

The REGISTER FORUM

Established 1891

VOL. 129, No. 5

CAMBRIDGE RINDGE AND LATIN SCHOOL

JANUARY 2017

CRLS PARTICIPATES IN HISTORIC MARCHES IN D.C. AND BOSTON



READ MORE ON PAGE 17

On January 21st, the day after President Trump's inauguration, protest marches took place in Boston, D.C., and across the globe.

Photo Credit: Rachel Otty

Glocal Winners Announced EF Sends Eleven CRLS Students to Italy

By
Will Telingator
Register Forum Contributor

Thursday, January 19th, marked the annual EF Glocal Challenge ceremony, when teams presented their ideas to a panel of judges, as well as a public audience, in competition for an all-expenses paid trip to Italy along with other prizes.

The EF Glocal Challenge has partnered with the city of Cambridge and the Cambridge Rindge and Latin School in the past few years in an attempt to inspire younger generations to become global citizens and use a global perspective to help solve local problems. According to Boston.com, the organization pushes students to identify a local environmental issue and then design a solution to address this problem in

their own community.

This year, the groups were challenged to develop a way to reduce food waste in Cambridge. One of this year's winners, junior Nitant Rimal, notes, "I think it was a good idea to pursue because I got to get involved with the community and meet a lot of community members, which is a great way to network."

Rimal, who is now a two-time winner, says his group discovered that many companies put the wrong expiration dates on their food. To combat this issue, his team created an app that will keep local residents informed about the real expiration dates of their food, so that they can have more time to eat their food and thus reduce food waste in the city. He explains, "Our idea will inform Cambridge residents about how

Groups were challenged to develop a way to reduce food waste.

Continued on page 5

NHS Inducts New Class

By
Jake Friedman
Register Forum Contributor

On January 11th, a jovial group of juniors and seniors were formally inducted into the Derry-Wood Chapter of the National Honor Society Class of 2018. Proud parents and beloved teachers flocked to the ceremony held in CRLS' Fitzgerald Theatre, where inductees donning fashionable, semi-formal attire sat awaiting to take their pledge.

Founded in 1921 by educators in Pittsburgh, the organization unites determined high schoolers that exemplify scholarship, leadership, service, and character. These vague buzzwords ultimately manifest themselves in a requirement for a strong GPA and documentation of at least forty community service hours. These service hours were earned by new members in a myriad of ways, from coaching little league soccer to working at a therapeutic

horseback riding barn.

Junior Paul Sullivan proudly expressed thankfulness in undertaking his community service, stating that he "learned how much fun you can have giving back" and that "you meet so many new and exciting people, which is the best part."

This year's induction differed from prior ones in two key ways. First, it was held in January rather than in April, giving new members more time to take advantage of opportunities given by the organization. Second, in response to a controversial provision requiring students to be enrolled in CRLS for at least three semesters prior to gaining membership, application was for the first time opened up to seniors. This allowed recent transfer students an opportunity to join the Society, as well as giving those that failed to gain membership the year prior a second chance.

Continued on page 5

INSIDE THIS EDITION

SUPERINTENDENT

A follow-up interview with Superintendent Kenneth Salim in which he reflects on his first semester.

Around School, p. 3

OBAMA OUT



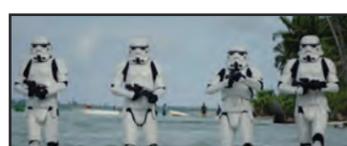
Editorial p. 10

A HELPING HAND

A list of ways to help the homeless during cold and difficult Massachusetts winters.

Metro p. 15

ROGUE ONE



A&E, p. 12

1,000 POINTS

Jakigh Dottin '17 reaches basketball milestone of 1,000 points and thanks his team, family, and city.

Sports, p. 20

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

Look Out for These New Teachers!

By
Emily Henry
Register Forum Staff

As second semester rolls around, some of CRLS' new teachers' classes are already popular choices. Though this is only their first year at CRLS, these teachers have become a very important part of the community. Principal Damon Smith revealed, "We went to the school board and asked if we could hire more English and history teachers for this year." Mr. Smith explained that the need for new teachers increased with the growing student population of the school.

One of the new teachers, Mr. Besong, taught in Brockton and was a substitute teacher in the Boston and Brookline schools. Besides teaching history, Mr. Besong loves yoga, running, traveling, coaching, and football. Sophomore Jemma Kepner commented, "Mr. Besong starts the class with a clip from CNN student news which I think is super important. Even though we are learning about the past, the present is still relevant." Mr. Besong

states, "There's no wrong answer in my class, as long as you can back it up."

Mr. MacLaury, also new, was a history teacher at Malden High School and Prospect Hill Academy prior to coming to CRLS this year. Mr. MacLaury enjoys reading: "I'm not too far out of college and I like having my brain try to be challenged that way." While being a teacher comes first, he says, "I try to read in my free time and then get stuck binge watching TV shows."

Mr. MacLaury also likes to rearrange seating in his classes. Students may not enjoy it, but he believes it's a good way to get his students to work with new people.

Junior Kathlee Nieto says, "[Mr. MacLaury] relates the topics we're learning in class to what is happening in our lives." Mr. MacLaury's ability to relate to his students has helped him become one of the popular history teachers.

