

# The REGISTER FORUM

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CAMBRIDGE RINDGE AND LATIN SCHOOL

NOVEMBER 2017



## WEST SIDE STORY

More on pages 7 & 8

The CRLS Visual and Performing Arts Department presented West Side Story as the fall musical the weekends of November 10th-12th and November 17th-19th.

Photo Credit: Jackson Hardin

### Black Student Union Returns Students Take Initiative to Address Racism

By  
Cecilia Barron  
Managing Editor  
Juliana Vandermark  
Contributing Writer

“What do we do next?” Mr. Dua asked at one of the weekly meetings for the recently revived Black Student Union at CRLS. This question, and its infinite number of answers, guides the young union’s members as they work to accomplish their mission of bringing “awareness to black issues through education, participation, and activism.”



Pictured: Mr. Dua leading a meeting of the BSU.  
Photo Credit: Juliana Vandermark

After listening to students who had identified clear instances of racism within Rindge but hadn’t been able to take concrete actions in response, new history teacher Mr. Dua suggested a revival of the BSU, which has existed in various forms over the years.

Jeynaba Jamanka ‘18 noted this decisive step towards action, saying, “Mr. Dua is really the heart of our organization, and it means a lot to have a teacher I can trust and who wants to help me.” She continued, “I feel like we can actually get things done, and I

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### CRLS Graduates, Teacher Elected to Local Governments

By  
Grace Ramsdell  
Editor-in-Chief

“Cambridge has really afforded me so many unique opportunities,” said Sumbul Siddiqui ‘06, adding, “I just want to give back to the city that’s so much of who I am.”

Siddiqui is one of several CRLS community members elected to local office this November. Ben Ewan-Campen ‘01 was elected as an alderman for the Somerville government, which elects candidates from each of the city’s wards. Also in Somerville, Emily Ackman ‘98 will join the local government as a school committee member. In Watertown, current CRLS history teacher Lily Read was elected to the school committee. Former CRLS

guidance counselor Laurance Kimbrough ‘98 will join the Cambridge School Committee, and Siddiqui will join the Cambridge City Council after receiving the second most votes in the race.

Each Rindge graduate had something to say about the influence of their time in Cambridge Public Schools. “I really loved CRLS,” Siddiqui began in a phone interview with the Register Forum. She credits much of her positive experience at Rindge to the theatre department, saying that she’s still close with theatre teacher Monica Murray. Siddiqui also noted her involvement with the Cambridge Youth Council, which she co-founded, and her role as student body president.

Siddiqui described Rindge as

*“I just want to give back to the city that’s so much of who I am.”*

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This month, RSTA students helped with the construction of a firefighter training facility in Cambridge.

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As the season draws to a close, the Register Forum is taking a look back at athletics this fall.

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REGISTER FORUM

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RSTA Carpentry Students Use Skills at Foundry Building

By  
Yiyi Chen  
Contributing Writer

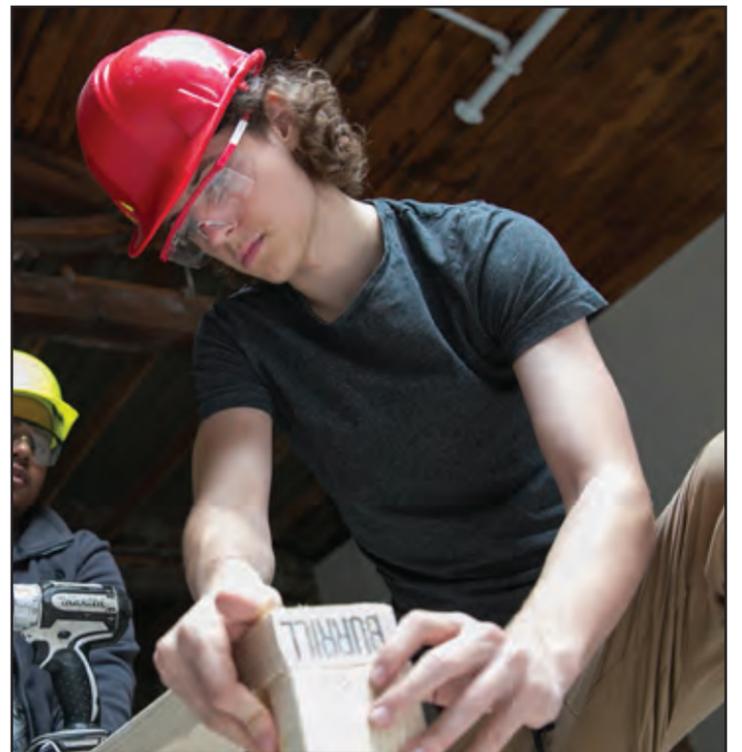
For the first two weeks of November, students in CRLS' RSTA carpentry program spent every class period at the Foundry site, located in East Cambridge near Kendall Square. At the Foundry building, students got the unique opportunity to use the building as a worksite, applying the skills they've learned in class.

A few months ago, the Cambridge Police Department contacted the RSTA program asking it to build "mock-up rooms" in the Foundry building. These full-scale models would be used by the Cambridge Fire Department and Cambridge Police Department when teaching new recruits breaching, as well as search and rescue techniques.

The previously vacant Foundry building is owned by the city of Cambridge and is dedicated to community use. While there were many different ideas and development plans for the building, Cambridge's fire and police departments decided to create this new training facility for firefighters.

With the help of the two carpentry teachers, Mr. Carey and Mr. Horne, a group of twenty-two students from Level 2 and Level 3 carpentry classes were randomly split up into small groups.

The groups did everything from installing wall partitions to building door panels in the Foundry building. Mr. Horne commented, "We are fortunate enough because all of the Level 2s and 3s



Pictured: Junior Morgan Magee.

Photo Courtesy of: Bethany Versoy

can do any of the jobs that they needed to do there and they could handle them all."

Before the students started working on the project, Mr. Carey designed a blueprint for the students to refer to. Then, on the first day, all of the students got

*"[It was] a great hands on activity. It puts you in the real life situation as a carpenter or architect."*

to go in and work together to lay out the floor. From there, they started building the walls. To do this, the CRLS carpentry pro-

training site. CRLS junior Kalkidan Mamo described the experience as "a great hands on activity. It puts you in the real life situation as a carpenter or architect."

After the project was finished, the Cambridge Police Department and Cambridge Fire Department invited the students back to the building to watch recruits

training in the new space. According to Mr. Horne, the Cambridge Police Department and Cambridge Fire Department even said that

students might get the chance to try some of the training as well.

Mr. Horne described the experience, saying, "I think the students enjoyed it a lot. They were all smiling, they

were working together, everyone was always busy, and no one was goofing off. You could tell they were really engaged in the project, and they all couldn't wait to go back the next day."



Pictured: Senior Aamir Dugla.

Photo Courtesy of: Bethany Versoy

gram collaborated with the Nashoba Valley Technical High School. The Nashoba Valley students built the wall partitions so that the RSTA students could build the interior walls for the

# AN INTERVIEW WITH RSTA DIRECTOR DR. ANANIS

## *Part Two of Our Conversation with Dr. Ananis on the Program This Year*

By  
Grace Ramsdell  
*Editor-in-Chief*

**RF: How many students are currently enrolled in the RSTA program? How many teachers are involved?**

MA: We have about 825 students currently—there's an official count that occurs on October 1st every year. The last number I saw from [the last week of September] was about 825. I think that represents somewhere around the 40% mark [of all CRLS students], which is about what we've been averaging for the past ten years or so. ... There's 27 teachers, plus the career counselor, plus our Co-Op Ed coordinator. The class sizes in RSTA are governed by state regulations. We can't have more than, typically, 15 students per teacher in some of our shops and labs, just so that we can maintain safety in those areas. In areas that are more classroom-oriented, for example our computer science or IT or design classes, we can have up to 20 kids per class. So, in some respects, we have a guaranteed relatively low student-teacher ratio that allows close supervision and a sort of individual coaching through the projects that we have.

**RF: Compared to other programs at CRLS, what is distinctive about the experiences that students have through RSTA?**

MA: The thing that I would point out is that, number one, the goal of our program is specifically the development of future-oriented skills. Secondly, I'd like to think that we're very practical in the developing of those skills, giving our students lots of opportunities to apply what they know. It's really essential that we keep in mind not just the stuff that we are doing or have done, but what our students need to know and be able to do when they leave here [CRLS]. Most of them will enter the workforce in two to eight years after they leave high school, so it's incumbent upon all of the RSTA staff to be constantly looking on the horizon for what's trending. Among the things that we know is that there are jobs that many of our students will be employed in in their futures that haven't been invented yet. So we try to instill in all of the kids in this department the need to understand that they have to continue to learn in order to be successful.

And here's where the practical part of RSTA comes in—in order to be successful, you have to know how to collaborate well with others and work well with others, you have to know how to communicate, and you have to be prepared to learn new technologies and not just rely on what you learned here or in your college or in your graduate school. You have to really start practicing the habits of a life-long learner. I'm not suggesting that those things aren't done anywhere else, but in our case, we always are able to present something that is going to have a direct connection with a student's future. That's really what RSTA is designed to do. We could call ourselves the "Rindge School of the Future," but I think that might be a little pretentious... In many ways, RSTA is like VPA [visual and performing arts].

You can [focus on] something like drama or piano, you can [focus on] something like health assisting or design or carpentry or culinary, and still engage in all of the other academic and co-curricular activities that this high school has to offer, which is why I believe that the way this high school is structured provides the students of Cambridge with the best opportunities. There are regional vocational schools that don't have the breadth and the depth of learning opportunities outside the vocational areas that many of their kids may want to participate in. Those kids don't get a chance to do that. Here, our kids historically have taken AP and art courses and all kinds of other classes, and they still get to graduate, still end up in the National Honors Society, and still do fabulous things.

I'm proud of the success our students have learned and what our teachers have done to try to dispel the notion that the RSTA courses are for the non-academically oriented. Every student has an opportunity to learn and benefit from what is offered here.

**RF: What are some of the RSTA program's biggest goals for the 2017-2018 school year?**

MA: We have two major initiatives that we're in the process of developing. One of them is in biotechnology and the other is in engineering. Teachers in both of these subjects noticed that students who chose them were many times gifted academically and felt that they were beginning to focus their teaching to a very narrow band of students.

