitiveness, as the league is loaded with some of the best teams in the state. Acton-Boxborough, Newton South, Wayland, and Lincoln-Sudbury—all schools in the DCL—are ranked

among the top 20 teams in the state, according to the *Boston Globe*. CRLS has endured losses against both Newton South and Acton-Boxborough, but Kravitz stated that he was “confident that neither team is unbeatable.”

Both captains stressed the importance of commitment and working hard. Kubicek said the key to the team’s success is “to be mentally tough and really try to learn and grow every-

day.” Kravitz was encouraged by the team’s dedication, saying, “I think that we have a solid core group of players who are committed to the program.”

The team has a large number of underclassmen that are showing promising signs for the future of the boys volleyball program. Coach Leary said, “We only have one senior this year.” She added, “The team has a solid base of young student athletes that are invested in the team growth. The potential for this team moving forward is great.” Kravitz was also excited about the team’s future. “Even if this year doesn’t turn out the way that I had hoped, I am confident that next couple years are something to be looking forward to,” he said.

However the season finishes for Cambridge boys’ volleyball, the program will remain important to many athletes at CRLS. Kubicek, in his last year at CRLS, looked back on his four years on the volleyball team as “something that has been a tremendous joy for me.”

*“The potential for this team moving forward is great.”*

be able to bounce back.” Kravitz, a sophomore, went on to explain how they could turn the season around. “A couple of our starting players have been injured, but



## CORRECTION:

ON PAGE 18 OF OUR MARCH/APRIL EDITION, WE MISTAKENLY STATED IN OUR SPORTS PREVIEW THAT THE ORIENTEERING TEAM WON THE FIRST NATIONAL CHAMPIONSHIP IN CRLS HISTORY. THE CRLS UNDERWATER ROBOTICS TEAM WON A NATIONAL CHAMPIONSHIP IN 2003 AND IN 2004.

# CRLS Girls Lacrosse Team Builds Foundation

## Team Continues Moving in the Right Direction Despite Challenges

By  
Robert Shapiro  
Contributing Writer

Nutella is to America as lacrosse is to CRLS. We slept on it hard for years, but now that we have discovered it, we can't get enough. Unfortunately, this relative newness means we haven't had the time to become as skilled as our counterparts. The game has a history of being an upper-class, suburban sport which makes it difficult for the Falcons to compete in the Dual County League, which is made up of upper-class, suburban towns like Newton and Acton-Boxborough.

Newer urban programs entering the sport are at a clear disadvantage for several reasons, one of which being that suburban schools have easier access to facilities.

Their fields and locker rooms are on campus. At CRLS, teams have to travel to practice. The difference is especially pronounced for the girls team, which

practices and plays games at Danehy Park. Renovations to Russell Field have forced this year's boys lacrosse team to temporarily play and practice at Danehy as well, but they will be able to return next season to an upgraded facility with locker rooms and an easy-to-access weight room.

The lack of sharing is a major grievance of the girls team. The boys and girls basketball teams are able to share Al Coccoluto Gymnasium successfully with the girls practicing right after school and the boys practicing at five, which begs the question of why the lacrosse programs don't do something similar.

There is definite support for a system of sharing from players like Rayna McElhiney '19, who said, "I would prefer different times [for] practices."

An additional impediment to the success of urban teams is the lack of programs that teach kids the fundamentals early. Suburban towns will often host

lacrosse camps and clinics similar to the "Tomorrow's Stars" or "Soccer Night" programs of Cambridge that get kids interested and familiar with the game so they can come into high school ready to compete.

Cambridge is just now starting to have lacrosse camps of its own, which according to captain Hanna Norris '18 has led to "more and more players coming in who have played before."

These challenges, though, don't stop girls lacrosse from doing things

wear outfits complete with backwards caps, mesh pinnies, and black and white Nike crew socks.

It also doesn't mean they haven't made strides. This year's team, which is led by captains Norris, Ella Brown '18, and Isabelle Kenny '18, has won eight games this season, improving upon last season's record of 3-15.

The most meaningful of the four victories was over the Belmont Marauders. The Falcons were tied going into half, but came

pen.