Ms. Abel taught in Lawrence before coming to CRLS as a chemistry teacher. She enjoys spending time with her young twins. Ms. Abel also watches pop-

ular shows on Netflix such as *Prison Break*. While Ms. Abel used to be a hip hop dancer in her high school years, her teaching career took priority over her previous dance endeavors. Ms. Abel now enjoys helping her students, friends, and family with their college applications and résumés in her spare time. Something Ms. Abel's students should know for her class is to "be prepared to talk." Student communication is very important in her class.

Sophomore Rayna McElhiney mentioned, "[Ms. Abel is] not just like a teacher who has to do their job. She cares what we're learning and how we learn it." She takes pride in holding students accountable for helping each other.

Though these teachers are new, they are already hitting the ground running at CRLS and have become favorites among their students. Overall, if you have one of these popular new teachers second semester, you should be prepared for a fantastic learning experience filled with participation, accountability, and hard work.

Winter MDC Show Shines

By
Honor O'Shaughnessy
Register Forum Contributor

After putting in months of hard work and dedication, Rindge's Modern Dance Company put on yet another spectacular winter dance production on December 16th and 17th of 2016.

Directed by Ms. Divelbliss, the show featured choreography from students, alumni, and guest artists. The winter show included fifteen pieces, showcasing a wide variety of genres ranging from modern and hip-hop to African and classical dance. The hip-hop and African dance pieces, in particular, included a lot of energy from the dancers and received great responses from the audience.

The number of dancers in each piece varied; some performances featured an abundance of students, often making the dance more intense. Others included a smaller selection of dancers, creating a more detail-oriented effect. Dancers of all levels of expertise were involved—some had been in MDC for years and others were experiencing their first show.

When speaking about the winter performance, Ms. Divelbliss

said, "We were especially pleased to feature ten student choreographers creating their own dances and were excited to have two talented alums, Jackie Coutoumas and Francois Noel, come back to contribute dances."

Junior Taylor Walsh, one of the ten student choreographers, reflected on her experience choreographing: "My favorite part about choreographing was my dancers' ability to cope with whatever challenges were thrown our way. They always made me feel so proud and they are so darn cute!"

This semester, three students from dance teacher Ms. Thigpen's Advanced Dance course were able to showcase their very own choreography in the winter show. Sophomore Annalise Slate, one of these featured students, reflected on her time as a whole spent in Advanced Dance: "It was honestly a really [transforming] experience—it made me question the way I view [each] moment and the way I express that view."

First time choreographing can be overwhelming, Slate attests, saying, "[Choreographing] was hard and emotionally taxing...But the difficulties we went through were worth it, and we all made pieces to



The December show consisted of 15 pieces.

Photo Credit: Grace Ramsdell

be proud of."

Choreographing can also be a very eye-opening experience; Slate added, "Choreographing helped me understand how I approach problems and conflict...[Advanced Dance] allowed me to better not only my choreographing skills, but my leadership skills."

Speaking for all the choreographers, Ms. Divelbliss said, "We were very proud of the recent DanceWorks shows." The MDC dancers should be proud. The show was incredible according to the abundance of Rindge students that attended the performances. "I could tell MDC had put a lot of effort into the entire show," said audience member sophomore Madeleine Dickman.

According to Ms. Divelbliss, MDC usually has its performance after the new year. "This was the first time we had tried having it in

December, and it felt very exciting to have it right before winter break," she said. Audience members seemed to welcome this refreshing change as it was a fun way to bring a close to 2016. "I thought the show was full of energy and excitement!" Dickman said.

Sophomore Penelope Hernandez, one of the dancers, reflected on her experience in MDC, saying, "It becomes bittersweet because nobody wants it to end, but we all love to show the audience the final product of all our hours of work and practice." Hernandez continues, "[MDC] is an amazing experience that we all get to share with each other and I wouldn't change one thing about it!"

The MDC family is always growing, so come audition next year, and in the meantime make sure to come to the spring show on May 12th and 13th at 7 PM!

Halfway into First Year, Superintendent Salim Reflects

By
Grace Ramsdell
and Ursula Murray-Bozeman
Register Forum Editors

Dr. Kenneth Salim has been the Cambridge Public Schools Superintendent since July, 2016. As first semester came to a close, the Register Forum sat down with Dr. Salim to discuss his impressions of CPSD and plans for the future. This interview has been edited for concision.

Register Forum: For our readers who may not have met you yet, can you briefly describe yourself and why you were drawn to working in education?

Dr. Kenneth Salim: My parents are both immigrants from Indonesia. I grew up in New York City and it was in college [that] I became more interested in teaching as a profession. I was a biology major in college, but it was actually through my participation in some of the club-type activities, such as going to middle schools and teaching science enrichment lessons, where I became more interested and more serious around [education] work. I became a classroom teacher in Boston [and] I just got more and more interested in district and school system efforts to improve educational experiences for students. I decided to go back to graduate school to focus on that work. [Before coming to Cambridge] I was a superintendent in Weymouth Public Schools.

RF: What are your first impressions of the CPS district?