So in both engineering and biotech, there's been a move to try to make [the fields] available to students who are not necessarily the highest academic achievers in the school but who can still acquire the knowledge and skills in these fields. There's been a move to help launch them into successful and lucrative careers [in these fields].

For example, biomanufacturing—we are creating a biomanufacturing lab adjacent to the



*Pictured: The Rindge School in 1968.*

biotech lab that will be up and running for second semester. In a similar move, in engineering, we are completing the construction of a \$500,000 [lab], what's called an "advanced manufacturing" lab, in the engineering room that is designed to attract students who may not be interested in taking a four-year [path] in engineering, but who can learn how to operate this advanced manufacturing equipment for which there is a huge need in Massachusetts. These are jobs that are going to pay up to \$100,000 a year and do not require a bachelor's degree. So our belief is that, by offering these kinds of opportunities to kids in this high school, we'll begin to create a stream of



*Pictured: Dr. Ananis in the RSTA office.*

*Photo Credit: Grace Ramsdell*

employees for future Massachusetts employers to select from.

**RF: What is your favorite part about directing the RSTA program?**

MA: I spent about 35 years in the academic educational field. Coming back to my hometown in 2004 gave me an opportunity to work with an extraordinary group of individuals who had already mastered their fields. None of the 28 [people] that I've hired began their adult careers as teachers. They all began as carpenters or chefs or nurses or engineers, but they chose to share their knowledge of these fields with high school students. The most enjoyable part for me has been helping them become effective teachers. We've had extraordinary people as teachers here in RSTA, and I really enjoy watching them become great teachers, master a second profession, and inspire so many of our kids to future success. That's probably the best part for me.

**RF: Is there anything else that you want people to know?**

MA: We're kind of busting at the seams in some of our programs. Our computer science and IT program has over 100 kids enrolled in it, and there's such a high demand for that. We have such extraordinarily good teachers, and that's been great. Healthcare in this commonwealth employs more people than any other field, [so] health assisting is a direct path into employment and future careers. Not everyone becomes a nurse—we have kids leaving those programs who become pharmacologists, who become physicians, who go into other areas of healthcare. It's extraordinary. Our engineering program, with our robotics components and now the advanced manufacturing components, are still highly coveted areas.

I hope that more and more students will appreciate the practical nature of what happens in RSTA courses, not view them as an alternative to an academic career. We take really seriously the opportunities for kids to develop not only the knowledge and skills related to a particular field, but also the work-ethic and employability skills which we probably alone in this high school conscientiously teach: How to collaborate, how to cooperate, how to communicate, how to solve problems you've never seen before. Those are the skills that our kids leave here with, and those things will serve them whether or not they continue in their field. They're still going to be well served by the lessons they learned here.

*Photo Credit: Richard Cheek*

## Black Student Union

*Continued from page 1*

haven't really felt motivated by anything at Rindge in a long time."

Senior Victoria Angeles commented on the purpose of the group, saying, "[The BSU is] a place for kids of color to feel welcomed and have a place to speak on issues that really matter in and out of the school."

The first issue the BSU took on was the debate over police brutality and kneeling for the national anthem. The club created a public service announcement video that was widely viewed by Rindge students, Cantabrigians, and others.

At the time of this writing, the video has amassed over 3,300 views on YouTube since its posting on October 27th. In the video, members of the BSU stand and sing "Lift Every Voice and Sing," which is often considered the black national anthem.

The group's next goal is to make another video, but this time the video will depict racism at Rindge.

"[We also talk about] not being personally responsible for anything that

happens at this school, because a lot of us felt like we were carrying the weight of a lot of policy and making change by ourselves," said Jahnavi Zondervan, a senior in the BSU and one of the singers in their first PSA.

"I think we're also here to take collective action against whatever those things are so we can kind of—without having one person being responsible for all the consequences—avoid burning any bridges. Together we can work on issues that face us," she added.

"Having a group of people that supports you is the best feeling in the world,

*"Having a group of people that supports you is the best feeling in the world, especially when they understand the majority of your own struggles."*

especially when they understand the majority of your own struggles," said senior Richard Hinds, continuing, "There is no other place [at CRLS] for students of color, in my opinion, to have a voice."

Anyone in the CRLS community is invited to attend BSU meetings on Tuesday mornings and Wednesday afternoons.

Juliette Low Fleury '18, commented, "It's the Black Student Union, but we have a couple of white people who show up some-

times." Zondervan chimed in, "And people of all other various races [are welcome]. So it's more [like] 'come to support if you're interested in listening' if you're not a student of color. And if you are, then come to share or listen."

A major focus of the union's meetings is legacy, since the BSU is mostly composed of seniors. Mr. Dua let the students know that it was possible they might not see an immediate reaction to the work they put in: "I wanted them to know that if they were going to create an organization that was designed to support individuals, especially those

who will be here after [the seniors]

leave, then they have to create an environment where a sophomore or a junior ... feels that they can step [in] and have the support and resources possible."

One of these younger members, sophomore Reham Zeroual, explained why he was part of the BSU, saying, "I can be around people that understand the same struggle or understand how much harder it is for someone like me ... it makes me feel more comfortable to know that I'm not the only one."

## CRLS RESPONDS:

*What is your favorite part about Thanksgiving?*



**Nuria Gonzalo**  
Class of 2019

*"Spending time with my family and friends and eating everything."*

**Marina Pineda**  
Class of 2018



*"Eating turkey!"*



**Margaux Harrington**  
Class of 2020

*"When everyone leaves and you can go to your room and never come out."*

**Rayhaan Saaim**  
Class of 2021



*"Turkey."*

*By Maryam Dar*

# Mr. Benson Proposes Revised Homework Policy

By  
Grace Austin  
Contributing Writer

A new year means a possible new homework policy at CRLS. Math teacher Mr. Benson has drafted a policy that will restrict teachers from assigning homework over religious holidays and school breaks. In addition, teachers would have to assign homework during class, since not all students have access to online resources such as Google Classroom.

Benson says, "This is mainly about equity. It is about students not being unfairly penalized for things outside of their control, whether it be not having internet at home or responsibilities outside of the classroom that interfere with students being able to come to school early or stay late."

Many students can agree that no homework over breaks sounds nice. Junior Alyssa Filerman believes, "Time off should really be time off. I also think it is healthy and extremely crucial for teenagers to have space and time to find joy or to simply be bored."

For some of the CRLS student body, religious holidays serve a purpose and some students have religious responsibilities and practices scheduled. Many argue that assigning homework or a test for the day after a holiday

creates a disadvantage to students that are observing the holiday, and that it is important to respect the diverse backgrounds of all students. After all, CRLS' motto is "Opportunity, Diversity, Respect."

Brookline High School has already estab-



*According to Mr. Benson (pictured), a new homework policy will promote equity.*

*Photo Credit: Vera Targoff*

lished its own homework policy that strives to address similar issues. Rindge's neighboring high school has ranked different religious holidays based on what percentage of the student population participates in religious practices for those days.

The BHS policy states that if a majority of students celebrate a holiday, there is no school that day, or a longer break coincides with the holiday. This is called a category one holiday. Category two holidays are holidays that occur

when school is scheduled, even though a fair portion of the student body may still participate in the holiday. For both of these categories, Brookline's policy is that homework can't be assigned the day before break or be due the day after break. The same rule applies to projects and tests.

The third category is a holiday that few students celebrate that occurs during a school day. In this case, students may speak with teachers in order to arrange an alternative assignment and will not lose credit.

Brookline High CP (Honors option) English teacher and former CRLS parent Laura Sheffield comments, "Teachers get impatient about the complications of [the policy], but I don't think people disagree with it. Fundamentally, it isn't a debate anymore here." As an English teacher, Sheffield felt she had more freedom to adjust the curriculum in response to the policy, but some AP teachers had difficulties with adapting a class that is focused on preparing for a test.

To develop discussion at CRLS, Student Government has formed a sub-committee that plans to facilitate school-wide discussion on the policy.

Student Body President Sophie Harrington weighed in, saying of a new homework policy, "This is a simple and straightforward step that will help level the playing field for all students."

## CRLS Community in Governments

*Continued from page 1*

a microcosm of the city of Cambridge. “My approach back then, when I was running for student body president, was really to make sure that I was connecting with everyone,” she explained. “I had to be elected by the entire school, all grades. So that kind of experience...I really used it in my approach to this campaign. I didn’t want to rely on just [one] particular age group,” she added.

In a phone interview with the *Register Forum*, Ewan-Campen commented that his interests were broad while at CRLS, but science teacher Paul McGuinness’s class made a particular impression on him, and he ended up pursuing biology. Mr. McGuinness told the *Register Forum* that Ewan-Campen was a motivated and engaged student, adding, “I’m happy to see that he’s stuck with the sciences.”

Speaking to the role of scientists in today’s society and government, Ewan-Campen commented that scientists like “to tackle tough problems” and aren’t afraid of doing “years of really tough work on really complicated issues.”

Ewan-Campen explained that the communication and collaboration skills emphasized in scientific work are transferable to government work.



*Pictured: CRLS Student Government 2006, with Sumbul Siddiqui at center.*

*Photo Credit: CRLS Yearbook*

He added, “There are often a lot of pressures on elected officials to make decisions one way or another, and I think it is important to have people who are skeptical, who are independent, who think about trying to get to the right answer.”

Ackman was elected as a student representative to the school committee during her time at CRLS, and she says that experience gave her early insight into

being on a school committee. She told the *Register Forum* that her appreciation for the Cambridge Public Schools grew as she spent time studying and working in education outside of Massachusetts.

Ackman also commented, “That’s where I realized, you know, it’s not just that Cambridge cares about education, it’s that Massachusetts invests heavily in public education.” She concluded, “The common language of caring and investing in public education is the short of why it was important for me to come back here.”

In a phone interview with the *Register Forum*, Kimbrough commented, “I wouldn’t have preferred to go to school anywhere else, or to have worked anywhere else for that matter.” Kimbrough has worked in Cambridge elementary schools, in special education at CRLS, and in the guidance department at CRLS.

