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CAMBRIDGE RINDGE AND LATIN SCHOOL

APRIL 2017



From left: Brennan Yee '17 shows off his sword skills; Douglas Appleman '17 performs in a student band; Marney O'Connor '18 performs a jazz dance.

Photo Credit: Diego Lasarte

CRLS Students Show off During Annual Talent Show

By
Sophie Harrington
Register Forum Contributor

On the night of Wednesday, April 12th, the CRLS Fitzgerald Theatre was filled with rowdy students, teachers, and talented performers. Hosted by Student Government and MC'd by everybody's favorite DJ, Andrique Fleurimond '17 (#DriqueSide), the one hour and twenty seven minute talent show was packed with CRLS' best. From tap dancing to hip-hopping to K-Popping, the show had it all.

The show kicked off with sophomores Alyssa Filerman and Josie Weisburg, whose tap dance performance to "O-O-O Child" and "Mr. Sandman" was bright and cheery.

Next the talent show roller coaster took a bit of a 180, when sophomore Tamaryn Watzman performed spoken-word about heart-

break using mesmerizing, smooth words and simple syntax.

Following Tam's majestic word skills, members of Ms. Colby's biology class performed "The Blood Flow Dance." Although students only participated for extra credit, some might argue it was the best performance of the show. The intensely choreographed dancing and thoughtful lyrics would make

"It builds a sense of community within CRLS because people come together and support each other and see sides of people they might've not known existed."

anyone want to sign up for HN Bio! All the juniors and seniors in the audience will definitely be pulling out those cool moves at prom.

The theme of hearts and love resumed when sophomore Luka Berman sang a song entitled "Hallucinations." Fleurimond and the audience members alike were

impressed by Berman's composure and crisp style—could he be the next Justin Bieber? We will see CRLS, we will see.

Even only four acts into the show, it was clear that CRLS community members were proud to showcase their talent and also proud to support each other. Junior Mariah Goldsmith, who watched the show, said, "[It] does build a

sense of community within CRLS, because people come together and support each other and see sides of people they might've not known existed, which is very cool."

The show continued with dynamic duo Luciana Lyons '17 and Marney O'Connor '18 shifting the mood once again as they jazzed and

tangoed their way onto stage for a fresh dance number. The chemistry is clear between these two (watch out AJ and Max!).

The gals were followed by junior Atticus Olivet, who sang with his sweet falsetto of life's confusions in a mash-up of many different songs.

There were also two especially moving spoken-word presentations by junior Nusrat Lamisa Jahan, accompanied by pianist Sam Costa, and junior Mikayla Duncan. Both students shared their own poetry about discrimination against people of color, especially women of color. One of Duncan's lines stated, "Black women are independent go getters...We are beautiful despite what all others need to say." Both performers called the women at CRLS to action with their emotional and mature performances, blow-

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MR. PARKER



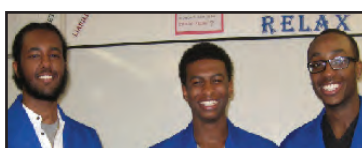
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"Listening to every voice,
printing what you need to hear"

Oliver Sussman '17 Receives Accolades for Debate Skill

By
Cecilia Barron
Register Forum Editor

In the world of high school debate, Oliver Sussman, a Rindge senior, is already a legend for the school, the state, and possibly the nation.

Sussman, in addition to leading the Rindge debate team, has won the Yale Tournament and the Minneapple Debate Tournament, and he is co-champion of the Lexington Debate Tournament.

Sussman also ranked second nationally in Lincoln-Douglas debate, which focuses on questions of morality and places an emphasis on logic, ethical values, and philosophy.

There are many reasons for Sussman's debate successes, but one is outsmarting his opponents. "No matter what argument his opponent makes, Ollie probably understands their position—or the theory



Sussman is the co-champion of the Lexington Debate Tournament.
Photo Credit: Victory Briefs

it's built on—better than they do," noted Paloma O'Connor '16, a Rindge debate alum.

Sophomore Martino Boni Beadle, a current member of the debate team, credits Sussman's creativity for his success: "While a lot of debaters nowadays stick to familiar strategies, Ollie is willing to experiment and develop new strategies that others might not think of."

Sophomore Andrew Garber, another current debater, is thankful for Sussman's optimism. "It's often

discouraging to see how many resources more well-established programs have," Garber said, "But thanks to Ollie I know that it's still possible to succeed."

Sussman is considered to be a frontrunner in the Tournament of Champions, the nation's most important high school debate championship, which takes place on April 29th.

O'Connor has no doubts when it comes to Sussman's talent: "Ollie is hands down the best debater CRLS has ever seen."

Examining Conservatism in Cambridge Schools Right-Leaning Students Comment on Political Climate, Experiences at CRLS

By
Shuvom Sadhuka
Register Forum Contributor

In the "People's Republic of Cambridge," conservative individuals, whether they be socially, politically, or otherwise conservative, are hard to come across. Cambridge's institutions and neighbors champion progressive values, from the school motto "opportunity, diversity, respect" to protests and actions following Donald Trump's election. Earlier this school year, a *Register Forum* poll found greater support for Bernie Sanders as a write-in among CRLS students than Republican candidate and now President Donald Trump. But even within this so-called "bubble," some have chosen to align themselves with the political right, voicing their opinions with greater force than ever before.

"I have always been generally moderate," says junior Youssef Zerbouaa. "But I disagreed with a lot of the movements at our school... our school's politics teach my fellow students to be outraged at everything. If you are outraged at everything, then you are outraged at nothing."

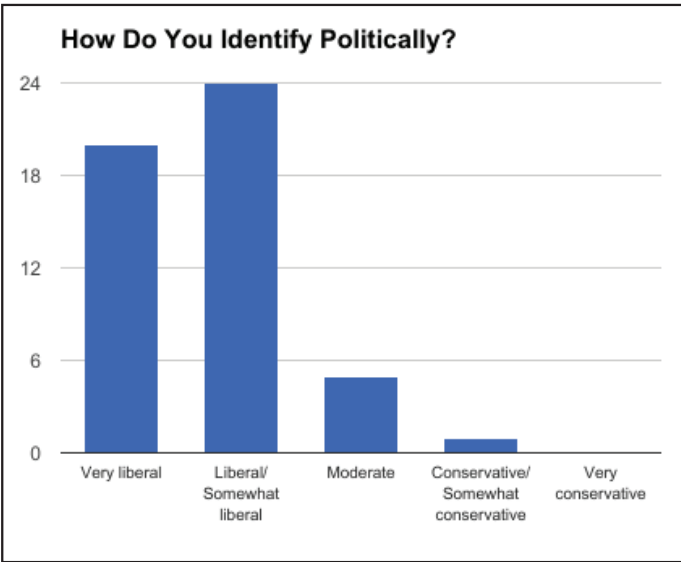
Sophomore Jeff Liu, a self-

identifying Republican, offered his own insight into these problems: "The hard-headedness of liberals in our school that people detest can really just be attributed to the fact that high school students aren't the most mature people in the world. My gripe with the political culture is the number of individuals [at] CRLS simply being a mouthpiece of people they look up to."

But these criticisms didn't resonate with the organizers of liberal policies and actions at CRLS, including Paul Sullivan, a junior and Student Representative to the School Committee, who pushed back: "'Movements' are so important to have [in] an educational environment because it allows students

from any demographic to demand empowerment from their educators and administrators... 'Movements' are not just a part of CRLS' culture, they're critical to it. There is no more important place for direct action than in an educational setting."

The student body also generally agrees with Sullivan—a *Register Forum* poll of 50 students found 88% identified as 'liberal' or 'very liberal.'



50 students were polled during Lunch C.
Photo Credit: Shuvom Sadhuka

Zerbouaa argues that lack of political diversity in Cambridge leads to a toxic environment, one in which those not aligned with the left feel unwelcome or even threatened.

"I got threatened; someone in my history class said, 'If you say a word, you are going to catch these hands.' I also got my MAGA [hat] stolen and thrown."

Zerbouaa was also quick to add, "The teachers have always welcomed me [and my views]."

Comparative Government and world history teacher Ms. Hylton insisted that CRLS has a politically diverse student body: "The student body does lean left-of-center in general...[but] when you discuss issues of policy and push people to be specific and not ideological, the range of political views becomes apparent." She added, "Of course teachers have political biases...but what fun would Comp Gov be if I pretended to be a purely neutral observer of politics?"

Oftentimes conservative students have similar interests as the left. Liu, a more libertarian leaning student, said he was "concerned by the lack of protections for civil liberties" and "favors legalizing all drugs."

Perhaps in an era when political discourse is often driven by Twitter wars and sharply partisan politics in Washington, some would argue that political divides at CRLS are inevitable, if not necessary.

Rindge Remembers Art Teacher Jameel Parker

By
Will Telingator
Register Forum Contributor

Mr. Jameel Parker was a truly beloved member of the CRLS community, and he will be deeply missed following his passing on March 10th, 2017.

When I first approached my English teacher, Dr. Wambui, about writing this piece, she was delighted that the newspaper was paying tribute to the life of her dear friend. She immediately grabbed a pen and wrote down a list of nearly ten different people within the school that she knew would love to talk to me about Mr. Parker.

Although I never knew Mr. Parker personally, by talking to some of the people who did, it quickly became clear to me that he touched the lives of many across the community, and he will be deeply missed both within and without the walls of Cambridge Rindge and Latin.