KS: One of the things that's been really important as part of my entry process is to be able to spend time in schools. I've spent a full day in each of our 18 schools, and that's included visits to classrooms, observations of team meetings, meetings with parents, talking with students, and hearing from each of those stakeholder groups about both strengths that exist in the district as well as what some challenges and opportunities might be. I've been struck by the tremendous amount of pride that folks have in their schools, both in their teachers as well as more broadly in their school communities. I think that has been true across the board. There's also been really great innovative practices that I've been able to observe in schools.

In addition to the successes that we've seen, I've talked with many folks around continuing challenges like the persistent achievement and opportunity gaps. There also is a feeling among many educators [that there is not] enough time to implement initiatives or other change efforts well, that the pace of change is such that it's very difficult to be able to see things out and assess their ef-

fectiveness. People have also talked about attending to some of the social-emotional learning challenges at different levels. A couple of other areas that people talked about were how we think about assessments, what the purpose of those assessments are, as well as the diversity of our teaching staff and opportunities for thinking about how we can not just recruit but also retain teachers that reflect the diversity of our student body.

RF: The School Committee often debates which issues to refer to you. Do you think they ask too much or too little? Are there challenges that arise from this?

KS: I think that the work between the superintendent and a school committee is a partnership that is really important when thinking about the governance of a school system. We have a retreat that's coming up in the next months to think about how [we] can help to inform a district plan moving forward, [because] another thing that people felt was really important as I spoke to them was this feeling that everything was a priority and that there hasn't been an opportunity to really identify where we are going to invest our time and resources to achieve equity and excellence.

RF: Beyond the leveling up initiative, do you have any insight on how students, as well as other members of the district, might address the achievement gap?

KS: The high school is the end of the educational path for students in our school district, so it's also re-

"I've been struck by the tremendous amount of pride that folks have in their schools, both in their teachers as well as more broadly in their school communities."

ally [important to think] about how we ensure that we're providing opportunities at earlier grades for all of our students. There's been a lot of work over the last several years about tiered supports so that when students struggle with the core curriculum or tier one, that there are supports provided to ensure that students are able to catch up. I think that refining that model is really important, and [we need to make sure] that the processes are clear for how students are able to access those supports, both academically as well as on the behavioural side. Social-emotional learning is another area that has come up a lot because it is an important companion to academic achievement.

We have a number of schools that have done some great beginning work around cultural proficiency. [We should continue to] think about what practices are cul-



Superintendent Salim has been in office for seven months.

Photo Credit: CPSD

turally proficient and how, as educators, we can not just understand the experiences of students but also be advocates for our students, [understanding] that race and class and other pieces of identity play a role in what happens in our schools and classrooms.

RF: At a recent meeting, the School Committee asked you to work with Student Government to gather data on the demographics of extracurriculars. Have you worked with student government before? What do you think are the benefits of that kind of collaboration?

KS: In Cambridge, my interactions with Student Government have been a learning process for me. We [also] had a chance to meet as a leadership team with students who were in the STARS class here at CRLS. That was also really important as we try to get more information around access to high level courses as well as think about the experiences of students in the classroom and their

perspectives as members of the school community.

In my previous district, we had what were essentially student voice summits—they were ways of thinking about a legislative process for students to bring forward proposals, whether they be about cell phone use, or tardy policies, or things like that.

RF: What has been your favorite part of your first few months working in Cambridge, and what has been the most challenging part?

KS: My favorite part has been the opportunity to be in schools and to really try to understand all the pieces that make up a school community. Cambridge does have schools that have unique aspects to them, and I think that [hearing] from students themselves about their experiences [has helped me recognize that]. I

think that has been the most powerful learning and positive experience for me thus far. As I approach the part of my entry process of reporting on findings and identifying objectives, [I want to make sure] it's not just like, there's this entry process that took place over six months and that's the last I'm hearing from folks, but rather how a regular process of listening and learning can be built into my work moving forward. And that's a conceptually easy thing to say, that it's important, but it's hard sometimes to operationalize, as we're trying to take on really important and challenging work, to make sure to include the voices of students and teachers on a regular basis, but that is really important.

RF: What are your three top goals for the district moving forward? Which of these do you think will be most challenging, and why?

KS: If I were to think about [my objectives] in three groups, there's the first around equity and access and how do we make sure we're providing opportunities for all students to engage in rigorous learning that's student centered and culturally proficient. There's a second piece around how we think about support for the whole child—so not just the academic side, but also the social-emotional learning side. Then overall, my hope over the next five months is to really come to a place where we have a district plan that identifies a set of priorities as a school system. People have shared very important challenges, and they will require an inclusive process to really think about how we identify the initiatives that we are going to prioritize and support. There sometimes is this tension with district leadership that we want to move fast but we want to move in a way that also includes voices and facilitates ownership. I think somebody used a quote in one of my administrative meetings recently about change moving at the speed of trust, [and I agree] that ownership and voice is really important for us to do things well. Managing that balance is one of the core challenges of a superintendent and of a district leadership team.

“Leveling Up” Freshman English

By
Rafael Goldstein
Register Forum Editor

Next year, administration is planning to make sizable changes to the freshman leveling.

In the past, almost all freshman level core classes have been divided into three sections: CP, CP with Honors option, and Honors. Honors classes are considered the accelerated, more advanced courses, while CP, which stands for college prep, goes through curriculum more slowly, or doesn't address certain learning objectives at all.