He told the *Register Forum* that he was motivated to run to help address “systemic inequalities that are not specific to Cambridge” but that the district nonetheless needs to focus on. Kimbrough cited mental health awareness, racial

inequalities, and sexual harassment as particular issues that motivated him to run. He added that being around Cambridge and seeing how some of his classmates and former students succeed and others do not also impacted his decision to run.

Ewan-Campen said housing affordability in Somerville and the greater Boston area is one issue that motivated him to run, and that the 2016 presidential election also inspired him to be more active in local politics.

He added, “I think when I was growing up, I knew a lot about the president and the Senate and the House of Representatives, and I don’t think I really understood, you know, ‘What does a mayor do? What does a city manager do? What does the city council actually do?’”

He continued, “That is something that I would really encourage young people to get involved with, because there is a lot of work that you can do at any age to really get involved in [the local government] process.”

Ms. Read hopes that her election in Watertown will help her students understand the im-

portance of civic engagement. “Every year I teach about civics,” said Read, continuing, “I realized I can talk a lot about it, and I’ve participated in different campaigns and things like that, but I’d never been a candidate.”

According to Read, she won her race by 26 votes. “I think, you know, by winning by such a small margin, it really taught all of my students: ‘Oh my God, wait, [my] vote actually does matter,’” she commented.

In addition to the perspective campaigning and being elected would bring her as a teacher, Read explained how she was inspired to run by her former student and teaching assistant Will MacArthur ‘16, who ran for Cambridge School

Committee this year: “When he jumped in the ring, I was like, ‘He’s already doing this, you know, and if he can already find the time to do this and he can manage to run a campaign as a college student, there’s nothing that should be stopping me.’”

Ackman, whose husband is also a CRLS graduate, cited the results of the presidential election as motivation to run this year. “I knew that I wanted my children to see female politicians, and the only female whose political career I have any say over is my own,” she said. “When I found out [the incumbent] wasn’t running again, I decided to run where my skills were.”

Although the municipal elections are over and it will be another year before national midterm elections, the recent electees stressed the importance of being engaged in one’s community.

“It’s easy to fixate on Trump’s Twitter. I think all of us are tempted to do that,” said Ewan-Campen, concluding, “It’s really, really important to focus on the local news also—and get involved in the local news.”



## CAMBRIDGE MUNICIPAL ELECTION RESULTS

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2017

### CITY COUNCIL

**ELECTED**

INCUMBENT E. DENISE SIMMONS	NON-INCUMBENT SUMBUL SIDDIQUI	INCUMBENT MARC MCGOVERN	INCUMBENT JAN DEVEREUX	NON-INCUMBENT ALANNA MALLON
NON-INCUMBENT QUINTON ZONDERVAN	INCUMBENT TIMOTHY TOOMEY, JR.	INCUMBENT DENNIS CARLONE	INCUMBENT CRAIG KELLEY	

**NOT ELECTED**

NON-INCUMBENT PAUL TONER	NON-INCUMBENT RICHARD HARDING, JR.	NON-INCUMBENT VATSADY SIVONGXAY	NON-INCUMBENT SEAN TIERNEY	NON-INCUMBENT SAMUEL GEBRU	NON-INCUMBENT NADYA OKAMOTO
NON-INCUMBENT ADRIANE MUSGRAVE	NON-INCUMBENT JOSH BURGIN	NON-INCUMBENT OWEN VOLMAR	NON-INCUMBENT ILAN LEVY	NON-INCUMBENT RONALD BENJAMIN	NON-INCUMBENT OLIVIA D’AMBROSIO
NON-INCUMBENT JEFF SANTOS	NON-INCUMBENT HARI PILLAI	NON-INCUMBENT DAN LENKE	NON-INCUMBENT GREGG MOREE	NON-INCUMBENT BRYAN SUTTON	

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2017

### SCHOOL COMMITTEE

**ELECTED**

INCUMBENT PATRICIA NOLAN	INCUMBENT MANIKKA BOWMAN	INCUMBENT EMILY DEXTER
INCUMBENT ALFRED FANTINI	INCUMBENT KATHLEEN KELLY	NON-INCUMBENT LAURANCE KIMBROUGH

**NOT ELECTED**

NON-INCUMBENT FRAN CRONIN	NON-INCUMBENT JAKE CRUTCHFIELD	NON-INCUMBENT ELECHI KADETE
NON-INCUMBENT DAVID WEINSTEIN	NON-INCUMBENT WILLIAM MACARTHUR	NON-INCUMBENT PIOTR MITROS

Graphic Credit: Sun-Jung Yum

# CRLS Responds to President Trump's Travel Ban

## Reacting to Executive Proclamation Intended to Bar Travel from Eight Countries

By  
Tommy MacArthur  
Contributing Writer

On Sunday, September 24th, President Trump issued a new executive order barring almost all travel to countries seen as insecure by the Department of Homeland Security. These countries include Iran, Yemen, Syria, Chad, North Korea, Libya, Somalia, and Venezuela.

Unlike previous incarnations of President Trump's immigration policy, this "Proclamation Enhancing Vetting Capabilities" was intended to be implemented

is an undercover terrorist.

When interviewed about the ethical implications of a travel ban in any form, CRLS AP U.S. History teacher Mr. Montero responded, "Though I understand the desire of any president to keep Americans safe, I have not seen any evidence to suggest that such a wholesale ban would keep anybody safe."

In regards to the currently suspended ban, CRLS junior Micaela Leon Perdomo—herself from Venezuela—commented, "The ban only applies to government officials and their families, at least for Venezuela, but it really pains me to know that

*"It really pains me to know that there is a barrier being set between immigrant families and their relatives that stayed in their home country."*

gradually, and the scope and severity of the order would be determined on a country-by-country basis.

Nearly a month later, on October 17th, this ban was blocked by Federal Judge Watson of Honolulu, a continuation of the pattern of judicial overrule of Trump's travel bans. All previous drafts of the ban have been rejected, leaving only the question of when the fourth version of Trump's command would be created, and how long it would take for it to be blocked.

Early in the Trump administration, versions of a travel ban were condemned by many as targeting Muslims, a view supported by the president's campaign promise to suspend the entry of Muslims into the United States until he could figure out, as he stated at a campaign trail rally, "what the hell is going on."

This turned out to be the main reasoning behind federal judges blocking

the ban: they argued it was clearly aimed at one particular group. Supporters of the ban have protested the court, arguing the ban's necessity in case an immigrant

there is a barrier being set between immigrant families and their relatives that stayed in their home country."

Other countries mentioned in the ban, however, have been regulated more because they were deemed to be a higher security risk. Travel from Iran has been shut down completely, except for students, as Iran "regularly fails to cooperate with the United States government in identifying security risks," according to the court's proclamation.

Many students are concerned about the implicit penalization of these nations; as CRLS sophomore Emma Weller puts it, "It is colossally unfair to blame innocent people for the failures of their government. To deny these people the universal human right of safety is cruel."

*"Though I understand the desire of any president to keep Americans safe, I have not seen any evidence to suggest that such a wholesale ban would keep anybody safe."*

Ayan Shire, another sophomore, agrees. "There will always be some bad and some good, but you can't punish a whole country for it."



President Trump's travel ban bars travel from Iran, Yemen, Venezuela, Syria, Chad, North Korea, Libya, and Somalia. The ban has been condemned by many and was officially blocked on October 17th by a federal judge in Hawaii.

Trump's travel-related executive orders have been met with criticism on the grounds of the alienation of potential allies in regions of conflict. The order's justi-

fication has been oriented around individual governments failing to cooperate in identifying security risks or countries being the source of terrorist activity.

Travel by Syrian nationals has been suspended, but on the other hand, Iraq has been removed from the original list of insecure countries. It is also the first time during Trump's administration that non-Muslim-majority countries have made the list, specifically Venezuela and Chad.

This version of the travel ban has been dismissed by some as unsustainable and has already

Illustration Credit: Lara Garay

been met with rejection from the judicial branch, once again.

When asked whether or not it was inevitable for travel bans to be struck down, CRLS senior Pili Cruz-Dejesus commented, "It has to be. They can't keep that up." However, Jeffrey Chen, another senior, is more skeptical. When asked the same question, he responded that the bans "will only get harder and harder for the courts to block."

For a complete transcript of the executive order, visit [www.whitehouse.gov](http://www.whitehouse.gov).

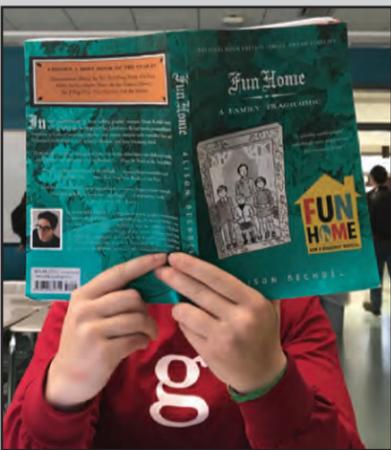
## Broadway Musical Fun Home Impresses in Boston

By  
Megan Kelliher  
Contributing Writer  
Dorothy Levine  
Contributing Writer

“My dad and I both grew up in the same small Pennsylvania town, and he was gay, and I was gay. And he ... killed himself ... and I became a lesbian cartoonist.” Alison Bechdel’s description of herself and her father reflects the essence of *Fun Home*, the musical adaptation of her graphic memoir. After her father’s death, Bechdel wrote *Fun Home* as an adult reflection on her life with her father and published it in 2006. Originally produced off-Broadway, the musical took the Broadway stage in 2015 and has won five Tony awards since. During the last two weeks of October, the acclaimed musical came to the Boston Opera House where we were lucky to see it.

As a graphic memoir, Alison Bechdel’s “Family Tragicomic” combines the sometimes troubling and oftentimes comical stories from her childhood with moments of inspiring self-discovery. The memoir traces her relationship with her father in childhood, through college, and after his death as an adult. A second storyline follows Bechdel as she comes to the realization that she is lesbian, and later that her father was gay too, as they struggle to connect. Over the course of the story, Bechdel reveals her worry that there was a connection between her coming out and her father’s suicide. As she matures, so does her understanding of the events that shaped her childhood.