Mr. Parker grew up in the Boston area and was very involved in the community throughout his career. He was an art teacher

for more than 20 years, working in the Boston Public Schools for two years in the early 1990s before coming to Cambridge. During his years in Cambridge, he worked as a teacher at the elementary, junior high, and high school levels. Mr. Parker also extended his work to the youth in his community outside of the schools, serving as a mentor to inner-city youth by teaching a portfolio class for students trying to go to college or art school. Additionally, Mr. Parker participated in a Boston program called The Cloud Foundation, helping students achieve their dreams of going to college in yet another way.

Besides being a teacher and mentor to young people throughout the community, Mr. Parker was also

tions several years ago. Dr. Wambui, who became friends with Mr. Parker through their time running a homeroom together at CRLS, says that Mr. Parker emphasized the value of discipline to his students, and he would urge his homeroom students to find ways to develop their best selves. Dr. Wambui added, “He was very good with the students, and they could always expect him to chat with them, laugh with them, and tell them what they needed to know.” Dr. Wambui explained that although he was always direct and honest with his students, Mr. Parker was also very nurturing and was a dedicated teacher, colleague, and family man.

Senior Harry Janeway took Mr. Parker’s Foundations of Art class his freshman year. Janeway commented, “He was good with us. He put forth the effort to get to know us and connect with us, and he was also nice when he would help to tell students what to improve on in their art.” Mr. Parker was diagnosed with ALS a few



Mr. Parker taught Foundations of Art at CRLS.
Photo Credit: jameelparker.com

years ago, which ultimately forced him to retire and impacted his day-to-day motor functioning. Dr. Wambui stressed that he remained dignified even in the face of debilitating disease.

Mr. Parker faced his illness with courage—as senior Albert Lee, who was also in Mr. Parker’s freshmen art class, noted, “His morale was always high even though he was dealing with treatments all the time.”

CRLS AVID Coordinator Ms. Davis was also

a very close friend of Mr. Parker’s, and she commented that even towards the end of his life, he was full of life and hopefulness. Until the very end, he was always thinking about what he could do for others.

Ms. Davis said, “The major lesson I learned from him is when I experience my life adversity, I pray I can keep others in mind instead of thinking only about myself. I strongly believe this helped Jameel remain so positive until the end of his life.”

Talent Show *Continued from page 1*

ing the entire audience away.

The talent show is an event that all grades at CRLS perform in, but this year there was an especially gifted group of seniors. Tenzin Dot-sang sang with power and skill, and Sahra Nur was so graceful on the stage.

Senior Brennan Yee added the element of surprise when he demonstrated his mastery of the sword (thankfully, he did not chop off anyone’s head). Senior Albert Lee played some wonderful classical music on the piano—he can move his fingers faster than most of us can run.

Seniors Aidan Malefant and Tyrese Birch popped it and locked it into our good graces, and two powerhouse performances of the night came from student bands. The Styks, comprised of junior Tal Ben-Anat and seniors Douglas Appleman and Chris Dee, set the house on fire with their performance of two Arctic Monkey songs.

An ensemble performance of

the Snarky Puppy’s song “What About Me?” came from drum maestros Dee and Ben-Anat, sax connoisseurs Chris Johnson-Harwitz ‘17 and Paul McCann ‘18, and guitar duo Josh Lamkin ‘17 and Zeke Taylor ‘17.

It was an especially emotional night for senior Lilly Senna, who performed in her fourth and final talent show. Her pink hair and black clothes added to her charm

K-Pop Club’s enthusiasm made us ask: What would the world do without K-Pop?

and rocker style while she cemented herself as a force to be reckoned with by singing and strumming her guitar to her original song “Rag Doll” beautifully.

The night concluded with the biggest group performance from everyone’s favorite K-Pop Club! The group’s enthusiasm wowed us and made us ask: What would the world do without K-Pop?

As Fleurimond closed the show, we realized he was the real star of the night. CRLS is losing a lot of great talent this year, but there’s no doubt some wise souls will step up to the plate next year. Thank you, and goodnight, CRLS!



From top: Aidan Malenfant ‘17 and Tyrese Birch ‘17 dance; Luka Berman ‘19 sings.
Photo Credit: Diego Lasarte

Civics Education Should Be Mandatory at CRLS

By
Marc Leroux-Parra
Register Forum Contributor

Education has failed us. We—students, teachers, administrators—hide behind the facade of our test scores, our graduation rates, our college acceptances. Time and time again, we have failed to get our priorities straight. Currently, our education system is seriously flawed. We are taught many abstract and career specific subjects (calculus and chemistry come to mind) and told to be good people, and especially good citizens, but what does it mean to be a good citizen?

More and more frequently, we eschew from talking about common processes if they are not connected to academia, especially in such a high rigor environment as Cambridge. We have allowed civics, defined by the *Stanford Encyclopedia of Philosophy* as “all the processes that affect people’s beliefs, commitments, capabilities, and actions as members or prospective members of communities,” fall by the wayside. We now require non-Americans to know more about American citizenship, on all levels, than we require of ourselves. It is absolutely imperative that we bring mandatory civics education back.

Why is it that we place higher value on knowing abstract mathematical formulas (which most of us will never use again) than on the essential knowledge of how our

country and lives function? How interesting that we tell our children to advocate for social justice, yet withhold from them certain information of how their governing body works, information essential for them to live their lives in this country.

While in theory U.S. history classes should teach you about your government, it is often superficial and lacking. Worse still, the information is portrayed as just another fact of questionable importance for memorization.

Studies have proven that the 21st century has had horrible young voter turnout, and 2013 had the lowest in forty years, a trend which

and the Civic Engagement Research Group, which actually tested American high schoolers on civics, and only a third of participants passed. How ironic, then, that we require immigrants to take an American civics test as a condition for entry to the United States, and that they pass at higher rates than American students.

We are essentially requiring that immigrants be more American than Americans. By emphasizing such high focus on academic achievement, we ultimately lose information which could aid us for decades.

Even in a place such as CRLS with amazing diversity, the value of

believing in politicians, and instead equipping them to act for themselves. It is about giving academic knowledge some practical applications.

I should be taught how Social Security, the Federal Passport Agency, the Electoral College, and many other federal and bureaucratic offices work. I should not be expected to instinctively know. How to be a good citizen is taught and learned, and then later applied.

CRLS should make a civics class mandatory for freshmen and sophomores so that they have a communal and practical foundation on which the rest of their education can be built.

We are taught many abstract and career specific subjects and told to be good people, and especially good citizens, but what does it mean to be a good citizen?

has since continued. Other studies, such as the International Association for the Evaluation of Educational Achievement (IEA)’s “Civic Education Across Countries,” have demonstrated that low young voter turnout is an international phenomenon not driven by a youthful disillusionment with government, but by a youthful disconnect with government, a fact of special application to the United States considering we lead most of those studies in youthful disconnect with government.

The Atlantic reports on other studies conducted by various non-profits, such as the Foss Institute

civics goes largely unnoticed. There is only one civics class a year, restricted to seniors who have completed the prerequisites, those being all mandatory history classes.

Civics is not just about learning how the government works, it’s about being active in the community, whether that be as a city council member or as a community member/resident. It is about knowing how our bureaucracy, all of the officials and offices which make up each tier of our government, works. It is about knowing how your city government works. It is about giving people the tools to stop blindly

We have entered into an era of political uncertainty and fear. Now more than ever, in order to survive the storm which is upon us,

we need people to have knowledge of how our government and our laws work and what our place is in the system.

A civic-minded population is required to prevent a political disaster, such as our current one, from taking place again. We must prevent the repetition of history. Only in knowing how the system works can we hope to change it. It is time for us, the youth, to demand our fair share, to demand equal access to the knowledge of how this country works, so that we may make the right, civic-minded choices this world needs.

Nike vs. Adidas: Which Brand Is on Top in 2017?

By
Robert Shapiro
Register Forum Contributor

For decades Nike has been the undisputed sneaker king, but over the past few years Adidas has been making moves that may give the Swoosh a run for their money.

A lot of what determines the popularity of a sneaker brand is their star-power, and for the entire history of the two brands, Adidas has not been able to compete with Nike. In the past, the Three Stripes have been endorsed by famous athletes like Tracy McGrady and Billie Jean King, but they haven’t been able to compete with the likes of Nike’s Ken Griffey Jr. and Charles Barkley.

Recently, Adidas has been able to add superstars such as James Harden and Tori Bowie to their team, allowing them to compete

with Nike for dominance in the sports market.

Adidas is not just amazing at working with athletes, they are also great at working with artists. Their collaborations with Bape on the NMD and Reigning Champion the Ultra Boost shows they are committed to creativity and fashion as a whole.

To dominate as a brand, you must be popular among teenagers, and Adidas is doing just that as the Stan Smith and Superstar have made a comeback. The two shoes, which sold

well during the 1970s and 1980s, have made a major comeback in recent years. The sneakers balance clean lines with simple materials and colors to make the



The “Superstar” shoe by Adidas has made a comeback in recent years.
Photo Credit: Footlocker

perfect casual shoe that fits well with any outfit.

Adidas has won over the hearts of the typical teenager in a way Nike hasn’t quite been able to do. For the past 30 years, the Jordan brand, a Nike subsid-

iary, has produced easily the most famous and beloved basketball sneakers of all time, but attitudes are starting to change. The kicks, which people used to camp

out at stores for, are now sitting on shelves. For example, the Air Jordan 3 Cyber Monday was released to the public on October 14th

2016 and can still be purchased from any major shoe retailer.

Even the rarest and most classic Air Jordans are starting to lose significance as they are re-released, or as the sneaker community

calls it, “retroed.” In the past couple of years, Jordan has re-released everything from the “Banned” Air Jordan 1s to the Air Jordan 11 “Space Jams” to the Air Jordan 12 “Flu Games.” A large part of what made Jordans so legendary and sought after was their rareness, and now they’re common. Sneakerheads relished having kicks no else had, but the once classic Jordan brand has made it so this is no longer the case. Jordans are becoming ordinary while the Adidas Yeezy 350 Boost is still extremely hard to come by, which is why the brand has, as Kanye rapped, “jumped over Jumpman.”