Freshman physics has been the one exception to the Honors and CP divide. All 9th grade physics classes are CP level with Honors option. Students looking for more challenge elect to fulfill the Honors option by doing extra work throughout the semester.

Administration is looking to have just one level of English 9, starting in the year of 2017. In other words, there will be no CP class anymore, just Hon-

ors. The hope is that in the 2018-2019 school year, the same change will be made to freshman World History classes.

The new classes will not be CP—no student who was planning to be in Honors English or history will be “leveled down” to CP. The distinction between the way freshman physics works and the way the new approach to freshman English course is that those who would be in CP English are being leveled up.

Many educators who work to combat the achievement gap cite the racial divide between Honors and CP classes as one of the main propagators of the gap.

“The best years of my teaching career were [when] there were no levels.”

Furthermore, whether a student ends up in an Honors or CP freshman class can direct the course of their high school career and beyond, yet what puts them into that class is largely arbitrary.

Unless a parent intervenes, most students are put

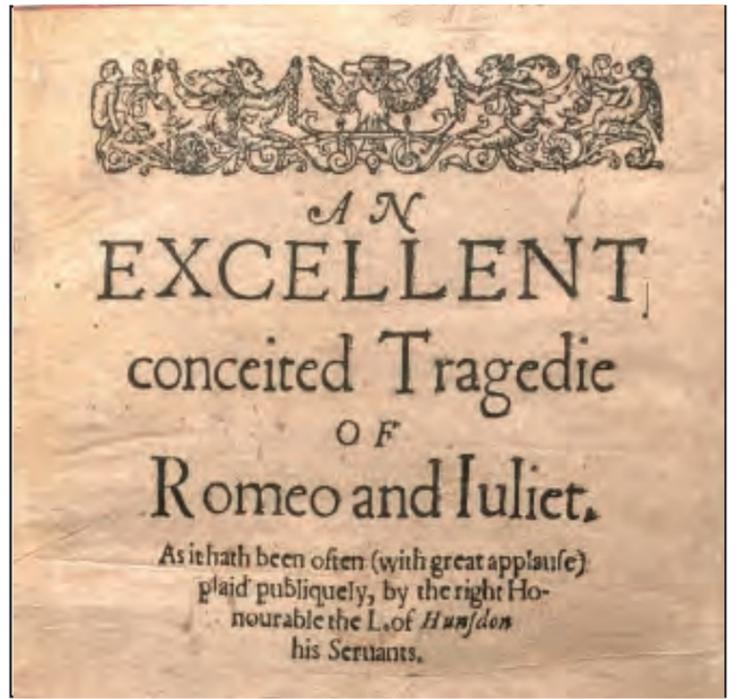
into a CP or Honors class depending on the recommendation of their 8th grade teachers.

The goal of leveling up is to decrease the biased, at times capricious, leveling of students.

Student Body President Kester Messan-Hilla echoed this sentiment: “Members of our administration have recognized that our school's current system of tracking does not provide an equal education for all students, and are taking the necessary measures [for] reform.”

Dean of Curriculum for Learning Community R, Tanya Milner, stated that the main goal of leveling up is “to work against the persistent achievement gaps between demographic subgroups, and the underrepresent[ation] of students of color in HN and AP courses.”

Superintendent Kenneth Salim added that his goal for leveling up is “to develop and implement a plan over the next several years where we're able to both provide the access



Romeo and Juliet is taught in many English 9 classes.

Photo Credit: Genius

and opportunity as well as the support that's necessary for students to thrive and be successful in an Honors level course.” On the other hand, many parents have taken issue with the new changes. In recent years, CRLS' reputation has grown throughout the state, attracting many families who would have in the past sent their children to private schools. The perception of many is that tracking has been a factor in that growth.

It appears that there is still room for debate, given how many parents have

expressed concerns. Their criticism, however, is combatted by all the teachers and administrators who are in support of the change.

Ninth grade English teacher Ms. Hogue contributed that “the best years of [her] teaching career were during the years where there were no levels,” and other teachers have echoed Ms. Hogue's opinion. Despite varying opinions, CRLS administration looks to move forward with their plan to bump up all freshman CP students to Honors level English classes next year.

What Are the Most Popular Classes at Rindge?

By
Sun-Jung Yum
Register Forum Editor

Requesting courses for the next school year is always a stressful decision, especially when there is such a large range of AP classes and electives. Though it's only January, it's important to get on your feet and explore your options! And, when first being introduced to the overwhelming amount of choices at CRLS, it's interesting to see which ones were most highly requested by your peers this past year.

AP English Language and Composition

At a whopping 183 requests for this 2016-2017 school year, AP Lang is the most highly requested course, even though it's only open to juniors and seniors. In this class, you learn how to uncover rhetorical strategies and persuasive techniques. But, the fun doesn't end there—students are able to discuss most any topic, including technology, race, gender, rights, arts, and much more. Lots of fun, though, does require lots of work. If you aren't planning on doing your homework, this class may not be for you. It's also very im-

portant, in this class, to be willing to learn more. “A key characteristic of all intellectuals is a glorious type of dissatisfaction: dissatisfaction that you don't know more, that you haven't read more, that there's still much more to understand,” said English teacher Mr. Jordan.