The musical adaptation stays true to the book by focusing on different vignettes from the comic. It is presented as adult Bechdel writing the book and remembering formative mother life. Ac-Bechdel at ages are of-at the same the produc-grated ac-ferent ages child actors vating and college-age the perfect ward and and adult interpre-life were make the audience laugh and cry at the same time.



*Fun Home* is based on the memoir of the same name.

Photo Credit: Grace Ramsdell

Even from the second-to-last row of the theater, we could see clearly that *Fun Home* was a uniquely memorable performance. Some of our favorite musical numbers included “Ring of Keys,” “Come to the Fun Home,” and “Telephone Wire.” In “Come to the Fun Home,” Alison and her two brothers are cleaning the family’s funeral home, and they create an “advertisement” for what they call the “Fun Home.” The scene portrays a goofy moment in their childhood, which is contrasted with some of the more serious numbers, such as “Telephone Wire,” which portrays college-age Bechdel’s distress in not talking to her dad about being gay. The musical components connected the plot and the audience, adding comedy, energy, and emotion. It was interesting to see the musical version of *Fun Home* after reading the book, because it made the already gripping, heart-filled narrative feel so much more personal.

As members of the LGBTQ community and CRLS’ gender and sexuality alliance, Project 10 East, it was special to come in contact with a production that was written by a lesbian and featured a lesbian protagonist. *Fun Home* was a beautifully touching musical and graphic memoir that stayed with us long after it was over. Although the show has left Boston, Bechdel’s memoir can be found at the Pearl K. Wise Library and the Cambridge Public Library.

## CRLS Performs West Side Story Fall Show Entertains, Cast Comments on Community

By  
Andrew Mello  
Contributing Writer

Every year, the CRLS visual and performing arts department puts on multiple shows over the course of the academic year. This month, the classic musical *West Side Story* was adapted at our very own 459 Broadway. The performance was a success, with an opening night sold out in advance online and very positive reactions.

Similar to the story of Romeo and Juliet, the musical follows the conflict between two rival gangs: the Caucasian Jets and the Puerto Rican Sharks. Things get unstable when Jet Tony falls in love with Shark Maria. The story is a timeless tale—one of opposing sides seeing the human in each other.

Expressing yourself is hard, so whenever an outlet arises, tech member Sarah Valiente ‘21, who was a part of tech for the show, thinks it should be used to its full potential: “I think that the arts give people a way to be themselves in a way that academic environments don’t. So having such a big production like we do here, it lets a lot of people be themselves.”

Many students at Rindge seek out the arts as an escape, or something that can lead them to greater things. For senior Atticus Olivet, who played Tony in *West Side Story*, that is exactly the case. The opportunity to participate in such an extensive arts program helped him find what he wanted to spend the rest of his life doing. “Coming into high school I was an athlete—that was what I did ... it

wasn’t really until my sophomore year that I started taking up theatre, and that’s when I started to catch the bug,” he said.

Olivet cites his role in the fall 2015 musical, *Footloose*, as a starting point for him, saying, “Since then I’ve actually decided to do this with my life. ... Having had all these wonderful opportunities and taken all these classes here ... has helped me find something I’m good at and something that I like to do.”

ter how tired I am, every night here I’m putting on a show.”

He added, “I’ve always thought I had some acting in me, and I like to entertain people, and I think that’s what we do [here].” Senior and cast member Casey Torres had a parallel opinion to Cenescar’s, saying that the arts at CRLS is important because of its nature as an “outlet for students.” He described the way it allows teenagers to “express themselves.” He added, “[It’s] a

way [for people] to be social by being themselves on stage and off.”

Sophomore Kamali Lopez Kuno, who played Anita, commented that the arts can do a lot for a person’s development during their teen years. “You grow so much, not just as an actor, but as a person. ... [With] *In The Heights* last year—



Senior Atticus Olivet played Tony, and junior Micaela Leon Perdomo played Maria.

Photo Credit: Jackson Hardin

Olivet isn’t the only student that the arts department at CRLS has impacted. Senior Jonathan “Jojo” Cenescar played Bernardo, and his point of view on the program is that it is another option for people who would like to get involved in extracurriculars, particularly activities outside their comfort zone.

“I wanted to find something else to do, really. I didn’t really like [play-

that musical is so family based—I feel like I became so close with that entire cast last year,” she said. Lopez Kuno also explained how she’s benefitted from recent productions at CRLS. “I’m Latina, so I love getting to embrace that and getting to sing songs about my culture,” she said, referencing productions of *In the Heights* and *West Side Story*.

Cenescar commented on why people don’t join the drama department early on, saying, “It’s kinda sad, actually. I wish I was involved with this way more. I wish that I’d been doing this since freshman year.”

So, from the words of seniors with a foot out the door already, don’t be afraid to try out for theatre productions, or the soccer team, or the cheerleading squad. Try whatever you can until you find the right fit. It might just work out.

“I wish I was involved with [theatre] way more. I wish that I’d been doing this since freshman year.”

ing] football [for CRLS], so I said I needed something else to do in the fall,” said Cenescar. On the sacrifices he has had to make to commit to the musical, Cenescar told the *Register Forum*, “I definitely had to put basketball on hold, and that’s a big thing, but I like doing this. And [that] makes it all worth it. ... It doesn’t mat-

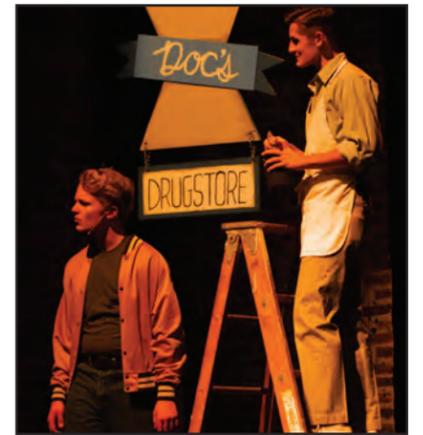


Photo Credit: Jackson Hardin

# Weinstein Allegations: Why Teaching Consent Matters

By  
Honor O'Shaughnessy  
Contributing Writer

Every year, crimes of sexual assault are broadcasted throughout the world, reaching millions of people. Last year, Brock Turner's case opened up discussion around sexual assault; however, resentment faded after Turner was released from jail and the media coverage ended. The media and people throughout the world must continue to have conversations about consent in order to prevent sexual harassment.

Recently headlining the news is the story of famous Hollywood producer Harvey Weinstein who has been accused of sexual assault by over 40 women—and the number of acusers is still increasing. According to CNN, these instances of sexual assault occurred from 1980 to 2015. Weinstein used his power as a producer to take advantage of women ranging from assistants to some of the most famous female celebrities. Weinstein's spokeswoman told CNN that "any allegations of non-consensual sex are unequivocally denied by Mr.

Weinstein." As of yet, Weinstein has not been punished in any way; instead he underwent psychiatric counseling in Arizona and is currently attending outpatient therapy.

There is no solid evidence against Weinstein, and many argue that the allegations are irrelevant because some of the alleged incidents occurred 35 years ago. However, there is a recording taken by a model that he groped, as well as numerous stories from many women that all have recurring patterns. Even though some of the incidents happened long ago, victims' lives are still affected today.

It is important to remember that some accusations did occur as recently as 2015. Weinstein deserves to be punished for his actions, which have severely impacted the lives of these women. It is unjust that the experiences of over 40 women who reported being sexually assaulted by Weinstein are being ignored and that Weinstein is free from punishment.

Weinstein's actions have been publicized all over the world and are provoking important discussions surrounding sexual assault.

*Actions need to be taken by everyone, not just people who have been assaulted.*



The Weinstein allegations have sparked conversations about sexual harassment.

Illustration Credit: Lara Garay

The hashtag "#MeToo" has spread throughout social media by millions who have experienced sexual harassment or assault. "#MeToo" allows people to share their stories instead of suppressing them. The staggering amount of people who have tweeted or captioned posts with these two simple words shows just how prevalent sexual assault is today.

To prevent sexual harassment, actions need to be taken by everyone, not just those who have been assaulted. Discussions regarding consent and sexual assault must continue to take place, and pressure must be kept on the media to uncover stories like Weinstein's. If people stop discussing the allegations against Weinstein now, nothing will change. Already these accusations are receiving less and less

coverage every day.

Another way to decrease sexual assault in the world is for parents to have discussions about consent with their children, especially their sons.

Although men can be sexually assaulted, the issue seems much more prevalent for women. Parents are living in constant fear for their daughters' safety when they should be just as worried about their sons sexually assaulting other women. Women are inundated with advice about consent and how not to get sexually harassed.

This rhetoric must be inversely applied to men. Activist Nick Jack Pappas summarized this concept perfectly: "Men, don't say you have a mother, a sister, a daughter. ... Say you have a father, a brother, a son who can do better. We all can."

# Changing the Male Narrative: It's OK for Boys to Cry

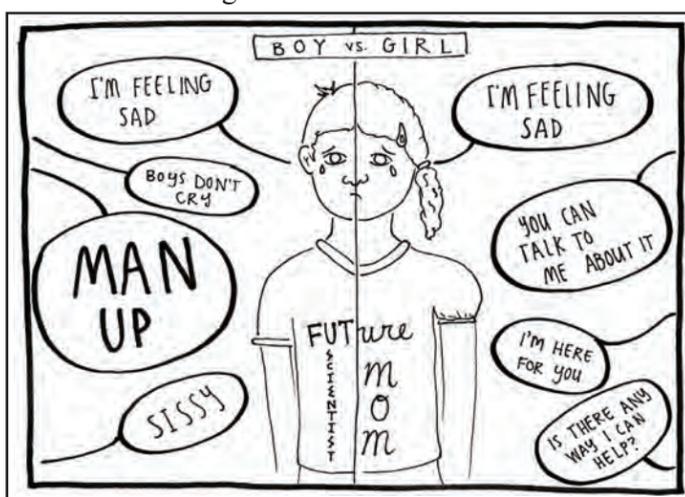
By  
Willa Frank  
Contributing Writer

Feminists often make "us versus them" statements, portraying men as the enemy and women as the victims. The truth is that feminists of all kinds, whether mothers, peers, sisters, or coaches, have a huge opportunity to create change in the everyday life of a young boy. From the minute a boy is born, he is bombarded with ideals of what it means to be a man, what the ideal boy is like, how he behaves. Boys are often taught to hide their feelings not only by their mothers and fathers, but also by their peers. Encouraging boys to bottle up their emotions and hardships seems to cause them to resort to violence more often than girls and women. Of arrests, 73% are on males. Allowing boys to express themselves could change that statistic.