As of today, Nike outsells Adidas by a large margin and still signs famous athletes like Serena Williams. However, Adidas is steadily catching up, as their shoes become more creative and trendy. There is no doubt about it, Adidas is the future of footwear.

Cambridge Isn't the Only "Bubble" We Should Be Talking about

By
Cecilia Barron
Register Forum Editor

Since November 8th, it has been hard to go a day without hearing the word "bubble." You thought she would win? Liberal bubble. You don't know why anyone would vote for Trump? Liberal bubble. You think your protests are effective? Liberal bubble. The liberal bubble has become the label for any progressive-thinking areas, or "echo-chambers" full of "snowflakes" who don't know "real America."

So I began to give in. I tried to pop my own liberal bubble that had clouded my thoughts and prevented me from seeing the "real America" that had elected our president. I read about Trump supporters who voted for him without thinking twice about his racism. I tried to imagine possible positive outcomes to four years of a Trump presidency, like infrastructure. I even went so far as to visit Breitbart, the extremely far right (as well as inac-

curate) news site. From my immersive research I came to a conclusion: America is home to a bunch of bubbles.

While Cambridge could be described as an echo-chamber where everybody has the same general beliefs on issues such as gay marriage, police brutality, and abortion, it could also be seen as a boxing ring. Whether it was Sanders v. Clinton, cultural appropria-

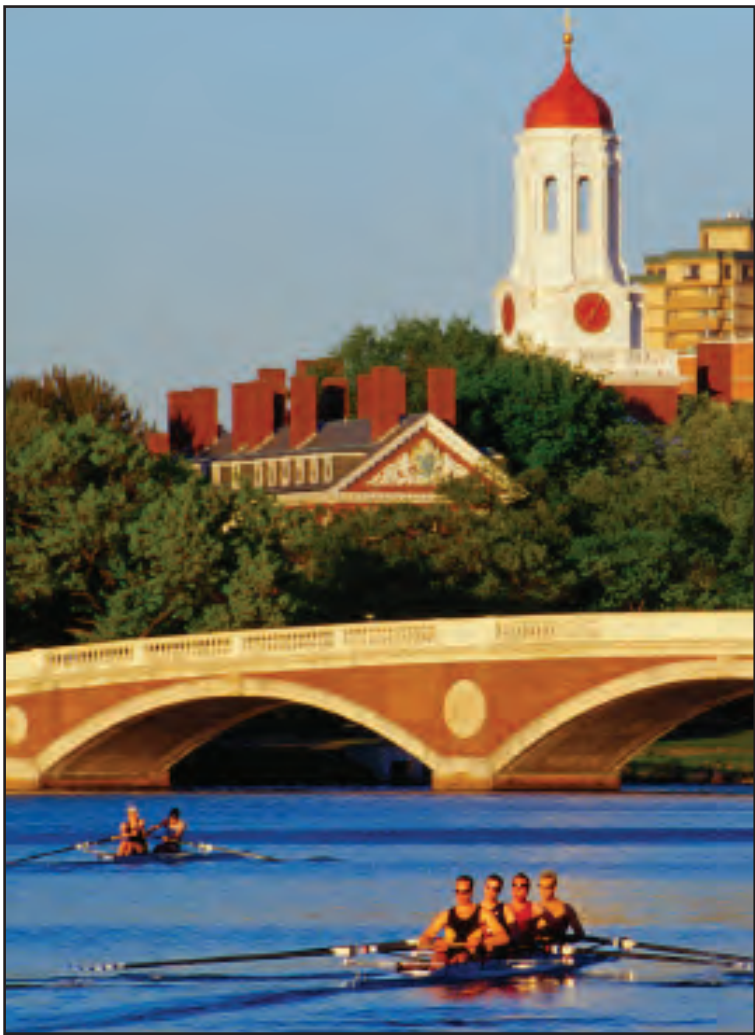
Donald Trump won by over 40 points, or in Alabama, where he won by 30 points? People turning their heads from opinions they don't like isn't a Cambridge problem, or a liberal problem, it's an American problem.

Pundits and right-wing news organizations are so quick to describe bubbles as just a bunch of liberal 20-somethings who spent their days worshipping a Hillary Clinton shrine only to have their worlds shattered by the fact that Trump won the election. But what about the other bubbles? What about conservative bubbles that believe all illegal immigrants are thieves and that Black Lives Matter is a terrorist organization? Or the moderate bubbles that believe Donald Trump is a phase in the Republican

tion v. cultural appreciation, or development v. affordability, Cambridge has been and is a place where strong, and sometimes unwelcome, opinions have been shared and debated.

Still, conservatives do make a fair argument that their opinions aren't appreciated, welcomed, or respected. That the "liberal bubble" is closed off to even hearing what they have to say. And that may be true, but what about being a liberal in West Virginia, a state

party? Or the progressive bubbles that believe Bernie Sanders really could have won?



Cambridge is often referred to as a "liberal bubble."
Photo Credit: dirtywatermedia.com

Calling places like New York, Cambridge, or Los Angeles liberal bubbles is an excuse for conservatives who don't want to admit that politically incorrect,

that liberal bubbles, full of young, multiracial, and progressive thinkers are slowly absorbing the country.

So, while Republicans may find their bubbles excuse convenient now, they are going to want to rethink their strategy when the "liberal bubbles" they ardously moan over become the "real America" they vehemently praise now.

While Cambridge could be described as an echo-chamber where everybody has the same general beliefs, it could also be seen as a boxing ring.

People turning their heads from opinions they don't like isn't a Cambridge problem, or a liberal problem, it's an American problem.

coal-mining, Trump-loving voters aren't the majority in this country. They don't want to have to face the fact

Reflecting on Last Month's X-Block Discussions What We Need to Talk about When We Talk about the Swastika

By
Tommy MacArthur
Register Forum Contributor

Several months ago, a hate symbol appeared in school bathrooms, along with a paragraph of appalling threats and racist ideals. This incident was treated delicately, and given a time and place for open discussion in second period class soon after the incident.

Several months after the first graffiti was drawn, another swastika was discovered. Once the gravity of the situation had really sunk in, the next logical step was to have an X-Block for more open discussion.

There are reasons this was a good idea, and reasons it wasn't. It is nobody's fault that the history of the swastika is long, far too long to have an cover fully in one X-Block.

A long standing symbol of auspiciousness, it was only in the last century that the swastika was perverted and appropriated by various fascist parties and used in their genocidal agenda.

This would soon after inspire a new wave of hate, by people calling themselves Neo-Nazis, the New Ku Klux Klan and Skinheads. The swastika is used to this day, and in any context it can be a painful reminder for the numerous groups terrorized in the past, including black people, Jews, Catholics, Hispanics, LGBTQ people, and Muslims, par-

Jain faith, this symbol is their most precious icon, a symbol of fortune, order, reincarnation, and the cycle of the universe. Basically the opposite of what Hitler believed.

Most modern followers of the 2,000 year-old religion have watched, powerless, as ignorant bigots corrupted their sacred symbol to such an extent that you can't hear the word swastika without thinking of the evil it has stood for.

So how is this problem solved? Is it right to bring the school to a grinding halt, and show whoever drew the swastika its power? That might have the opposite of the de-

sired effect. We could also ignore the graffiti, although starving the offender of attention might encourage them somehow.

But we can't simply consign the swastika to the shameful

scrapheap of history, because that's what extreme racists like to sift through, hoping for controversial ammunition for their next provocative statement.

At the end of the day, we're not fighting the swastika. It's just another weapon for them, so the most logical solution is to disarm them and take away their favorite symbol.

That's why next time we sit down as a school, we need to consider every single group that may have been hurt by this corruption.

The next logical step [after hateful graffiti appeared] was to have an X-Block for more open discussion. There are reasons this was a good idea, and reasons it wasn't.

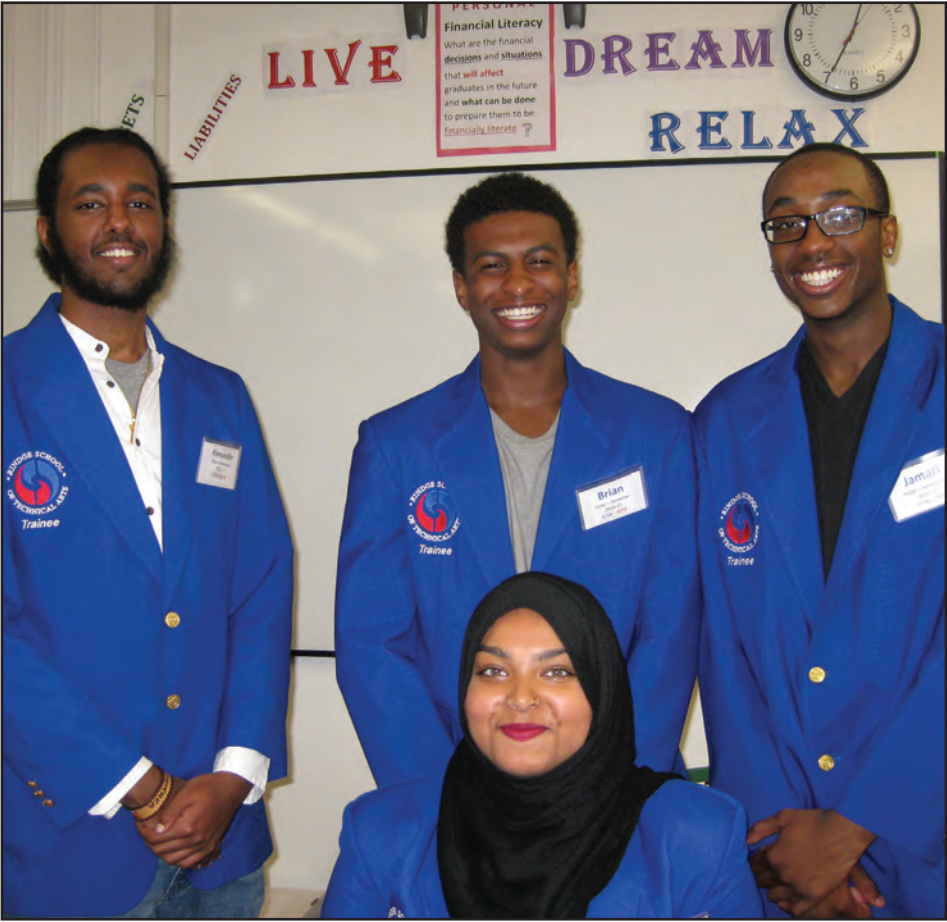
ticularly survivors of hate crimes. However, to see the swastika used this way is distressing to another group of people for a different reason. To followers of the minority