Foundations of Art

Open to all students, this class is an introductory course that explores the fundamental elements of art. Foundations of Art came in second place, with 167 requests. This course is a prerequisite to many other art electives, making it a very popular choice among students. In this class, you focus on drawing, painting, printmaking, collage, sculpture, and art history. However, that's not all! “[Students] learn how to express themselves and talk about their work and the work of others,” said art teacher Ms. Chaney. This class is a great beginner's course for anyone interested in visual arts!

AP Statistics

AP Statistics is an advanced math course covering statistical fluency and interpretation of data. Coming in strong with 160 requests, it's clear that this is a course deemed



Pictured: Students wait to meet with their guidance counselors in LC R.

Photo Credit: Ursula Murray-Bozeman

worthy of taking by many CRLS students. However, as with any other AP class, the content is fairly difficult. On this, senior Charlotte Reuben commented, “I think that the class is one of the most relevant math classes, so I'm glad I'm taking it. That said, I've found parts really easy and others very complicated, which has been frustrating.”

AP U.S. History

Offered as both a full year and semester long course, AP U.S. Histo-

ry is a college level class that takes the place of U.S. History 2. “It was good for me because I really like history, but for people who don't, it's terrible,” began senior Hannah Levine. Though the class is considered very interesting and useful, it is said by many that the workload is incredibly large. “I feel like the amount you actually learn versus the amount of work you have to do is out of proportion,” Levine continued. This past year, AP U.S. History received 147 requests.



Photo Credit: Juliana Vandermark

By
Juliana Vandermark
Register Forum Contributor

Staff Spotlight: Claude Lathan

er. We brought in more people at student government and we sat down and talked about a lot of things that were happening. We sat and mapped them out. We brought in security and all the things people take for granted [in] this school... Cultures learned how to blend...we managed to work things out, because at the end of the day it's only one high school.

[with] all the hustle and bustle...and that's probably the best time of the year.

Summer time's my least favorite time of the year 'cause there are no kids around...I love the kids...and you always get new freshman every year—what's great is there's a beginning and an end, and then you start all over again. It keeps me young.

RF: What is your favorite thing about the CRLS community?

CL: What I like is the community atmosphere and the leadership. They try to accommodate everybody...Mentors set examples [for me] and that's why I try to give back. I try to be a powerful example. We're here for a reason. We're standing on other people's shoulders who were mentors to us.

RF: Any other CRLS wisdom to share with the community?

CL: Traveling around the country, you have to realize how blessed you are to be in Cambridge. So it's a real shame if you leave these hallowed and historical hallways [without experiencing] an enriched program, 'cause you've got all these opportunities.

Through Mr. Smith and Mr. Tynes' ap-

Keep your mind focused and get something out of these four years. Don't play with something

proach to leadership, even though we're custodians and food service workers, they really show us the motto: Opportunity, Diversity, and Respect. They include us and let us know how important we are to all the kids. Like we can say something to you and you can say something to me because of their leadership. It makes us feel like it's a comfortable community. That's the atmosphere we like and the community we try to protect.

"It's a comfortable community. That's the atmosphere we like and the community we try to protect."

you should cherish, which is an opportunity to get an education which can allow you to have a better life.

Opportunity, diversity, but also re-

spect. You've got to respect the process and respect yourself. There's nothing wrong with expressing your opinion or opposing others' beliefs, so we all can express our values...and there's nothing wrong with agreeing to disagree and then coming together and trying to find a common ground.

I have an opinion, other people do too, and that's what makes America great and that's what makes this school great.

Register Forum: When did you graduate from CRLS?

Claude Lathan: I graduated in 1980 and of the Cambridge Rindge and Latin School we were the first class to get one diploma.

RF: How long have you worked here?

CL: Since 1999 in the school department and as a custodian since 2005.

RF: How have you seen the school culture and spirit change?

CL: [When the schools merged, there] was a big gap...[when I was a student] it was a new scene as a collective high school and we learned to work out problems, [for example] a kid got stabbed but it ended up bringing us closer togeth-

GLOCAL WINNERS

Continued from page 1



Pictured: Glocal winners celebrate their win at EF glocal headquarters.

Photo Credit: Bill Whealon

they can save food and money. There is currently no other app like this, so we think the app idea can make a great difference in the city."

Overall, there were three teams that won the trip to Italy this year, as well as two other teams that earned paid summer internships and \$2,500 in seed money to get their projects started.

Each year, many students around the school are involved in this competition, which occurs over the course of several months.

Many are very passionate about environment sustainability and believe that the Glocal challenge is very important for the city.

Senior Maroua Ouadani, who won the competition last year, says, "I've done Glocal for two years now, and I would say it's important because it challenges you to think outside the box and be creative. You get to connect with people at CRLS who are passionate about the

same things as you and you also get to form relationships with entrepreneurs. I think it's important because the things you learn from Glocal, the people you meet, and the connections you make are like no other."

Senior Bouchra Benghomari, who also won last year, echoes this sentiment: "The process is very rewarding, as you see your idea come alive in such a short amount of time, so it's easy to reflect on how much you've grown and how your idea has evolved."