Studies have shown that boys younger than five tend to emote more and are more socially aware than girls of the same age, but by age fourteen the statistics have changed drastically. Boys are taught to turn their sadness and fear into anger, limiting their emotional outlets. This pattern begins with outdated societal ideals, but also in a much simpler place—the toy aisle. Oddly enough, the partitioning of toys by gender only began to appear in the 1980s and 1990s. Different toys teach different skills. Dolls can teach kids how to take care of another person and to feel empathy. Trucks and legos can teach spatial awareness and motor skills. Consequently, gender-specific toys leave one

gender with an entirely different set of knowledge than the other. This affects us, if only subconsciously, for the rest of our lives.

Boys (and girls) are taught from an extremely young age that girls are inferior. At home, on the playground, and on the field, boys are peppered with phrases like "don't throw like a girl," "don't cry like a girl," and "be a man." By telling boys that girls are weaker—and overall lesser—than them, we ingrain in boys a sense of entitlement which they deserve no more than girls.



"Masculinity is hard to define."

Illustration Credit: Megan Kelliher

Masculinity is hard to define. Today, society often defines a "real man" with adjectives like "strong," "powerful," and "courageous." To be a man is to be removed from anything considered remotely feminine. It isn't enough for a person to say he is a man; throughout his life he must constantly prove his masculinity just to earn his gender label. By being told that

crying and expressing emotions other than anger is a sign of weakness, boys aren't given a big enough "emotional toolbox."

By confining boys to such a small box of what is acceptable, we create a society of men who are shamed for showing who they truly are and who must struggle with their identity throughout their entire lives. A study done by the mental health organization CALM found that 42% of men felt they needed to be emotionally strong in a crisis while only 17% of women felt the same way. Girls are also much more likely to turn to a friend and talk about what they are going through than a boy. This pattern leads to boys hiding their feelings and even serious conditions such as depression. According to the American Foundation for Suicide Prevention, the suicide rate among men is three and a half times higher than for women.

To fix this problem we must start at the beginning, whether in the toy aisle when shopping for children or on the playground when a boy falls down. By high school, we can already see the differences between many boys and girls—the way we talk to each other, the way we say hello in the hallways, what we do when we feel down, stuck, or frustrated. Of course there are boys (and girls) who don't fall within this stereotype, but they are constantly being othered, separated, and told they are different or somehow inferior to those who embody the "ideals" of being a woman or man. We need to change those ideals. Boys should be taught from a young age that it is OK to cry and to feel helpless at times, and society needs to start accepting boys with healthy emotional expression.

# Grappling with Teens' Attachment to Snapchat

By  
Louisa Monahan  
Contributing Writer

What is Snapchat? Repeatedly sending photos with captions to friends and posting updates about your life on your story. When you don't think about it, Snapchat seems like any other form of social media. When adults ask me to describe Snapchat or I mention it in conversation with my friends, I often pause for a minute and think about what it really is. It seems foolish.

Why are we drawn to such a shallow concept? I use Snapchat, and I originally came up with the idea for this piece because I wanted to find out why it intrigued me and why I felt obligated to send to my "streaks" (people who I've sent a Snapchat to for however many consecutive days) every day.

I enjoy using Snapchat, but I do feel like it takes up a lot of my time. Some might say it creates inauthenticity in young people. Why is such a trivial way of communicating so attractive to teenagers? And what makes

it fun? There doesn't seem to be one concrete answer.

How - ever, what teens seem to agree on is that it draws our attention away from living in the moment. Having a phone light up with a Snapchat while talking with a family member, teacher, or friend is distracting.

*Does our attraction towards Snapchat lie in the desire to be liked by others?*

It can also be seen as offensive or rude to the person who is sitting right in front of you.

Snapchat can disconnect us from our real lives because we concentrate only on the amount of "streaks" and who is responding to whom. Does our attraction towards Snapchat lie in the desire to be liked by others?

Often, the number of friends or Snapscore (number of Snapchats a person has sent) that someone has can seem to determine their "popularity." It can sometimes become a competition. If someone has more followers or likes than someone else, they may feel better about their social status because they know that someone else is lower than them. That seems harsh when put into words, but if you think about it, I'm sure we all have thought that at some point—in relation to Snapchat, Instagram, or any other form of social media. During the process of writing this piece, I realized I was using Snapchat less and less. This was due to the fact that, in the back of my mind, I was slowly starting to

see the inauthenticity of it.

How are my friends benefiting from seeing the corner

of my face, my leg, or a wall every day? There seems to be no value in the photos I send, and all of the conversations I have on the chat feature could have easily happened over text. The one feature I feel I do ben-



Many teens today use Snapchat, but why is the app so appealing?

Illustration Credit: Lara Garay

efit from is the stories.

Watching friends' stories is one of the interesting aspects of Snapchat because it allows me to reconnect with people I haven't seen in awhile and see what they are up to. It also is a way to get news, since some news channels post stories for people to watch as well.

"It's good in that you can see funny things that happened to your friends and you get to see funny photos, but otherwise you could just text people, and it's not really help-

ing our society," said Terra Johnson, a CRLS tenth grader.

It seems that many teens agree that Snapchat does not do a whole lot of good in our world, but it doesn't hurt to stay connected with people that you might not see every day. Snapchat can be a fun way to relax and destress after (or during) a long day at school—as long as we are conscious of how much time we spend on Snapchat versus the amount of time we spend with real, live people.

# Acknowledging the Merits of the Level-Up Initiative

By  
Kerri Sands  
Contributing Writer

Opportunity, diversity, and respect is our motto here at Rindge. "Level up" at CRLS is meant to enforce this motto by bringing students together in an academic setting. The mission of "level up" is to promote diversity in classes and to encourage all students, especially those of minority groups, to start taking more advanced classes early on.

Freshman English and world history (starting in the 2018-19 school year) are participating in "level up" in order to push scholars to their full potential. As a community, we must face this reality head on and think about how opportunity gaps are affecting each and every individual in our

school. Both Honors and CP classes have their own set of stereotypes. We, the students, are the ones that create these stereotypes, and we must be the ones to get rid of them as well.

There are many pros that come with "level up." First and foremost, it promotes our values and virtues of diversity. If we want to abolish the notion that Honors classes are mostly made up of white students, "level up" is a good step forward.

Furthermore, "level up" gives students opportunities to more deeply understand their peers. Fostering collaboration in a "level up" class can promote friendships between students of

all levels and provide diversity of knowledge within the classroom. Because of the variety of mastery in "level up" classes, students that have more knowledge in the subject can academi-

diversity of cultural backgrounds is increased in the classroom, it can promote deeper and more engaged discussions, since students will be able to hear multiple opinions and will recognize various perspectives of life.

Although "level up" is a positive change, there are some imperfections. Teachers will need to figure out tactics to teach students of all levels of knowledge and learning styles so



All 9th grade English classes are Honors this year.

Graphic Credit: Vera Targoff

cally encourage those who don't have as strong of a background in that area.

Additionally, diversity of cultures can also bring students together. When

understand the material. Because all freshmen will be automatically enrolled in Honors classes, there will be a broader range of expertise in the "level up" classes.

Although the program is new and flaws may need to be addressed, "level up" is helping our community become more united as we stand up against opportunity gaps together.

# Now Is the Time to Consider Rising Sea Levels

By  
Julian Knight  
Contributing Writer

The last few months have seen seemingly endless news coverage of hurricanes and their aftermath, most notably in Puerto Rico, where aid is still limited and many have been without power for months. But here in Cambridge, where we are separated from these storm-torn regions by miles of oceans and cities, it is easy not to see any cause for immediate concern. Even the dangers of climate change seem far away—worrisome, of course, but nothing demanding our immediate attention.

This couldn't be further from the truth. The disasters in Puerto Rico and Texas should serve not as tragic tales of weather gone wrong, but as warnings for what the East Coast will see in the coming decades.

The fact that the Boston area is at risk due to climate change is nothing new—we've already seen the earliest consequences in a strange mix of heat waves, cold snaps, and unseasonably powerful storms. But as time goes by, with every year declared the hottest in recorded history, we must transition from identifying the cause to finding solutions. We know what we'll be up against; in the coming decades, the oceans will rise like the temperatures, with sea levels projected to swell up to 38 inches by 2100. Low-lying islands could become almost entirely submerged, and, in a worst-case scenario, a meltdown of the Greenland ice sheet would raise sea levels a stunning 23 feet. Large portions of Boston and Cambridge

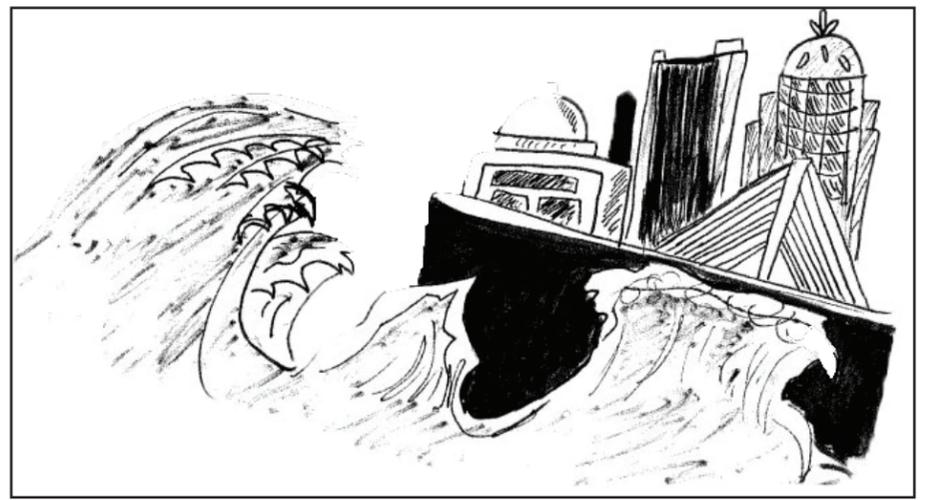
are composed of landfill—covered tidelands that rise only a foot above today's flood levels. Flood levels of 2050 could plunge those areas underwater, and the storms of 2100 would wash them away.