RSTA BANKERS 2016-2017

Every year, CRLS students intern at the East Cambridge Savings Bank (ECSB) and manage the CRLS branch of the bank during the academic year. Below are reflections from first and second semester participants on their experiences at the bank. To learn how to apply for the Bank Operations course, email bdesire@cpsd.us.

ALEXANDER MICHAEL

“I was always ambitious and confident at the bank because it was very productive and very helpful. Every student should have the same opportunity [for] growth like I’ve had. I have learned and gained morals and have high standards set for myself in a professional [environment]. If I had the chance to sign up for the bank operations again I would definitely select it another time because I would never forget [it]. The opportunity [and] the resources given to students in Cambridge Rindge and Latin is just absolutely amazing. I was very fortunate to have had the best experience in the ECSB internship. Everything I was taught I will take with me to excel later on in my career.”



BRIAN TAYLOR

“Some of the life lessons I was taught [are] that I want to keep a professional setting, be patient, and triple check my work. When shadowing an experienced bank teller, Peggy, for the day, I witnessed first hand how to treat customers. I really enjoyed being a bank teller for the day. I love all the people I got to meet at the bank—they were all kind-hearted people. Personally, I would recommend this internship to all juniors. It gives you an upper edge to see if you want to pursue the career or not. Otherwise the program displays a professional setting and teaches you how to carry yourself in any type of business setting. If I had a chance I would take the class again.”

JAMARI ELLCOCK DAVIS

“The bank taught me so much. I know a whole lot more than I did, [and] also it was helpful because I have a bank account with them and I learned more about the different accounts and I fully understand what my bank account is. I would definitely recommend juniors to take this course because this would probably be the only school where you could get this experience from. I learned a lot in terms of being professional during the training because I had to greet everyone and talk professional and not with slang. If I had the opportunity to sign up for this elective again, I definitely would because it was a good experience for me and it was fun.”

ROSEMIN CHIKHALIA

“I was able to feel a hands on experience while getting trained by experts. I was a bit nervous at first, but then my confidence kicked in and I was able to open up. Being surrounded by our trainers really made me see how our professional behavior should be, the way we talk, dressing professional, and body language. I would recommend banking operations to other juniors because it’s an awesome experience and looks great on your resume. This gave me a sense of what goes on inside [a bank] because I had only seen what it was from the outside as a customer. This knowledge will help you in life and is great whether you’re into finance or not.”

SAMONE FIGARO

“My experience at East Cambridge Savings Bank was very productive and helpful. The training has aided me in practicing my efficiency skills. I am typically a hands on learner and this program was very hands on. I really appreciated this because I plan on going into business and finance, so I was very grateful to get some experience in the banking field. I would recommend juniors to take this course; even if they don’t plan on going into the financial world, this is a great experience to have for real life. Everybody is gonna have to deal with a bank and accounts in their future, and this program is a good start at understanding how those things work.”



ALICIA MORENCY

“During my internship, I enhanced my retail skills by getting a hands on experience at the bank. I was taught safety procedures, such as how to handle a robbery and [how to avoid] fraud checks. I learned how to process transactions with customers; I also got the opportunity to strengthen my punctuality, customer service, and organization skills. The last few days were spent shadowing a teller and experiencing interactions with the customers. I learned that many of the same customers visit the bank, so it is important to form a relationship with them so they feel safe and comfortable visiting that branch. If I had the opportunity to retake bank operations, I would because it prepares me with strong skills needed to strive in the workforce.”

ROSE CLAIRE GUILLAUME

“I was honestly grateful of the great opportunity I had as an intern at the East Cambridge Savings Bank. The bank taught me general life skills and customer service professionally. Some of the skills I learned while working there were communication skills, responsibility, time management, and professional attire. It was an amazing experience. I recommend this course to all the upcoming seniors, because you don’t only work as a teller, but you understand the big picture and how a bank functions. It was extremely engaging, each day you will develop new skills. I loved and enjoyed every second of [the program].”

DON JERRY

“I wanted to be a part of the East Cambridge Savings Bank program because I always wanted to work at a bank after high school while I will be attending college. I also wanted to get early banking experience since I am going to school for business. I thought I might as well try every business class my school offers, and this is why banking operations is an important course in high school—to prepare me for my future business career.”

CRLS Students Recognized at Salem Film Fest

By
Isabelle Agee-Jacobson
Register Forum Contributor

From police brutality to artificial intelligence, the Salem Film Festival’s high school documentary competition spanned many topics. The competition took place on March 4th, and senior Andrique Fleurimond and junior Noah Gonci were two of the five students from CRLS who got recognition. Fleurimond and Gonci submitted their five-minute films as part of Ms. Antunes’ Digital Media class.

Fleurimond’s film, *Pain*, centered around the issue of police brutality. In the film, fellow senior John Teal raps a poem that he wrote himself. According to Fleurimond, Teal served as the inspiration for the film. “He was very passionate about the police brutality issue, so I wanted to help him tackle it,” he explains. “The hardest part about making the video was that we couldn’t get all of our ideas into [it].”

Speaking directly into the mic against a pitch black background, Teal doesn’t just spew words. He raps well crafted lyrics that are heavy with meaning. One example: “Cops says dangerous endangered us / Have your brains in the air from one hit like angel dust / Actions when intentions anger us / Took shackles off but the system anchors us / Please officer don’t take another brother’s life / Took a kid from his mother / A husband from his wife.”

Besides footage of Teal rapping, Fleurimond’s film includes a combination of images of protest against police brutality as well as more peaceful shots of Teal sitting in a fire escape and against an ivy covered wall. Fleurimond says, “One message I want my viewers to take away is that no matter how bad a situation is, we will always have some pain but we are going to overcome it and be alright.”

Digital Media teacher Ms. Antunes says Fleurimond’s film

official intelligence on humans. He wanted to show how this form of technology is taking over humans and how computers and people would converse if given the chance. He portrays Alon Jacobson, who wrote the music for the video, talking with a computer. The computer voices come from the computer-to-speech voices on Mac, Ralph, and Kathy. Gonci says “I don’t think there is a message to take away because it is very interpretive. I didn’t make it with a specific message in

of a music video. This video was shot with intense purpose. Starting with the storyline all the way through to the camera angles, shot compositions, and different effects, the director used intention,” said Ms. Antunes.

While Gonci was very humble about his recognition—he didn’t even know that Ms. Antunes submitted the film to the festival—he was proud of it. He says, “I am most proud of a shot that I got of a clock where I sped up the time so it looks like the clock is going by very quickly. I think that it not only looks cool, but it fits the aesthetic of the video well.”

What drew these two students to film-making? It was different for both of them. Gonci says, “I enjoy film because it is a medium that combines all forms of art, visual, sound, movement, etc. I used to watch a lot of movies growing up, so it was only a matter of time until I wanted to make films myself.” Fleurimond contributes, “What drew me to film was was Ms. Antunes. Her Digital Media 1 class just sucked me in and I just couldn’t leave the media world.”

Film is a very engaging form of expression, as both Gonci and Fleurimond have proved. Ms. Antunes says, “I believe wholeheartedly in the power of film and video to act as an agent of social change and education, as well as a voice to tell stories, uncover important issues and demonstrate creativity.”



Senior John Teal raps an original poem in senior Andrique Fleurimond’s film, *Pain*.
Photo Credit: CRLS Media Arts Studio

“tackled [a] critical issue” and, as a person of color, “his voice needed to be heard.” Furthermore, she “felt it was vital for other people to experience and listen to his words, as well as see the immense creativity brought to the video.”

Noah Gonci’s film, *Music is Math*, is about the impact of arti-

mind, only that the theme was the relationship between humans and artificial intelligence.” The video is filmed in the media arts studio and is set to the song “Canons in Math” by Boards of Canada.

“*Music is Math* was an excellent example of creativity and visual storytelling through the medium

Kendrick Lamar Goes Rogue with *DAMN*.

By
Christo Hays
Register Forum Contributor

Kendrick Lamar had a choice after releasing his 2015 masterpiece *To Pimp a Butterfly*: continue perfecting the style he’s utilized since his debut, or take a reckless gamble. With expectations high, the choice isn’t enviable.

Kendrick has edged methodically closer to being the greatest rapper of all time—a path so precarious that his progress is almost miraculous. For the final stretch, Kendrick has forgone caution, instead releasing a bold fourth album.