She also notes that the EF Glocal Challenge provides a good way for students to become involved in local environmental issues.

Benghomari concluded, "I was never really involved in the environment before, but Glocal gave me a chance to actually apply my knowledge and insight from other experiences to an issue that affects everyone."

NHS

Continued from page 1

For the celebration, the auditorium was decorated with balloons, flowers, and the valiant blue and gold seal of the Society. A grand piano was set up on stage for live music, and the night's speakers lined up awaiting their turn to share remarks. Opening the ceremony was current NHS President Diego Lasarte, who gave an impassioned address on the meaning of leadership. Lasarte defined intent as the most critical aspect of being an effective leader, informing the audience that "to give yourself freely to the world, you must think about everybody but yourself while acting for a greater, collective good."

Boldly, Lasarte used the pillar of leadership as a jumping-off point for discussing the country's political situation, remarking, "Our country seems to be— become more and more divided by the day, and the world feels a little darker, less kind." He

The night will likely be fondly remembered for quite some time.

then proceeded to thoroughly denounce Donald Trump, questioning his basic leadership skills and appraising the activism of various CRLS students over the past year. The other elected members of the NHS Class of 2017, Vice President Mari Gashaw, Treasurer Brennan

Yee, and Secretary Melissa Liu, each shared thoughts on the remaining pillars of the Society. The night's guest of honor was history teacher Cecilia Hylton, who had been elected by current members of the Society to be a speaker. Hylton gave a rousing oration on her experiences training to become an educator and how the tenants of NHS connect to those trials and tribulations.

Arguably the most enthralling part of the ceremony for the new members was receiving their certificates of membership, not so much for the physical reward but for the people who awarded them. Inductees were given the opportunity to invite any past teacher to come on stage and congratulate their former pupils and give them the honorable document. While most chose favorite teachers from CRLS, a few did choose educators from earlier

in their lives. "It was really great to have someone I've known for so much of my life here to experience this with me," recalled junior Juliette Low Fleury, who had her K-8 school librarian present her certificate.

The night was one of triumph and jubilation for the tireless members of the NHS Class of 2018 and will likely be fondly remembered for quite some time.

Messages from Your Class Reps

From the Sophomore Class Representatives:

The Sophomore Representatives so far this year have mainly focused on fundraising for future Class of 2019 events. They have been communicating different events and projects they have been working on through social media and in homerooms.

They are planning on participating in an achievement gap task force and helping fix this issue with information and experiences from our class. They are also going to be using suggestion boxes (placed in each Learning Community) to help understand specific issues students are passionate about and address them directly. Finally, they have been working hard to bring the Sophomore Class new gear!

From the Junior Class Representatives:

This year the main focus of the junior class has been to figure out different ways in which we can unify our

class. At the beginning of the year we began selling CRLS gear as a fundraiser. As of right now we are finalizing the personalized junior class gear, and trying to respond to concerns of the students in our grade. For the rest of the year, we hope to continue fundraising to make sure that junior prom, if the class decides that they want one, is affordable and fun.

From the Senior Class Representatives:

The Class of 2017 has been working hard to reduce the price of senior prom tickets. So far, we've been selling bagels on Tuesdays, Wednesdays, and Thurs-

days at the bagel benches and we've also fundraised by selling class gear. We hope to further reduce the price of prom by holding more fundraisers (potentially bake sales, food sales, fruit snacks sales, etc.).

We are also hoping to increase senior class spirit by having "senior days" every 17th of the month. On one of these days, for example, we'd have all seniors wear a specific color or have discounted bagels or anything else that might unite us in our final year of high school. If you are interested in getting involved, please contact Ms. Lecorps, Ms. Cesario, or Zahyyeh Abu-Rubieh.



Photo Credit: Student Government Association

CRLS RESPONDS:

What is your favorite part of winter?



Olivia Shirley
Class of 2020

"I love when it's snowing heavily and everything is silent and I get to sit inside and do nothing."

Ella Simonsen
Class of 2020

"Basketball season, skating, and playing in the snow"



Mihir Edulbehram
Class of 2017

"Hockey, because the competitive aspect makes me forget about the cold"

CRLS Students Are Looking Outside the U.S. for College

By
Carmen Enrique
Register Forum
Contributor

Given the current political climate, some liberal Cantabrigians have threatened to move abroad. Little do they know that a small but significant portion of Rindge graduates actually deliver on this promise every year.

One such example is alum Ophir Danenberg ('16), a current freshman at McGill University in Montreal, Canada. For her, the decision to

Universities outside of the U.S. offer similar opportunities and prestigious degrees at a relatively lower cost.

apply was partly motivated by academics. She decided that she wished to study nutrition, and "not many schools offered that program."

Since degrees at universities outside of the United States are typically specialized and there are no general education requirements, those who already know what their interests are may be more inclined to apply. In fact, a deciding factor for senior Catie Eiref in applying to universities in the United Kingdom was that "the degrees are much more specialized and allow you to have a more in-depth education."