Ms. Manning had an accolade-filled college career playing for the Bridgewater State Bears—she was an Eastern College Athletic Conference Division III New England First Team All-Star three times as well as Massachusetts State Collegiate Athletics Conference All-Academic selection two times. Her experience balancing academic and athletic excellence makes her not only a superb coach, but also an exceptional role model.

Her style resonates with players like Norris, who spoke of her leadership and added, "She's also your friend when she needs to be." She embodies the work ethic that will be vital to the team's future success.

This season is about adding to a foundation. The team has more work to do before it becomes a powerhouse, but the growing popularity of the sport coupled with this year's determination to be great may just get it there.

*"More and more players [are] coming in who have played before."*

their way. They wear shorts, which offer a much broader range of motion than the traditionally worn skirts. Many CRLS girls lacrosse players regard the traditional skirts as ridiculous. CRLS players mock the hyper masculine and fraternity-like nature of suburban boys lacrosse, holding a "lax bros" day, when they

out of the break aggressively and were able to run away with the game on the way to a final score of 16 to 7 mean.

There is still a lot of work that has to be done if the Falcons are going to compete for league titles, but under the tutelage of head coach Shannon Manning, it could certainly hap-

## CRLS Sails Through the Season

By  
Sophie Harrington  
Contributing Writer

For many Bostonians, the sight of white sails in the basin of the Charles River signifies the end of the long, arduous New England winter and the onset of spring. However, for 18 students at CRLS, the advent of the sails means more than just spring: It means the start of the spring sailing season.

Tatiana Athanasopoulos '18, who has been on the sailing team for two years, commented, "Sailing is better than all the other sports at CRLS; you get a tan and there's no running."

After school, you will find a pack of CRLS students walking to Harvard Square to take the Red Line a short three stops to Charles MGH. Fifty percent of this year's

and Thursday, you will find the team in their locker room or out on the Charles River getting ready for their next race.

Though many CRLS sports participate in the Dual County League, not many other high schools in the area have sailing teams, so the CRLS sailors race against a mix of schools including Newton-North, Newton Country Day, Needham, and North Quincy.

The team is coached by Amanda Donohue, who is a special education teacher at Arlington High School. Donohue has been sailing since before she was in high school and ended up sailing at the University of Vermont.

Donohue has been coach of the team for three years, and from her perspective, one of the main reasons that the team is doing so well this year is the "dedication and commitment of the students." She spoke

team members are juniors, with the remain-

*"The best part about sailing as a sport in general is that it is very inclusive of different body types."*

ing half comprised of three freshmen, three sophomores, and three seniors. These 18 sailors are going to the team's main base, Community Boating Inc., known to many as CBI. Every Monday, Tuesday,

to the RF at a sailing regatta in May and in an email. She commented, "The juniors now were freshmen when I started ... I think they have learned a lot from me, but I have also learned a lot from them."

The three captains of the team



18 students make up the CRLS sailing team.

Photo Credit: Sophie Harrington

this year are senior Michael Colombo and juniors Sylvia Fresco and Thomas Craciun. Both Fresco and Colombo have been on the team since their freshman years and are in agreement that originally they joined the team for gym credit. However, their reasons for being on the team have evolved. According to Fresco, "The best part about sailing as a sport in general is that it is very inclusive of different body types. For people like me who always struggled in sports because I would get to a certain point in terms of my ability and then not be able to improve because of my body shape, being on the sailing team has been a very satisfying experience."

At each race, about half of the team races with four boats from each school and two students per boat. Generally, the people who compete rotate each time, but there are always exceptions depending how people have been doing in practice or racing.

CRLS is doing really well this year, and the team is first in their division of the league. According to Donohue, her favorite part of the coaching CRLS kids is "their focus and drive." Donohue concluded, "One of the things that I've noticed about CRLS is there is a climate of excellence, so a lot of the kids on the team really wanna be the best they can be."

# Recapping the Falcon Boys Baseball Season

## *The Baseball Team Is Looking to Surpass Last Year's Exceptional Season*

By  
Rory Millar  
Contributing Writer

For many CRLS students, springtime means a return to nice weather and relaxing outside. For the CRLS baseball team, however, the warm weather means a return to work.

Last year the baseball team had a successful season—reaching the playoffs in the Dual County League (DCL).