DAMN. is an electrifying, 55-minute emotional showcase—the most blunt and immediate Kendrick has ever been. The anecdotes that drove his past work are stripped to an efficient min-

imum; here Kendrick is no lost teen, conscious advocate, or metaphorical caterpillar. This is Kendrick Lamar—right here, right now.

What becomes apparent while listening to *DAMN*. is that the Kendrick Lamar of the present is more conflicted than ever. The emotions he so readily lays bare are explored thoroughly and yet occupy less space, resulting in an album that is defined by contrast.

On “DNA.,” Kendrick open with the lines, “Cocaine quarter piece, got war and peace inside my DNA / I got power, poison, pain and joy inside my DNA,” showcasing precise delivery; by the end of the song, he is shredding the beat in a cathartic frenzy, outpacing the ferocious Mike Will Made-It beat that thunders beneath him. And then, just like that, the trap anthem disappears. Producer Sounwave comes in with a woozy, slow instrumental for “YAH.,” where Kendrick

shifts his tone. “My latest muse is my niece, she worth livin’ / See me on the TV and scream: ‘That’s Uncle Kendrick!’” he croons.

Throughout *DAMN*., Kendrick creates contrasts as distinct as oil and water, and blends them nonetheless. In perhaps the most impressive instance, Kendrick brings together trap legend Mike Will Made-It and alt-rocker Bono for “XXX.”—a song that spectacularly morphs from a piano-based trap song to modern N.W.A to slow rock in the span of four minutes.

Unfortunately, Kendrick’s musical experiments don’t always pan out. “LOYALTY.” and “LOVE.” are the most underwhelming tracks on the album—and his most mainstream. Coming from Kendrick Lamar, lines like “Sipping bubbly, feeling lovely” sound worse than ingenuine (or Drake-esque), they sound like a betrayal of self. The pinnacle moments on



DAMN. was released on April 14th.
Photo Credit: DJBooth

DAMN. are when Kendrick revisits the didactic style of *good kid, m.A.A.d city*, and *TPAB* whilst rapping in his emotionally exposed state. On “FEAR.,” Kendrick channels a quick-tempered mother threatening to beat her child (presumably a young Kendrick), before returning to his own point of view. “If I could smoke fear away, I’d roll that m*thaf*cka up,” he raps, the strain in his voice cutting through the depressed beat humming in the background. For eight minutes, Kendrick reveals his fears: dying anonymously, mis-

representing himself and his hometown, losing his hard-earned money and stability.

“DUCK WORTH.” closes the album. Without spoiling the best story Kendrick has ever told, I can say the track is a reminder that having an artist as talented as Kendrick Lamar is rare. Few artists have generated the same level of discourse—the value of his lyrics, whether he deserves the title “Greatest of All Time,” the weight of his rare missteps. *DAMN*. is a conversation about Kendrick Lamar, and Kendrick is doing the talking.

LOCAL ELECTIONS: CAMBRIDGE CITY COUNCIL

The Register Forum will be interviewing non-incumbent candidates across all political offices in the coming months in preparation for the November municipal elections. Interviews have been edited for concision.

by Diego Lasarte

PAUL TONER: UNION LEADER BRINGS BREADTH OF EXPERIENCE

Register Forum: Why are you running for Cambridge City Council?

Paul Toner: Well I'm running for city council because I am a life long Cantabrigian, and I am committed to public service in this city. First as a classroom teacher, and as the leader of the teachers association, I have always been about giving back to my community. You may not know this, but I actually live in my great-grandfather's house, and my daughter [Grace Toner '17] is a fifth generation Cantabrigian. And I take a lot of pride in the good work of the city over the years, and I feel that I have a lot of skills and knowledge to add to the forward movement and growth of this city. I think we have some very strong foundations in education, and in civic engagement, and in other services the city provides, but we can always do better.

RF: How would you ensure a strong dialogue with students and others in our public schools?

PT: First of all, I have no intention

of attempting to micromanage the school committee or the superintendent, but that being said I think there's a lot that the city council could be doing with the school committee and school administrators to provide better services and opportunities for the students of Cambridge.

And I think one of things that needs to happen is having more student voice in these discussions.

I was a middle school social studies teacher at the Harrington, what is now the King Open, and when I was a teacher for ten years, and when I was doing my student teaching here at CRLS, I ran student government, I tried to get 7th and 8th graders

involved in local politics. I tried to give student government something to decide more than what was for lunch, instead to raise the issues in the school, the neighborhood, and to be able to bring them to the attention of the administration.



*Toner was a CPSD teacher for close to a decade.
Photo Credit: Boston.com*

RF: Just two weeks ago, the Cambridge City Council voted unanimously to increase the inclusionary housing percentage to 20% from 11.5%. Do you think the city council is on the right track with balancing the forces of development and the issue of affordability, or do they need to go further?

PT: Well I think there's more to be done, but it can't all be done by raising the cap on developers. I think there needs to be more in terms of the city trying to provide more affordable housing opportunities. I think we have to engage the people in the community, you know affordable housing means different things to different people...So I think there needs to be a look at zoning issues, and if somebody has a small house but wants to put additions on it, we should be looking at what flexibilities we can get them. My only concern about going too high too fast is at some point developers are going to say that this makes no economic sense. So I think 20% is a great start, it's higher than anybody else in the state. Cambridge actually is at the top percent of affordable housing, they definitely punch over their weight in terms of affordable housing. What we need is a regional approach, the Arlingtons and the Watertowns to do their part too, but more than that what we need is a thoughtful approach.

NADYA OKAMOTO: HARVARD STUDENT AIMS TO GENERATE YOUTHFUL ENERGY

Register Forum: Why are you running for Cambridge City Council?

Nadya Okamoto: When I moved here, I fell in love with Cambridge so quickly because it is like a place of embracing diversity, it is a welcoming hub for the world...I looked into local issues, like what's going on in the community, what do I not know, where can I know more, and I was just really fascinated by the extreme wealth gap here in Cambridge. And then learning about the affordable housing crisis, the homelessness crisis, also seeing a lot of room for improvement towards moving towards environmentally-friendly living standards.

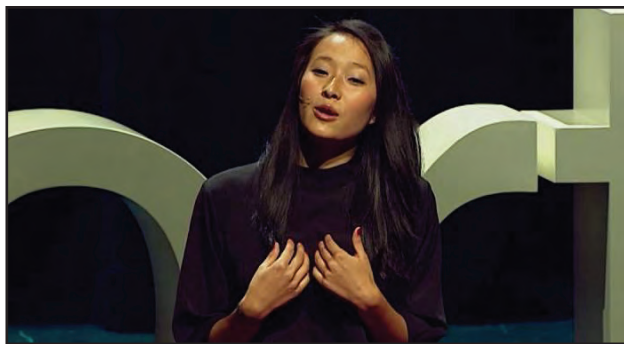
I think another big part of my motivation to run was activated by the presidential elections, so in November, I started this organization called Millennials in Action, which is the second non-profit I run...Two things we kept coming back to were getting people to vote and to run for office, and when someone asked me why I wasn't running, the only answer I had was that I was too young, which made me a total hypocrite. Like, if I'm going to believe in this, if I'm going to speak my truth, then I might as well live it. Two weeks later I launched the campaign. So I think I'm a person to really add to city council, and bring a fresh perspective. This is important because you see the issues we're dealing with today are largely the same as the ones we were dealing with 30 years ago. I think Cambridge is hungry for a fresh perspective, and we really need a young person, as we are in a college town, and they need direct representation. The students are going to call this place home for four years, so we

need them to be involved.

RF: A big part of every city councilors job is communication with their citizens. How would you go about fostering an efficient dialogue between you and your constituents?

NO: Yeah so I'm excited about this aspect... We are the most social media savvy campaign out there right now. Like we are the youngest people, like we know how to use Instagram, we know how to use Facebook, it's something that I really love...One thing we wanted to be able to do was to summarize complex issues, like going on in city council, and distill them into very 'eatable,' bite-sized pieces of information that keep the public up-to-date, and for us that really starts with social media. And quickly moving onto another thing, this campaign is about Cambridge, like we are in this for Cambridge, but the beautiful thing about it though is that it is also bigger than Cambridge, and bigger than us. The fact that as a youth-run campaign, we are standing up and saying we can run a campaign that's beautiful, well-executed, and that's worth listening to [and] talking about wherever you're from. So we have people in California saying we support you, this is a national movement to get young people involved in your local areas.

RF: Why do you think that you have the experience to help run a city you have only lived in for eight months? And how would you respond to this criticism that you, as a freshman at Harvard, are just looking for another line on your resume?



*Okamoto has given two TEDx talks about her non-profit.
Photo Credit: TEDx Talks*

NO: Yeah, to be honest that's a sentiment I've dealt with for a long time. The whole experience thing and the youth thing, it's something I feel really passionate about, because I think that, like, the year I was born in doesn't define my capabilities or my experience. In terms of what skills I have, I have what it takes to be a city council person, so when it comes to my experience and my ability, I feel very confident that I have that, and I am also very eager to learn, and there's a lot of room to learn, and I am, like, very in acknowledgment of that. And in terms of me doing this for another thing to add to my resume, I don't think I need anything to add to my resume. Like, when it comes to public service, to be completely honest I have that on my resume...I'm not in this for that, and I'm very committed to that. Like, we got into this because we care about local Cambridge issues, and seeing that we just lost an election that could have been swayed by more youth participation, there's this kind of urgency and excitement of getting young women [and] people of color involved in local politics.