Other areas have already responded to these dangers, often following a disaster—a new system of levees in New Orleans after Katrina or a network of coastal barriers in the Netherlands—and these large investments have revealed themselves to be beneficial in the long run.

Some may argue that it's silly to start construction now—even if we're beginning to see the signs of climate change, they're hardly unbearable. This is a foolish mindset; Boston researchers have calculated that a three-foot sea level rise would result in \$1.4 billion in flooding damages—annually. Floods are responsible for more death and destruction than any other disaster in the United States. We've seen the consequences in a flooded Houston and crippled New Orleans, but we must now recognize not only what damage we could expect to see, but

what damage we must prepare for, with the next Harvey, Irma, or Sandy just around the corner.

Seawalls are seen as the best option—a tried-and-true, if not old-fashioned, method. Four possible designs have been studied throughout Massachusetts, where uncontrolled sea level rises could harm an ocean-dependent economy. An inner harbor wall design is the most basic, albeit unsightly, seawall design, with a simple barrier that



Rising sea levels could be catastrophic for the Boston area, but solutions exist.

Illustration Credit: Teymura Landsverk

stretches from Logan Airport to Castle Island. An alternative outer harbor wall could seal off the area from Deer Island in Winthrop to the Hull Peninsula in the south.

The flashiest (and priciest) option would form a wall similar to that of the outer harbor barrier but with a dike system installed at an expanded Lovell's Island. This latter option could prove the most effective in the long run by using existing natural foundations to hold back the water instead of an endless mass of concrete. The Boston

Harbor is filled with natural undersea tide channels that allow water to be conducted throughout the bay with rising and falling tides, and these are vital to erosion prevention and maintenance of the coastal ecosystem. Climate change-fueled weather patterns could worsen these, leading to stronger storm surges and smaller beaches. Conversely, restrictions on water flow by the sapphire necklace wall could result in lower high tides and weaker storm surges, meaning

less repairs and spills during hurricanes and floods.

It's obviously not possible to simply wall off Boston from the ocean (though talk of drastic walls certainly filled the most recent presidential election), since we must maintain connections to shipping lanes and the bay's diverse ecosystem. But any wall will have a high price tag—upwards of \$10 billion, a price possibly worsened by difficult building conditions and time constraints.

In this case, we must argue not for saving money now, but for saving money, and potentially lives, in the future. After ten years of annual wall-free flooding, money that could have protected our cities will have been spent on cleanup and relief efforts.

Whether or not we will see the effects of climate change is not the issue—no amount of recycling and solar panels can prevent at least minimal sea level rise. We must now prepare for the changes we know will come. We cannot stop rising sea levels, but we can adapt to them, and, when our seawall is in place, face the coming storm.

## Potential Pit Bull Ban in Lowell Not a Long-Term Solution

By  
Grace Austin  
Contributing Writer  
Stella Engel-Werman  
Contributing Writer

On October 21st, at approximately 6:00 PM, two pit bulls mauled and killed a seven year old boy in Lowell. Authorities reported that the boy entered a fenced-in area between two houses where the attack occurred. One of the pit bulls escaped but was eventually euthanized, while the other was taken by animal control.

Neighbors of the child and members of the community have left flowers and cards along the fence where the attack occurred. Many were shocked by the incident and consoled the mother of the child, who

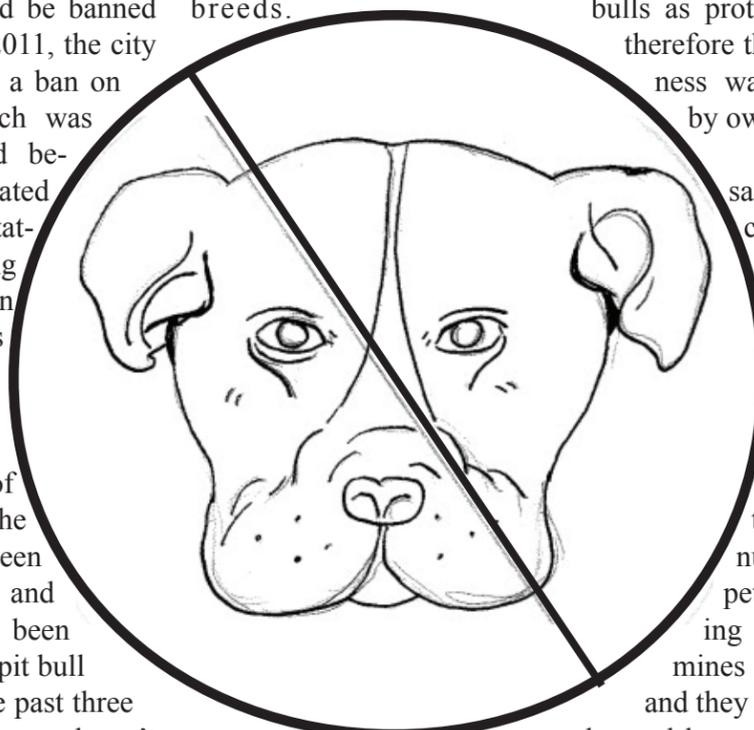
witnessed the attack.

The event raises a controversial issue of whether pit bulls should be banned in Lowell. In 2011, the city council passed a ban on pit bulls, which was later rescinded because it violated the state law stating that banning pets based on their breed is prohibited.

Although an estimated 51% of dog bites in the U.S. have been from pit bulls and there have been many cases of pit bull maulings in the past three decades, the issue doesn't lie in the breed as a whole, but the training of each indi-

vidual dog.

Pit bulls are biologically more dangerous than other breeds.



Overall, human ownership and training has not helped

change this characteristic. Starting in the early 2000s, people began to buy pit bulls as protective dogs, therefore their viciousness was promoted by owners.

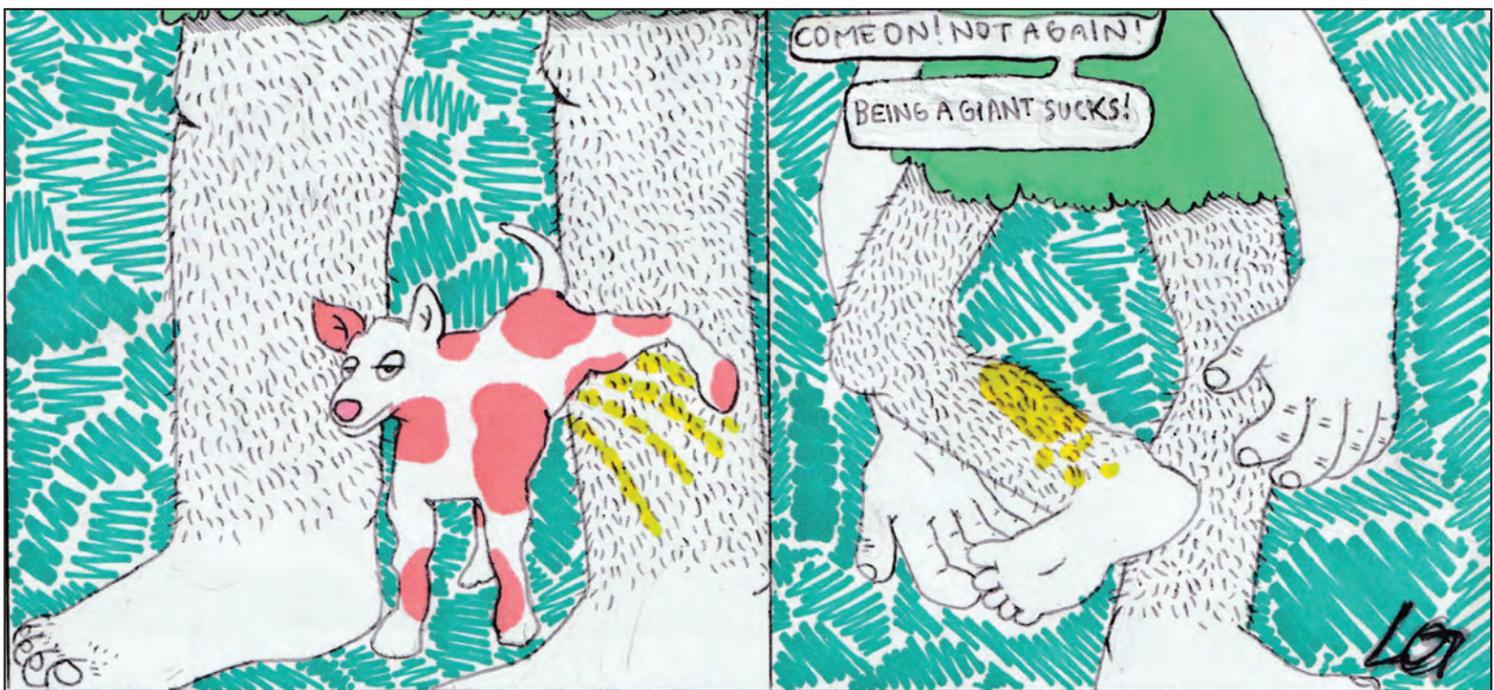
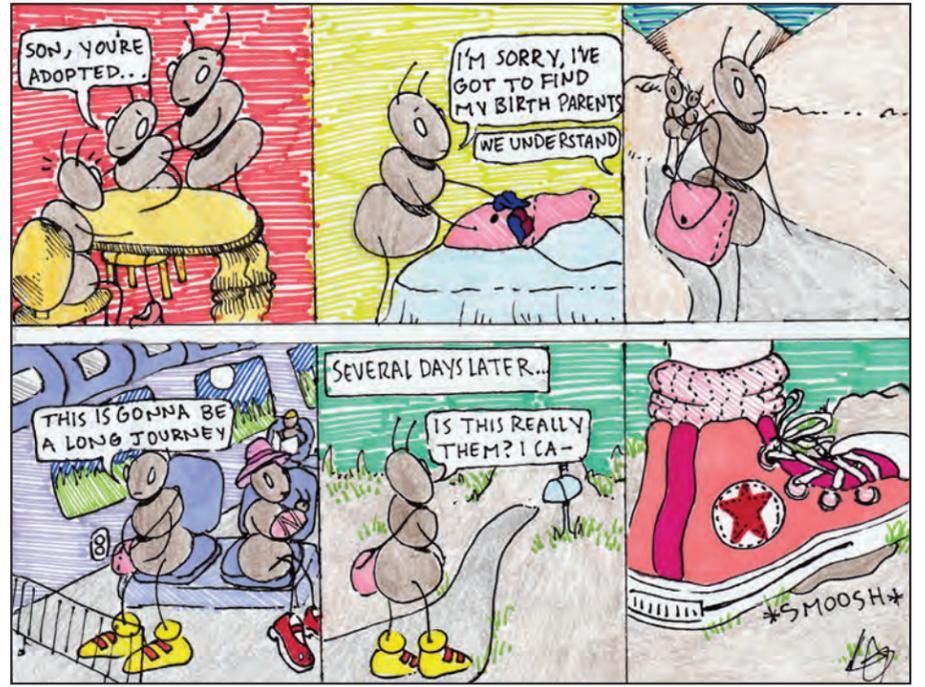
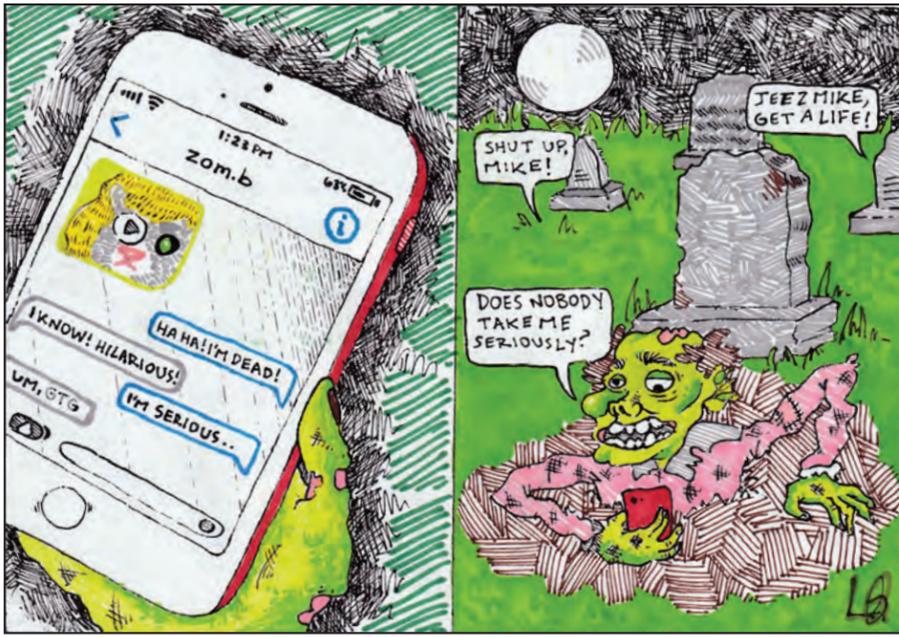
The Massachusetts Society for the Prevention of Cruelty to Animals agrees that the breed isn't the issue, the nurture of the pet and training of it determines its behavior, and they shouldn't be banned because each dog is an individual; the whole breed isn't the problem.