They beat Peabody 3-2 in the first round of the state play-offs, only to

lose in the second round to Lexington.

The team's loss to Lexington has set the stage for this year, where they hope to go even further. The team is embracing the high expectations. As pitcher and infielder Shaundell Ton-

dreau '18 puts it, "We are definitely a team where we think we can win the finals and win a state title."

The team now is on course for the playoffs. They have enjoyed big wins so far this season against powerhouses Acton-Boxborough and Concord-Carlisle. It is games like these when Tondreau says, "We believe that we're a special group and we can go as far as we want. It's all up to us."

Senior Freddie Gould

The team is surging right now, having won four out of the last five games, and Gould attributes that to players stepping up. "We've had a bunch of guys hit really well recently and also had some gritty pitching performances, which has helped us win four out of our last five [games]."

While the team is progressing and certainly has a lot of potential, the season has not been all positive.

They experienced three early losses, but they have bounced back nicely, winning the next five games.

Gould states, "Our biggest challenge is being able to bring it every game and make sure we stay focused." Gould added that team morale is high, saying the guys on the team "have shown a lot of heart and the team atmosphere is great."

*"We believe that we're a special group and we can go as far as we want. It's all up to us."*

points to the Concord-Carlisle win as a perfect example of what this team can do. "Our biggest moment so far was when we went down early against [Concord-Carlisle] but came back and scored 13 runs to win the game."



Pictured: The CRLS baseball team (top) and the CRLS baseball seniors (bottom).