This is not necessarily a positive aspect for all, though. Senior Natalia Lanzoni also applied to UK schools, but states that she "would like to take electives" rather than merely pursuing courses within her major. The British application system, UCAS, favors those who already know what they want to study. Applicants must prove that they are qualified for their subject by writing a personal statement and submitting SAT Subject Test and AP test scores. "The application process is much shorter and less personal-

ized," notes Lanzoni. The high price of American institutions, even public ones, can also be a deciding factor for those who end up applying abroad. Universities outside of the U.S. offer similar opportunities and prestigious degrees at a relatively lower cost.

Senior Hugo Schutzberg is attracted to schools in the United Kingdom because of the price tag, "which is almost half of any private college in the U.S.A." Most bachelor's degrees in England and Wales only require three years of study, which further cuts down on

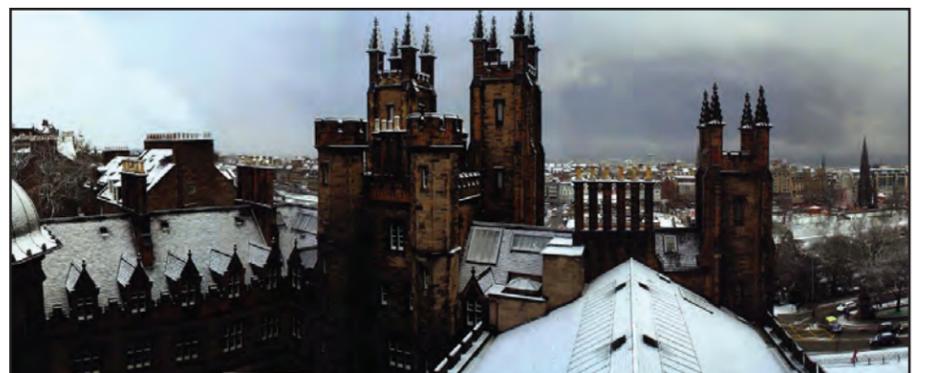
costs. The UCAS application itself is cheap; for about \$30 you can submit five different applications.

In most cases, students are compelled to apply abroad for personal reasons, since paying for international airfare and getting accustomed to a completely different lifestyle is a serious commitment.

For Eiref, going to school in the United Kingdom would also be a way of staying close to home: "A large part of my family still lives in the UK so it would be nice to see them more often," she remarks. Likewise, Schutzberg has family in Europe and has visited Great Britain before. His father "went to business school in Europe and enjoyed it," so the experience would not be completely unknown to him. Due to having family in France, Schutzberg has been able to appreciate "the contrast of culture when spending

time in foreign places."

Out of all international schools, Canadian and British universities receive the most applications from Rindge students because they offer a different environment without a linguistic barrier. European and Canadian universities tend to be in vibrant cities where students can develop a more independent lifestyle. To Danenberg, Montreal is essential to her McGill experience: "The city really adds to the uni!" Eiref has been able to visit British university cities, which greatly influenced her decision. "Edinburgh is simply amazing," she elaborates. Schutzberg sees university in Britain as a chance to step out of his comfort zone. "Having spent the entirety of my life in the U.S., I find the idea of spending four years in an extremely unfamiliar place very appealing."



University of Edinburgh is known for its beautiful campus.

Photo Credit: University of Edinburgh

Rindge Bids Farewell to Obama

By
Cecilia Barron
Register Forum Editor

On January 19th, 2009, Rindge students gathered in their classrooms to watch the inauguration of Barack Obama, the first African-American president of the United States. Now, eight years later, Rindge students have witnessed both the highlights and tragedies of Obama's two term presidency. As those eight years ran down to a matter of days and President-Elect Trump's inauguration occurred, Rindge students reflected on what Obama has meant to them. "The presidency of Barack Obama has given me hope

that as a black man, I too will find my place in America," Student Body President Kester

Messan-Hilla said of the personal impact that the first African-American President has had on him.

Junior Paul Sullivan also commented on the his-

toric nature of the Obama Administration. "Growing up, he gave me a lot of hope that one day we will in fact have a woman president and one day we will in fact have a gay or trans president, or a Jewish president," he told the *Register Forum*. While Sullivan's hope was not realized in this past election, he nonetheless remains optimistic. "I feel a lot of hope that one day we will have another president who isn't a straight white male because of Obama."

Perhaps one of the most relatable presidents that the country has ever seen, Obama's numerous dad jokes, White House Correspondent Dinners, and

"The presidency of Barack Obama has given me hope."

late night talk show appearances highlighted his humor and youth. "When Obama read mean tweets [on Jimmy Kimmel's show], it was really funny," said sopho-

more Owen Fagan. "He's just a God, honestly."

To many Rindge students, Obama's progress on gay marriage was a highlight of his administration. Messan-Hilla admired Obama's ability to "reflect, adapt, and grow" on LGBT rights, noting that the President wasn't always for legalizing gay marriage. Sophomore Nia Callender also valued Obama's progress for gay marriage: "He's given me hope and potential for the future. Legalizing gay marriage was a big step forward in our society."

Others appreciated the timeliness of Obama's presidency: "When you're younger you don't really know what's going on with politics," sophomore Stella Engel-Werman noted, "But as you get older you start

to become more aware and he was there for that transition [for us]." Werman also praised the rest of the Obama family—Michelle, Malia, and Sasha—for their



Barack Obama and First Lady Michelle Obama.