TONY’S TIPS

CLASSES TO TAKE IN 2017-2018

by Charlotte Rosenblum and Christo Hays

History:

- “HN Africa Is Not a Country” with Ms. Otty
 - “AP Comparative Student Government and Politics” with Ms. Hylton
 - “HN Ted Talks” with Mr. Kells

English:

- “AP Cambridge Slang and Composition” with Mr. Jordan
 - “CP (HN Option) Existential Crises” with Mr. Jordan
- “CP (HN Option) Uncreative Writing” with Mr. Racki and Mr. Kells

Science:

- “HN Earth Memorial Service” with Ms. Colby
- “AP Recycling Is Good” with Ms. Stomberg

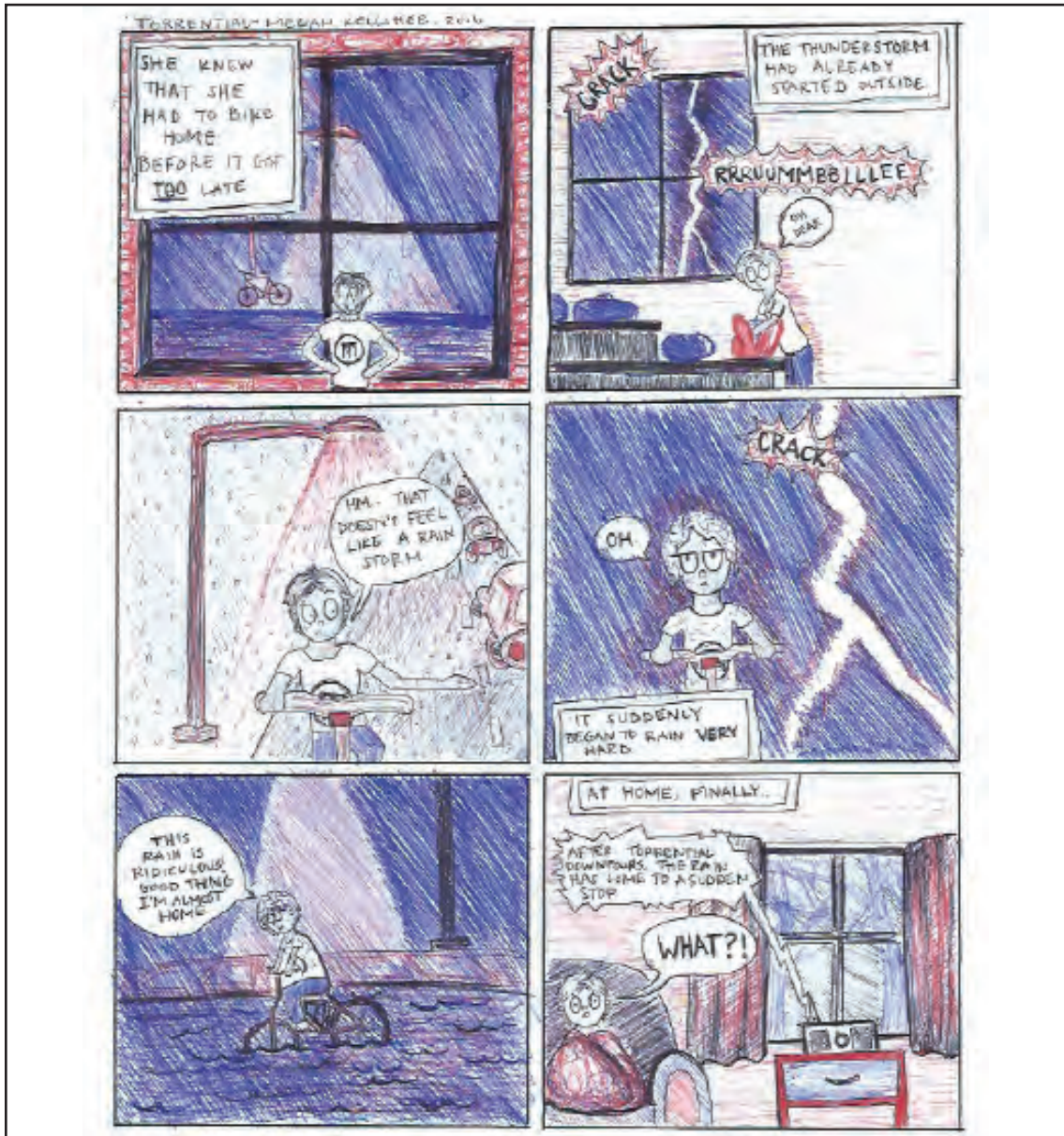
Math:

- “AP Questions? BC” with Mr. Benson

Art:

- “CP Putin Portraits” with Ms. Hylton

The above piece is a work of editorial satire.



By Megan Kelliher

Spoon Game Update

Seniors Bond, Develop Rivalries

By
Grace Ramsdell
Register Forum Managing Editor

At Rindge, there are several tell-tale signs that second semester is in full swing. You might notice that the library is emptier and emptier at lunch as students overpopulate every green space in front of school, or that the attendance of that senior in your first period class has been slipping. However, no mark of the spring semester is as notorious at CRLS as the commencement of the Spoon Game.

This year’s Spoon Game began on March 12th and is run by seniors Maisha Lakri, Diego Lasarte, and Charlotte Rosenblum. For those who have yet to get the memo (you must be pretty confused about the number of students clutching spoons in the hallway these past few months) seniors participate in the Spoon Game each spring.

The basic premise is that each participating senior contributes \$5 in return for a plastic spoon, a randomly assigned target, and the chance to win about \$1,000 (half of which the winner donates to a charity of their choice).

The goal is to tap your target with your spoon when they aren’t holding theirs or when a wildcard is in play that makes them vulnerable. Safe zones are limited to classrooms, bathrooms, sports games and practices, performances, and workplaces.

Senior organizer Maisha Lakri explained that a lot of people got out when the game first started, but “after the first few weeks, the ‘kills’ start to slow down because the people that are left are the people who are the most dedicated and careful.” Lakri added that it is when the “kills” start to slow that the first wildcards are played.

Senior Nina-Katz commented that the hardest part of the game for her so far was “going from the first floor to the fifth floor when stairs weren’t safe” per the guidelines of a certain wildcard.

Another wildcard this year was the enforcement of Spirit Week. On Twin Day, players had to be with their “twin” at all times to be safe. In order to survive such a challenging day, some seniors collaborated with multiple “twins” stationed around the school. Sophomore Stella Engel-Werman noted that watching seniors with rotating casts of “twins” was like “when they switch the suitcases in a James Bond movie.”

Katz-Christy commented that the best part of the game is “getting to know other seniors.” Lakri reaffirmed this, saying, “If people have targets that they have never spoken to, they learn more about them and their schedule and have to reach out to a bunch of classmates they don’t usually interact with.” Senior Robert Favreau added that he thinks the best part of the game is that it is organized and run by seniors.

In terms of motivation to win the game, some seniors cite players from years past as inspiration; Katz-Christy explained, “My #1 motivator to do well is to follow in the footsteps of Brenna Lipset [Class of 2016].”

Many others reference the game’s cash prize as their incentive to do well, such as Favreau, who simply said, “The #1 motivation is that 500!” Senior Noah Epstein, who noted the creative element of the game, commented, “The money would be nice, but the main thing for me at this point is succeeding at something that I wouldn’t have expected to.”

At the time that this article is being sent to print, there are 63 players from an original 217 still in the game. There’s no telling when the winner—or winners—will be determined.

Until then, in the words of Epstein, “There are no second chances...one slip-up, one switch to the wrong hand, one dog walk without a spoon, and that could be it.”

SHOULD STUDENT ATHLETES BE PAYED TO PLAY?

EXPLORING THE NCAA AND COLLEGE SPORTS

By
Yusef Chisolm
Register Forum Contributor

Since 1982, the National Collegiate Athletic Association (NCAA) has been making millions of dollars off of Division 1 sports. In the year of 2015, the NCAA almost topped one billion dollars off of their college sports. However, the association claims that it is a non-profit that uses 96% of its revenue to reinvest in its schools and to help student-athletes.

The majority of the NCAA's revenue (81%) comes from television and marketing rights fees, primarily with CBS sports. The rest mostly comes from merchandise and ticket sales. With all this money coming into the NCAA, many have started to wonder why college athletes don't receive any compensation for their hard work.

With over 350 colleges and universities in the NCAA's membership, there are 170,000 Division 1 athletes who participate every year. 67% of the student-athletes will graduate from their college, a higher graduation rate than that of students who don't play sports. Over the past twelve years, Division 1's basketball and football revenue has increased over 300%. With the millions of dollars funneled into the NCAA organization every year, people are questioning whether college athletes deserve pay or not.

The argument for college athlete compensation is pretty simple: without the players there would be no money; therefore they should receive some compensation for their efforts. However, with all the criticism the NCAA has received, no steps have yet been taken to pay players.

The median salary for a head football coach at a D1 college or university is 1.9 million dollars, but that doesn't represent all the coaches above that median. There are 59 coaches that get paid above that median, and the highest paid college football coach today is Jim Harbaugh of Michigan University, who gets paid nine million dollars.