Photo Credit: Sakib Asraf

## ATHLETE OF THE MONTH:



### ZYAIR BOLLING



### BOYS BASEBALL PITCHER

**REGISTER FORUM: HOW DO YOU GET FOCUSED BEFORE A GAME?**

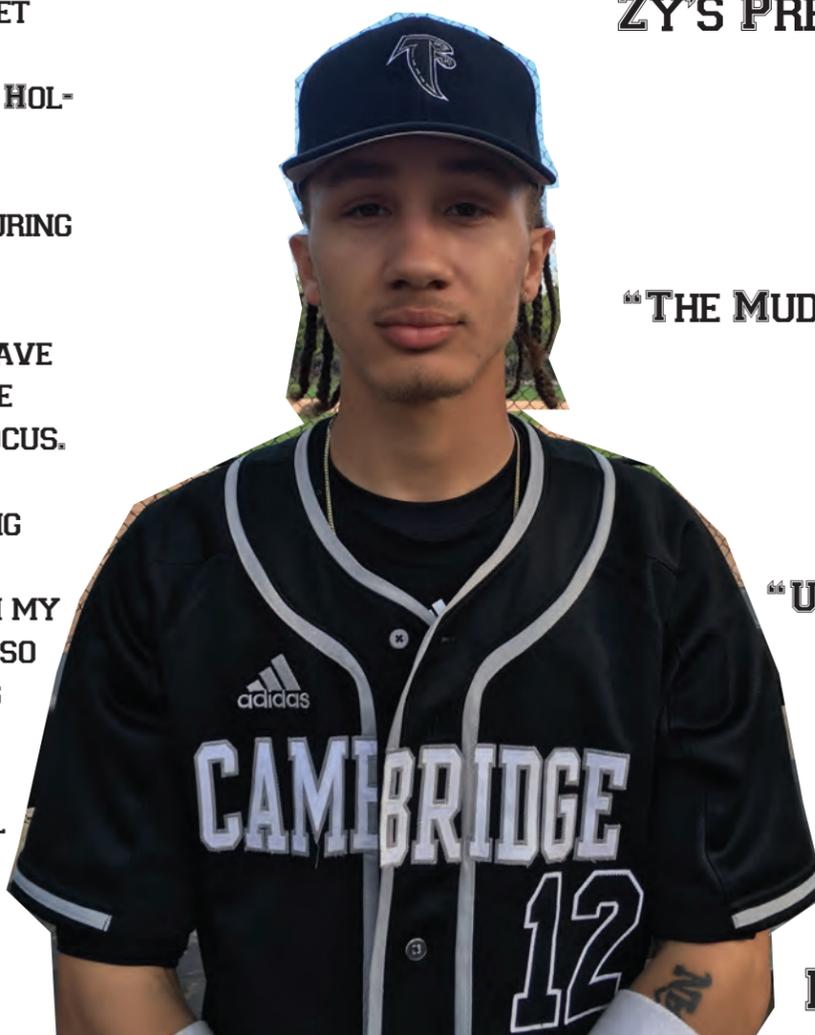
**ZB: I LISTEN TO CHEF G, AND SLEEPY HOLLOW. FAVORITE ARTISTS.**

**RF: WHAT IS YOUR MOTIVATION DURING GAMES?**

**ZB: I THINK WE HAVE A REALLY GOOD TEAM THIS YEAR AND WE HAVE A CHANCE TO GO SUPER FAR IN THE PLAYOFFS, SO THAT'S MY MAIN FOCUS.**

**RF: WHAT'S YOUR FAVORITE THING ABOUT BEING A CRLS ATHLETE?**

**ZB: THE LOVE I GET SHOWN FROM MY PEERS. I LOVE BEING AN ATHLETE, SO IT'S REALLY COOL. I LOVE PLAYING FOR MY CITY, ANY TIME I CAN GO OUT AND BEAT ANY OTHER TOWN AND SHOW OFF CAMBRIDGE, I FEEL REALLY GOOD.**



**ZY'S PREGAME PLAYLIST:**

**"THE DROP" - KMERC**

**"THE MUD" - KMERC**

**"HIGHWAY" - LALLY**

**"UNO" - SLEEPY HOL-**

**"PANIC PT. 2" - CHEF G**

**BY: VERA TARGOFF**

# CRLS Orienteering Wins 2018 Championship

## Young Team, Individual Athletes Awarded Recognition at U.S. Junior Nationals

By  
Vera Targoff  
Online Editor

Orienteering is one of the lesser known sports at Rindge, but that doesn't stop the CRLS team from success. The team came away from the 2018 U.S. Junior National Championships with a varsity victory and individual achievements. The tournament took place in Mount Holyoke, Massachusetts, from April 28th to 29th. Eleven CRLS students attended, eight of them placing nationally. Runners from the varsity, JV, and freshman teams competed.

Among those that attended were sisters Anika and Priya Landrigan, both in their first year of the sport. Sophomore Anika Landrigan said that joining the orienteering team this year and being able to have such quick success was an amazing experience. "It's really fun and it's really interesting," she said. "It combines mental and physical activities."

The sport consists of navigating through

checkpoints called controls throughout a course, and at Junior Nationals, that course was the DCR Mount Tom Reservation. Runners had to navigate to each control with only a compass and a map—and get there as fast as possible. The CRLS varsity runners did this the fastest out of their group and won with a combined score of 542.13.

The courses ranged from three to five kilometers, but factoring in the landscape of the

control, and teams are scored by combining the best individual times. The team with the lowest combined score wins.

The freshman team, consisting of Alex Rosenberg, Adeline Vidolova, and Julia Rasmussen, placed silver in their group with a score of 407.78, only .59 points above the winning team.

Individually, the freshman Falcons took home some hardware as well. Rosenberg placed gold for the boys category, Vidolova placed silver for girls, and Rasmussen placed bronze for girls.

Although orienteering is a much smaller sport in the United States than in other countries, schools at Junior Nationals came from all over the U.S. Teams from Washington State, California, Georgia, and Florida were among the many schools represented at the competition. Overall, there were about 200 student athletes at the tournament, according to Harkavy.

"Winning was cool. It was definitely fun," Harkavy said. "Being able to win there was really nice, especially for varsity. I'm really looking forward to winning in the future and trying to make it more of a tradition, not just a one-off thing."



Eight Rindge students from the orienteering team placed nationally in the U.S. Junior National Championships this April.

Photo Credit: Sakib Asraf

course can make lengths longer. Keegan Harkavy, a freshman on varsity, said that he ended up running over seven kilometers during his five kilometer course. Runners are scored according to the number of minutes it takes to get to each

## Student Gov. Hosts Students vs. Staff Dodgeball



On May 16th, Student Government hosted a dodgeball game for students and staff in the gym after school to promote school spirit.

Photo Credit: Sakib Asraf