MSPCA's response to the death in Lowell was to promote education of healthy and responsible raising of pit bulls.

A Tufts study has shown that the environment of the pit bull directly affects its behavior. Pit bulls that are beaten and abused are much more likely to harm a human or be provoked than those that are healthily trained and cared for.

This traumatic death of a child proves that pit bulls have the potential to be lethal, so if one chooses to own a pit bull, they must understand the risks and responsibly train the dog in order to prevent another such incident.

Illustration Credit:  
Teymura Landsverk



Cartoon Credit: Lara Garay, Teymura Landserk

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Game Credit: Ella Russell



THE REGISTER FORUM  
FALL SPORTS REVIEW

By Vera Targoff & Rory Millar



### BOYS SOCCER

The boys soccer team had a solid season, falling one win short of making the state tournament. Senior and captain Ajani Acloque said that the end of the season was disappointing, but he was proud of the progress the team made. “[We had] more wins, and we [got] the most points from the Dual County larges,” Acloque said. “From Concord Carlisle to Lincoln Sudbury—we’ve at least taken a tie or a win from each of them.” Acloque and senior Nick Reed both agreed that the team is looking good for next year. They said they were “fully confident” in this year’s juniors and were excited to see them lead the team next season.

### BOYS CROSS COUNTRY

The boys cross country team did well this season; according to junior Antonio Escallón, they had a lot of success in races. “We have a strong team,” Escallón said. However, he added that they “need to work as a team” to advance in races. Though they qualified for States, the team ultimately had a disappointing run. Escallón and senior Jeffrey Chen both finished with their best times of the season, but the combined times of all five runners eliminated them from going to All-States.

### GIRLS CROSS COUNTRY

The season for the girls cross country team “went pretty well,” according to senior Julia Naganuma-Carreras. Although they didn’t have the most successful season, Naganuma-Carreras stated that the team is “really optimistic” and added, “We have fun with however well we do.” She also said that the team “improved a lot throughout the season.” The large number of freshmen who joined the team made up for the loss of seniors last year, according to Naganuma-Carreras. She believes that the team is going to continue to improve and hopes that the “same vibe” from this year carries on to the next.

### GIRLS SOCCER

The girls soccer team had a good season, qualifying for States again with an 8-8-2 record. Senior captain Maggie Pimlott said, “I think the season went well considering all the problems that occurred in terms of injuries.” The team struggled with injuries the entire season, but that didn’t stop them from qualifying. Unfortunately, they lost 2-1 to Peabody in the first round of the tournament. “I don’t think we got the result that we wanted,” said Pimlott. There were ten seniors on the team this year, so she thinks that next year might have to be a “rebuilding season.”

### ORIENTEERING

After a long planning period, Navigation Games (a nonprofit organization that organizes orienteering events around Cambridge) was able to establish an orienteering team at CRLS. According to junior Théo Boehm, the first official season was successful, even though there weren’t many serious competitions. Boehm said that there were successful meets where everyone did well individually and that people were scoring towards the top of their age group and challenge level by the end of the season. Boehm and the rest of the team are looking forward to competing in a big orienteering event coming up in the spring.

### GIRLS VOLLEYBALL

The girls volleyball team had an “amazing” season according to senior captain Lorra Marseille. They finished with a record of 15-4 and made it to the semi-finals of States. “There were a lot of ups and downs, but we were such a strong team. This is the first time in Coach Leary’s coaching career that we have made it that far [in States].” The future is bright too, according to Marseille. “Next year’s team looks good,” she said. “The juniors this year, I believe, are ready to take the role as seniors and lead the team to similar success.”

### GIRLS CREW

The season “went really well” for girls crew, according to senior Emma Andrew. The team competed in the Head of the Charles Regatta and did very well, qualifying again for next year. Although the team was smaller than past years, Andrew said that this allowed them “to practice together more and be more unified.” The team will continue to work together throughout the winter to prepare for the spring season. “The spring is our big competitive season,” Andrew explained, “so we are going to train over the winter and hopefully go to Nationals in the spring.”

### BOYS CREW

According to senior Max Lyman, the crew season went “pretty well” this fall. “We finished with a victory at States and the [first boat] placed third at another race we had,” Lyman said. “We also qualified again for Head of the Charles.” The coaching staff on the team was completely new, according to senior Myles Paton, and that, combined with a loss of many rowers, posed a challenge to the team. According to Lyman and Paton, the team is very hard working and motivated, which helps them do well in races. They are going into the spring season hoping to row in Nationals again.

### GOLF

According to junior Anna Rasmussen, the golf team has “made a lot of progress” since last season, and the team is definitely improving. “I think our team has a lot of good potential—we have a lot of sophomores and freshmen who are doing really well—so I think, in the future, we’ll be doing even better than we are now,” Rasmussen said. “A lot of golf is just [about practicing], so with more practice, [we’ll] just be getting better,” she concluded.

### FOOTBALL

The football team had a frustrating season, according to senior Zach Shetterly. “I think we’re a really good team, but it just doesn’t reflect on our record,” Shetterly explained, adding, “We’ve all played, we’ve been playing for a very long time, and we’re very good at communicating with each other, but we lack discipline a lot and putting in that extra step to make ourselves better.” Shetterly said that a lot of strong players are considering leaving the school to better their chances at being scouted for college football. Though it would hurt the team, he said he respects their decision.

# CRLS Students Participate in Powderpuff Game

## Student Government Revives Tradition of Football Game for Female Players

By  
Charlie Bonney  
Contributing Writer

At 3:00 PM on Thursday, November 9th, CRLS students took the field to participate in the first CRLS powderpuff football game in four years. Unfortunately, they were not able to literally take the field due to a change in the CRLS boys football schedule, but instead they took the field house.

Powderpuff games are traditionally flag football games played by female students. Powderpuff games have been a tradition in the U.S. since 1931, when the first powderpuff game took place at Western State Colorado

University. Since then, students at high schools and colleges across the country have been organizing and competing in powderpuff games.

Student Government brought back the CRLS powderpuff game this year in an effort to promote girls athletics in a culture where men's sports often take center stage. Student Body President Sophie Harrington also said they wanted "an event that was cheap and easily accessible [for students]."

To watch cost \$1, and to play also cost \$1. Student Government was successful in making a more accessible event, as over a hundred students showed up to cheer

on their peers.

Before the game began, history teacher Mr. Dua, who acted as the referee

for the game, explained the rules to the players. He then shared the purpose of the powderpuff game, a statement written by Jamia Yard '18 and Emma Andrew '18, the copresidents of Club 1. One of the reasons they gave for the game was "to give young women who do not have enough space the spotlight."

Sixty girls signed up to play, most of whom showed up, and the players were organized into four teams: Black, blue, red, and white. The teams played in a tournament format; red played against blue first, and then the white team played the black team. The winners of those games went on to play in the championship game. The games were full of dramatic plays, with touchdowns, interceptions, and long passes. The supporters exuberantly cheered on all of these plays.

tendance, commented that the reason he was there was to see the "game of football being made accessible to everyone."