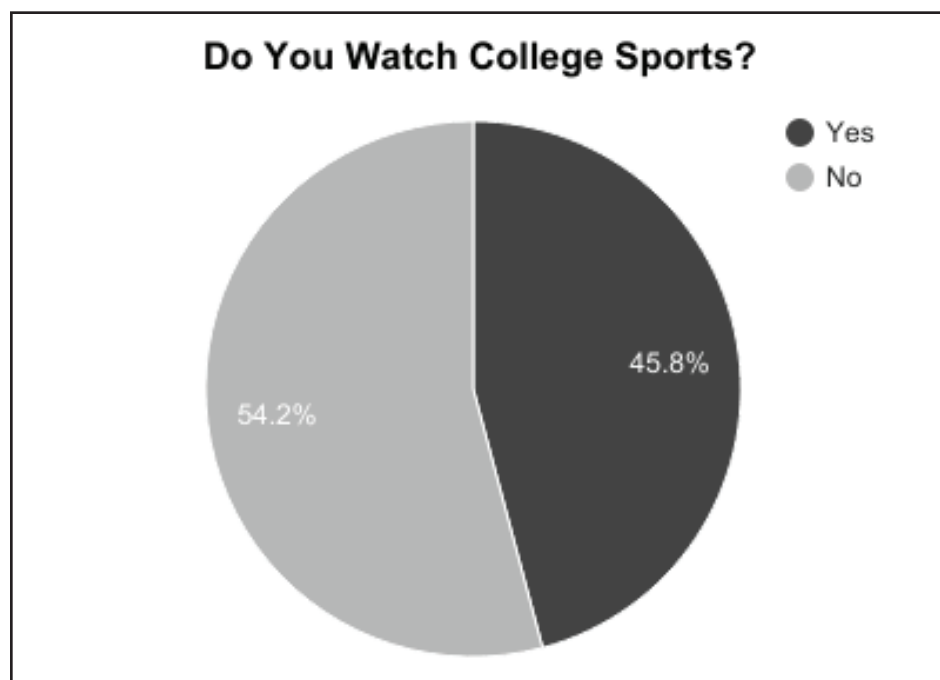
The same goes for college basketball. The median salary for a men's basketball coach is 1.2 million dollars. However, there are still 35 coaches above that salary, the highest being Mike Krzyzewski of Duke College who gets paid 7.3 million dollars a year.

Despite their coaches' high salaries, players do not get a dime for their participation on the field or court. Critics have even compared the situation to a "southern plantation in the 19th century," in the

words of David Zirin from *The Progressive*.

One of the key ways the NCAA generates revenue is through merchandise sales. The NCAA sells the public jerseys of college teams. Although the jerseys can't have the players' names on the back, they still have their numbers, so everyone who purchases one knows what player they are representing. They also sell photos of players and dis-

which previously was not included. She also ruled that colleges are permitted to put up to \$5,000 per year into a trust for student-athletes. The NCAA immediately appealed the decision, saying that the court did not properly examine the 1984 case of *NCAA v. Board of Regents of the University of Oklahoma*. The ruling ended up being overturned by the Ninth Circuit and the original judge's plan was thrown away.



Top to bottom: Students were polled on their opinions and experiences with college sports; UCLA player Ed O'Bannon filed an antitrust class action lawsuit against the NCAA in 2009.

Photo Credit (top to bottom): Yusef Chisolm, Stephen Dunn

play images of certain players when they want to. This has led to many controversial instances of players suing the NCAA.

In 2009, Ed O'Bannon, a former UCLA men's basketball player, filed an antitrust class action lawsuit against the NCAA. The lawsuit

Despite their coaches' high salaries, players do not get a dime for their participation on the field or court.

challenged the NCAA's commercial use of student-athletes' images. The case ended in 2014 when the judge stated that the NCAA has in fact been violating antitrust laws. The judge ordered that colleges should be able to offer full tuition scholarships including cost of living,

According to *Sports Illustrated*, one of the judges that overturned the ruling explained that "offering [student athletes] cash sums untethered to educational expenses would transform NCAA sports into a 'minor league status.'" The consensus made by the Ninth Circuit is a view that many share about college athlete compensation.

Nonetheless, student-athletes across the country are still trying to fight for what they believe they deserve. In 2015, football players from Northwestern University led a movement for a union to be formed in order to have bargaining rights. However, the National Labor Relations Board rejected their petition in a unanimous decision.

According to the *New York Times*, the seven page decision made by the NLRB explained that "even if scholarship players were regarded as analogous to players for professional sports teams who are considered employees for purposes of collective bargaining, such bargaining has never involved a bargaining unit consisting of a single team's players."

Although the decision made by the NLRB was a huge blow to the players unionization movement, the president of the College Athletes Players Association, Ramogi Huma, said he was "disappointed by the decision but would not rule out future unionization attempts at other colleges."

On the other side of the conflict comes the perspective that college athletes should not get paid. The most common logic used to stand against athletes getting paid is that they are not professionals and they are there for the education they receive during their time in college. The president of the NCAA, Mark Emmert, emphasizes this by saying, "These individuals are not professionals. People come to watch because it's college sports, with college athletes."

However, Salim Furth, a sports journalist of *USA Today*, argues that "if you want to watch true amateurs compete for the love of the game, there are spirited Division III teams all around. But if you want to watch professional-level football in a professionally sized stadium, you should support paying the players whose full-time job is to entertain you."

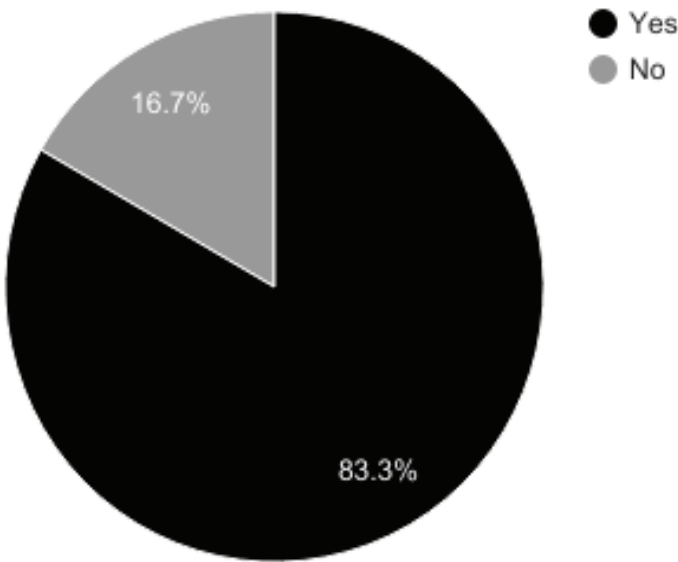
To many, college is an institute whose "primary function is to educate," in the words of Krikor Meshefjian, a senior editor for the *Journal of the Business Law Society*. Val Ackerman and Larry Scott from *CNN Wire* also agree, explaining that, "playing a sport in college teaches young people lessons that last a lifetime, such as time management, leadership skills and teamwork, along with how to handle winning and losing."

The value of education is something the NCAA claims to be in full support of; according to its website, "Member schools support their student athletes academic success by providing state-of-the-art technology, tutoring and access to academic advisors. More than eight out of ten student athletes will earn a bachelor's degree, and more than 35% will earn a postgraduate degree."

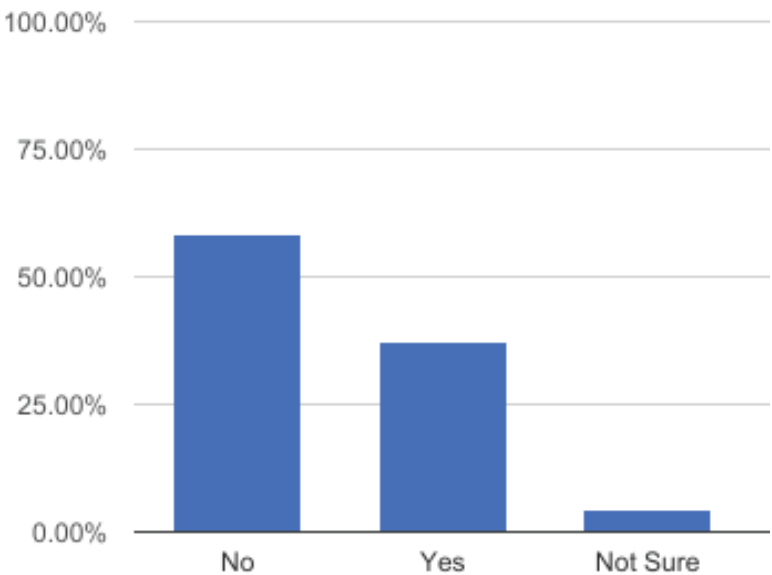
However, there are still students that don't take full advantage of the opportunity that education provides them and leave early for

(Continued on next page)

Should Student Athletes Be Paid?



Is the NCAA Unfair to Student Athletes?



24 students were polled in a Register Forum survey.

Photo Credit: Yusef Chisolm

the NBA or NFL draft before they complete their four years. According to Steve Siebold of *USA Today*, paying college athletes could prevent students from leaving school early and keep the best athletes in college sports for their four years. Many people don’t want the value of education to be forgotten or ignored. Students go to college not just for sports, but to experience the lifestyle and lessons college gives you through your peers and education.

Athletic Director Brad Bates at Boston College also agrees with the no compensation saying in an interview with the *Register Forum*, “If college

athletes were paid for their sport, it would un-

“If college athletes were paid for their sport, it would undermine the value of education they’re getting.”

dermine the value of the education they’re getting. I think kids would stop focusing on their academics and not take full advantage of the opportunity they are given by attending a college.”

Bates continued, “Most college athletes already receive scholarships that can be, at least for [BC], up to a quarter million dollars, while other kids have to pay the full ride.”

Bates brings up another reason many people believe Division 1 college athletes should not be paid: most of the athletes receive

full tuition scholarships. The NCAA gives over 2.7 billion dollars in athletic scholarships every year. Many people think that scholarships are already a way of compensating athletes for their talent at their sport.

It also gives students an opportunity to receive higher education that they might not be able to receive due to their academic performance in high school. Bates feels that “[athletic scholarships are] definitely an advantage over the students who have to pay for tuition and don’t receive all the benefits the athletes do.”

Ackerman and Scott also emphasized that “at a time when student debt

is a major national issue, most college

athletes don’t have to worry about it.” Student-athletes who earn athletic scholarships can save around a quarter million dollars on their tuition, although scholarships usually don’t cover housing costs.

Many critics of compensation believe that because college athletes are already paid in scholarships, if athletes were given money, it would disrupt the balance of competition in Division 1 schools. Furth argues that there is already a competitive imbalance in Division 1 football, because over the last eight years,

SEC teams (a subdivision) have won seven of the last eight title games.

Many believe that with athlete pay, the imbalance would get even worse because all the best athletes would go to the highest paying schools, which would leave less wealthy institutions at an unfair disadvantage.

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With numerous player-eligibility scandals in Division 1 schools, the NCAA seems to be slowly tumbling down.

that if colleges were to offer athletes a salary, it would “result in a monetary race to buy the best athletes in the country. This would lead to a significant gap in talent between rich and poor schools.”

In a *Register Forum* survey, CRLS students expressed their views on college compensation. A slim majority (54%) watch college sports. Unlike many executives at top colleges and institutions, an overwhelming majority (83%) believe that college athletes should get payed in some form. 58% of the students also think that the NCAA is unfair to their student-athletes.

With all the controversy and discussion about college athlete compensation, the NCAA has received much criticism throughout the years for the way that the orga-

nization is handled. With numerous player-eligibility scandals in Division 1 schools, the NCAA seems to be slowly tumbling down.

John Calipari, an established basketball head coach at the University of Kentucky, has commented, “The situation reminds me a little of the Soviet Union in its last years.

It was still powerful. It could still hurt you. But you could see it crumbling, and it was just a matter of time before it either changed or ceased to exist.”

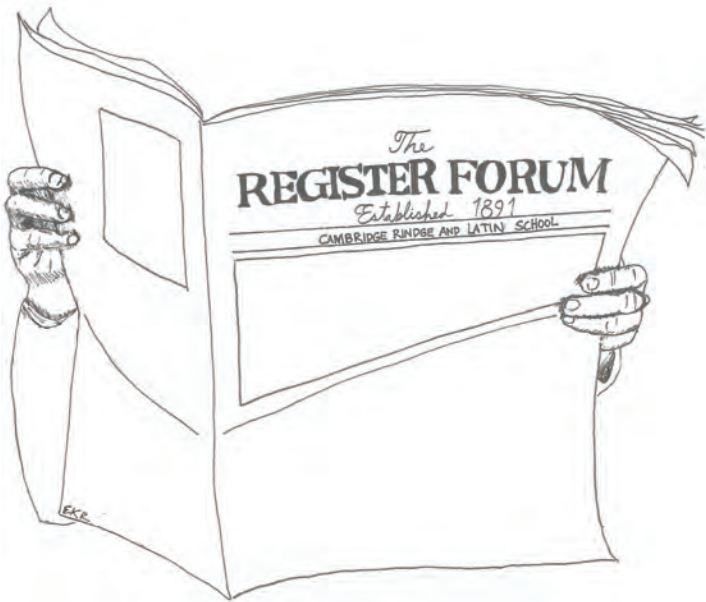
The discussion of college athlete compensation will be a controversial topic for years to come. Despite an institution that will be hard to overcome, student-athletes are sure to keep fighting for unionization and compensation. There are many steps before college athletes receive a salary, and it will take a long time to devise a system that is fair and doesn’t influence athletes in a negative way.

Until then, if you watch college sports, don’t take it for granted. At the end of the day, these athletes are working hard to put on their best performance for your entertainment.

EDITORIAL NOTE:

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

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The History Behind El Classico

By
Jonah Tauber
Register Forum Contributor

On April 23rd, Real Madrid and Barcelona faced off in the latest match of their famous rivalry, known as El Clasico. In this edition, Barcelona beat Real 2-3 in Madrid, with Lionel Messi scoring two goals, including an injury-time winner.

At least twice a year, these two Spanish super-clubs face off in what is considered by many to be the fiercest rivalry in soccer. Barcelona native Max Mian ‘19 compares the game to the Super Bowl, saying, “If you live in Spain, El Clasico is something you hype up for months. Even if you don’t like soccer, you still gather with your friends to go watch it.”

What seems on the surface to be an enmity born of the success of the two clubs actually has a much deeper history, long predating Barcelona defender Gerard Pique’s infamous anti-Madrid tweets, and it is intertwined with regional tensions and Spain’s fascist past. As Catalan Oriol Gomez-Olive ‘18 says, “It’s much more than the game, it’s about politics too.”

Both clubs were founded around the turn of the 20th century and faced off for the first time in 1902 in Madrid, with FC Barcelona winning 3-1. In 1936, Spain’s democratic government was overthrown by the far-right dictator General Francisco Franco. The president of FC Barcelona at the time, Josep Sunyol, was executed by Franco’s regime. The new government was involved in many more controversies, such as the 11-1 thrashing Real dealt to Barca in 1943.

One major turning point in the history of the rivalry was Madrid’s acquisition of Argentine superstar Alfredo Di Stefano, who was also pursued by Barcelona. Barcelona claimed there was intervention by the government, a claim which was refuted by Real Madrid. Di Stefano led Los Blancos to winning the first five editions of the European Cup.

Franco’s regime was against regional identity and in favor of nationalism. Barcelona, being the capital of the province of Catalonia, often had its culture and regional pride suppressed. Catalans became very leftist, and their politics extended to the club. Meanwhile, Real Madrid became associated with the establishment and the right, which is a sentiment that persists to this day.

At the tail end of General Franco’s rule, Barcelona signed Dutch legend Johan Cruyff. During Cruyff’s time there as a player and later as a manager, he instituted a style of play called total football that emphasizes passing, possession of the ball, and fluid positioning. This style ran through the club all the way down to the youth level. This changed Barca’s fortunes greatly.

In recent years, the two clubs have adopted contrasting approaches to success. Real Madrid has focused on buying big name, marketable, expensive superstars, dubbed galacticos, such as Zinedane Zidane and Cristiano Ronaldo.

One expression of the power of this approach was the purchase of Luis Figo from Barcelona. Following the move, Figo was welcomed back to Barcelona by a pig’s head thrown on the pitch. Meanwhile, Barcelona has brought up stars through its academy, including Xavi, Andres Iniesta, and Lionel Messi, taking a more patient approach.

Nowadays, the rivalry is just as heated as ever. “[In Madrid] everyone goes out in restaurants and bars,” says Sara Jackson-MacManus ‘19. “You can hear yelling in the streets when a goal is scored.” Mian highlights the importance of the game, saying, “You can’t put a price on seeing an El Clasico game. There’s culture behind it all. It’s all about the passion.”

CRLS Rugby Strives for Success

By
Shuvom Sadhuka
Register Forum Contributor

After ten years as a club, rugby is finally making its debut this season as a varsity sport at CRLS. Last season was a disappointment for the squad; they won just two games in the Massachusetts Interscholastic Athletic Association (MIAA, a statewide league) and struggled against many rival competitors like Andover and Algonquin. Senior captain Dylan Reed expressed his frustration, commenting, “Last year we did terribly. We didn’t win any games until the season ended.” However, this year’s rugby squad is energized with new passion after rugby became officially recognized by the MIAA as a varsity sport, prompting the CRLS Athletic Department to follow suit. Reed described some of this excitement: “Our goals are to try our hardest and have



Pictured: The 2017 CRLS rugby team.

Photo Credit: CRLS Rugby

fun...the big part is about playing our great game.”

Under the leadership of Reed and returning coach and physics teacher Mr. Haverty, the team is hoping to improve upon last year’s record and knock off rivals like Algonquin and Needham. “We’re just trying to win more games,” said junior Ehud Richardson-Gay, returning for his second season with the rugby team. Unlike other teams, rugby does not compete

in the DCL, as most of the DCL schools do not have rugby teams. Instead, the team will be looking to beat some other statewide rivals. Thus far, rugby is showing signs of improvement: after suffering a setback with a 41-10 defeat at their home opener against Algonquin, they rebounded with a 12-12 tie in an away game against Hanover High. “We are shaping up to be contenders, which is very exciting for us,” said Reed.

Spring Season Gives Girls Crew Opportunity to Emphasize Intensity

By
Louisa Monahan
Register Forum Contributor

CRLS Girls Crew has had an amazing start to the spring season. After a rigorous winter season of erg machines and working out at Russell Field, the girls crew team emerged with 15 returning rowers and four new novices. Some of the returning rowers are on the JV/novice team, and some will be racing with varsity during regattas. A team of not quite 20 rowers is small for a crew team, but that just means that everyone has to

work harder to achieve the same goals.

Even though there are only two official varsity boats, the novice team will row as 3rd and 4th varsity because CRLS normally competes with four boats. The reason for this is that if there were only two boats, other high schools like Winsor would have boats that had no opponents. This gives novice rowers a chance at being on varsity and it will allow first year rowers to experience what it is like to be a varsity rower.

Rowing in the spring involves short distances of around two kilometers or

less, which amounts to eight minutes of rowing on average. In the fall, the races can be as long as six kilometers and up to 30 minutes. This means that spring rowing is very different from fall rowing. Other than the distance, spring regattas have all the boats racing at the same time in different lanes, while fall regattas base the scores on time and are split 15 seconds apart.

While fall rowing is based on distance or endurance, the spring season is an exciting time as rowers get to focus on rowing with more intensity for a shorter time.



During the spring season, the emphasis for crew is on intense rowing for short periods of time.

Photo Credit: CRLS Girls Crew