In this year's competition, the red team emerged victorious despite good performances from the opposing teams. Overall, the event seemed to be a success, and as one player, Chloe Smith-Sokol, put it, "I can see it becoming more popular over the years."

Léo Barron, a 9th grader in at-

Photo Credit:  
Grace Austin

# Cambridge Students Work as Youth Soccer Refs

By  
Nathan Kolodney  
Contributing Writer

Cambridge Youth Soccer (CYS) is an independent charitable organization designed to give children in Cambridge from 3rd-8th grade access to the game of soccer. The mission of the program is to get young people active in a healthy and competitive environment. This program, which has been running for decades in Cambridge, is a great way for children to get exercise during both the fall and spring seasons. It is also a way for them to meet others their age and make new friends. However, it is not just children who are involved in this program; high schoolers can both referee and coach CYS teams.

This opportunity is an excellent way to give back to the community. It is especially appealing to those who participated in CYS themselves when they were younger. Refereeing and coaching both instill leadership and help high schoolers learn how to interact with younger kids in a productive and positive way.

The CYS program allows different generations of soccer lovers to connect with each other, giving children the ability to learn and older kids the ability to teach. Junior Adam Dincher, who is a CYS referee, explains, "My experience as a ref has been great so far. It's something that gets me up in the morning on the weekends. Refing in the

same program that I played in when I was seven or eight really brings me back." Working for CYS is an experience that several high schoolers partake in, and for some it may feel less like a job and more like a fun thing to do on the weekends.

Though it is much more of a time commitment than simply being a referee, some students have even begun to coach CYS teams. When reflecting on his coaching experience, 10th grader Oscar Mendoza stated, "There are ups and downs [and] you have to be patient at times. Overall, [it's] a very enjoyable experience."

Nick Herbold, a coach for team Germany in the middle school league, commented on the dynamic between the referees and the players in the league he coaches.

"It's nice that we have consistent refs in this league," Herbold said. "We get to see folks like Graham [Quigley '21] on a weekly basis, and they know our players and do a great job with the players on the field." Herbold said that the consistency of the referees allows the coaches and referees to have a very straightforward and easy relationship. He also said that the familiarity of the local referees can spur interest in the players.

"We've had players that have asked us—because they recognize that [the referees] are high schoolers and just a couple years older [than the players]—'How do I do that?'" Herbold stated, continuing, "It's awesome. We definitely think



Pictured: Graham Quigley (top), Adam Dincher (bottom).

Photo Credit: Vera Targoff

that's a great part of the program." If you are a high schooler looking to get involved with Cambridge Youth Soccer, the process is very straightforward. Go to the CYS website, then go to the referee or coaching sections of the page. There, you will find the contact information for the in-town as well as

the Boston Area Youth Soccer coordinators. Getting involved in CYS is a unique experience whether you are looking to earn some spending money, or you just want to further your connection with the sport of soccer.

Vera Targoff also contributed to this piece.

# CRLS Girls Soccer Perseveres through Injuries

By  
Isabelle Agee-Jacobson  
Contributing Writer

The CRLS girls soccer team fought hard through a season filled with injuries and a lack of players, and their hard work paid off. In the regular season, the team won as many games as they lost and tied twice.

Senior Miya Duffy commented, "Taking into account all the injuries and circumstances, we did do well and it was pretty fun."

Seniors Maggie Pimlott, Sophie Harrington, and Danielle Reeves were captains of the team this year. Pimlott said, "Together we were able to plan practices and really bring everyone together to have a good season."

A highpoint of the season, according to sophomore Margaux Harrington, was when the team "beat [Lincoln-Sudbury] for the first time in awhile." She added, "Everyone was really happy."

For Margaux Harrington, recovering from a broken collarbone was an ongoing challenge throughout the season: "I guess my goal for the end of the season was to get back to the level of playing I was at before I got injured and to be able to play a full 80-minute game again." She met her goal and by the end of the season was able to play in the tournament game.

This year, like last year, the CRLS girls soccer team made it to the state tournament and played against a Peabody team. However, CRLS was not greeted with a warm welcome.



The CRLS players began the game by kneeling during the national anthem.

Peabody fans heckled CRLS players when CRLS was behind in the first half, saying, "That's what you get for kneeling."

They continued taunting CRLS with this phrase until after the game.

Carmela Pucci '18, the mother of CRLS player Leilani Pucci, wrote in an Instagram post, "Shouldn't have been

shocked that after we lost 2-1, despite a great game, an elderly white woman would wait to get near us on the way out and say, 'That's what they get for kneeling.'"

The CRLS team also didn't have many of its own fans present, since the fan bus for the game was canceled 15 minutes before it was supposed to leave.

According to Tom Arria, the CRLS Athletic Director, the fan bus was canceled because only four people had turned in their permission slips by Friday morning and the Athletic Department couldn't find a faculty member to chaperone the bus.

Margaux Harrington

remarked, "On the bus ride [to the tournament game], everyone was so excited and nervous, but that changed when our fan bus was canceled by the athletic director ... That really distracted everyone from the game."

Despite their rocky start, CRLS put up a good fight against Peabody and got control of the ball in the second half, scoring a goal courtesy of sophomore Phoebe Pimlott explained,

"We started off slow and kind of nervous, which resulted in Peabody scoring two goals in the first half. Then we picked it up in the second half by becoming more aggressive and playing smarter soccer. We ended up scoring a goal later in the second half and made a last push to tie it up."

Senior and boys soccer co-captain Ajani Acloque, who watched the game, said, "[CRLS] played with more heart and effort [than Peabody did]. Peabody only got two lucky chances, but they never created anything. Rindge created opportunities and put tons of pressure on Peabody towards the end."

Ultimately, Peabody defeated CRLS 2 to 1. Duffy commented, "We went into the tournament looking for redemption. Everyone really played their hardest, and we were all really disappointed that we didn't move on to the next round."

The CRLS girls soccer team ended their season on a high note when multiple players received awards from the Dual County League. Sophie Harrington, sophomore Fanny Lodge, and Pimlott were chosen as Dual County League All Stars. Pimlott and Sophie Harrington also received the Coaches Award, Reeves was awarded Most Valuable Player, and Kalkidan Mamo '19 was voted most improved. Finally, Lodge led the team in goals, scoring 14 goals, and Sophie Harrington led the team in assists.

*Pascal Beckert-McGirr also contributed to this piece.*



**7 PLAYERS SUFFERED FROM CONCUSSIONS THROUGHOUT THE SEASON.**



**5 ANKLE SPRAINS**      **5 HAMSTRING INJURIES**

**OTHER INJURIES INCLUDED:**

**BROKEN TIBULA      BONE SPUR      BROKEN COLLARBONE**



**14 VARSITY PLAYERS MISSED AT LEAST ONE GAME DUE TO AN INJURY**



**EVERY PLAYER ON VARSITY SUFFERED FROM AN INJURY THIS YEAR**

At the tournament game, the girls soccer team made a comeback in the second half but still lost 2-1.

# Girls Volleyball Falls to Newton in State Tournament Semi-Finals

By  
Robert Shapiro  
Contributing Writer

Being a team in the playoffs is like being a part of a senior class during application season; everyone is beyond stressed and everyone desperately wants to move on.

CRLS girls volleyball played well enough to be one of those teams, finishing the regular season with a 15-4 record and the fifth seed in the Central East Division of the Division 1 tournament.

On November 3rd, the team took on the 12th-seeded Belmont Marauders. The Falcons' home court advantage was strong as they had only lost one match all year in the Al Coccoluto Gymnasium. Cambridge jumped out to an early lead that they didn't give up, winning the first set 25-16—in part due to two back-to-back aces by junior Janijah Allen.

The Falcons were just as dominant in the following set, winning 25-17 and putting themselves on the brink of winning the match. The Marauders played their best in the final set, leading temporarily by six.

One of the easiest and most embarrassing mistakes in sports is being in control and letting your opponent come back. Luckily, the veteran leadership of senior captain Lorra Marseille ensured that didn't happen.

Cambridge was able to come back behind Marseille's two straight kills to win the set 26-24 and the match 3-0. As Marseille explained, "It wasn't our best game, honestly, but I think

everybody came to play and we all helped each other out."

On Tuesday, November 6th, the team took on the 11th-seeded Quincy Patriots. The Patriots vs. Falcons matchup was reminiscent of Super Bowl 51, with the only exception being that the Falcons were dominant until the final buzzer. Cambridge started the first set on a four-point run that included two aces from Marseille. In the second set, a new team member, senior Abby Reynolds, was a blocking machine that protected the lead throughout.

By the third set, Quincy was playing like it had already lost the match. Not only did the Patriots lack energy, but according to senior captain Katie Melendez, "They were lacking communication, and communication is key in volleyball." Cambridge made sure not to let up, winning the final set 25-13 and advancing to the third round of the playoffs.

The following Thursday, November 9th, the team took to the road to take on the first-seeded Newton North Tigers in the Reggie Gymnasium. The Falcons brought a solid fan section that included students and staff members eager to watch their team play. Cambridge served first and led



The CRLS girls volleyball team made it to the state semi-finals this season.

Photo Credit: Vera Targoff

sponded, and when given the chance to serve, rocketed ball after ball over the net, winning the first set 25-15. In the second set, the

would be the last and that Cambridge was not going to emerge victorious. This didn't stop the Falcons from battling, because as Reyn-

cepted defeat for a second. They played the game as hard as they could and they played it together. Regardless of winning or losing, they did what a great team does. They competed.

The Falcons didn't advance past the semi-finals. They didn't win the division title, and they didn't win the state title. But they competed, and for that the team and the city of Cambridge is proud.

*"Being a Falcon is trying hard no matter what." The team never accepted defeat for a second. They played the game as hard as they could and they played it together.*

briefly during the first set, but the lead didn't hold for long.

Newton quickly re-

Falcons never led, though they were close, tying the score at 6-6 early on. It was clear by the third set that it

olds said afterward, "Being a Falcon is trying hard no matter what."

The team never ac-



The Falcons lost to the Newton North Tigers on November 9th.

Photo Credit: Vera Targoff