Photo Credit: Callie Shell

poise and grace during the last eight years. "I feel like Obama had a very scandal-free presidency and he was always very polite and held himself very well. Because of that I think he's a role model and someone you should look up to," added Sullivan, recognizing the stark contrast between "No-Drama Obama" and President-Elect Donald Trump's impulsive reputation.

The policies and politics of the last eight years surely conjure up mixed emotions from Rindge students. Some students would praise Obama for his dedication to social justice, while others would chastise his foreign policy. However, most would probably agree with Messan-Hilla when he said, "I knew I had a President who I could be proud of."

School Committee Update: PAUS Parents Comment

By
Ursula Murray-Bozeman
Register Forum Editor

PAUS in 14th Percentile

At the first meeting, a group of parents spoke at public comment, demanding that the School Committee address the consistent underperformance of Putnam Avenue Upper School and causing some delay because the topic was not listed on the agenda. PAUS is in the 14th percentile of public schools in Massachusetts, half of their core subject teachers are new this year, and it has the highest disciplinary action rates in the district, with 3% of all students given out-of-school suspensions.

Schools under the 20th percentile mark usually fall under the "Level 3" category, which puts them on the state's radar, resulting in additional funding from the state to the district and the mandated creation of a coordinated improvement plan, but because PAUS is in the "hold harmless" category, it does not have access to those resources. Schools are "held harmless" if they have a low percentile score but piloted the PARCC test, which is only one of the factors used to calculate the rankings. Parents also pointed out that it is the most diverse of the upper schools, and that former Superintendent Jeffrey Young had assured them that the appropriate support would be provided to meet

their varied needs. At the second meeting, parents of PAUS students and elementary school students currently at PAUS' feeder schools (Morse, MLK, and Kennedy Longfellow) testified before the Committee about the importance of increasing the quality of their children's education. The Committee unanimously passed two motions on the issue; one to provide emergency funding to PAUS this year, and another to complete a thorough review of all the upper schools.

Student Government to Collect Data on Demographics of Extracurriculars

Committee member Emily Dexter introduced a motion to collect data on the demographics of extracurricular involvement at CRLS at the January 3rd meeting. She framed the motion as a logical next step in the district's increasing focus on the achievement gap, highlighting the educational and personal value of extracurriculars. Dexter, who has some background in statistical analysis, suggested that the job could be done in a day and result in little or no cost. The Committee discussed the motion in detail, casting doubt on Dexter's time estimate and pointing out the difficulties of defining what it means to "participate" in an extracurricular. Mayor Simmons argued that, while the information could be valuable, there are many important issues on the School Commit-

tee's and superintendent's plates at the moment, and that this issue is comparatively unimportant. After further discussion, Student Representative to the School Committee Mari Gashaw, encouraged by Student Representative Paul Sullivan, suggested that Student Government take on the job. The Committee enthusiastically approved this proposal, and referred the issue to the superintendent, who will work with Student Government. Student Government has not yet begun the data collection, and it is unclear as of yet how statistical accuracy will be ensured.

Superintendent Gives Entry Plan Update

At the January 17th meeting, Superintendent Salim presented his Entry Plan Report and District Planning Process, the mid-year results of his work since August to get to know the district and create a cohesive plan moving forward. In a thorough and somewhat dogmatic delivery, he identified four "draft strategic objectives," or guiding principles: "Equity and Access," "Support for the Whole Child," "Innovation and Partnerships," and "Implementation and Progress Monitoring." These are in line with his focus on the achievement gap and social-emotional learning and his commitment to building robust partnerships with institutions around the city and keeping in touch with district stake-

holders. He will now move into the "strategy and planning" portion of his entry process, during which he will formulate a plan to move the district's schools towards those goals.

The report was met with mixed reactions. Committee members were generally positive and demonstrated their enthusiasm for the plan—in the words of Ms. Kelley, "We've been waiting and hungry for this"—but Mr. Harding echoed his response to the superintendent's November presentation, suggesting that the entry process does not reflect the urgency with which the district needs to be acting. CRLS, the only public high school in the city, is below the 50th percentile, Mr. Harding pointed out, a fact which, which he argued, calls for immediate action.

He added that "[his] expectation is that we become as quickly as possible the best urban public school district in America," and highlighted the need to focus on the achievement gap, saying, "It's very simple...a failing public school is the new slave ship."

The other School Committee members seemed to concur, although Ms. Bowman warned against reactive policy and highlighted the importance of having a plan. The Committee agreed that part of moving forward would be to hold themselves and the district's schools to higher expectations.

Class of 2018 Should Embrace Each Other More

By
Marney O'Connor
Register Forum
Contributor

High school is strange, we all know that. We are all told as freshmen that junior year will be the hardest, and so far that statement has proven true for the Class of 2018. Classes have gotten harder, social lives have gotten tenser, and the shadow of college has begun to loom over us.

Something started happening this year that made me rethink why this is a problem. Before we even hit October, I had heard the same thing from a few of my peers and even a teacher or two: "The Class of 2018 is extremely competitive."

Of course, different social groups and divisions are caused by basic human tendency in high school, and at Rindge there have been long discussions about the

rift that Honors versus College Preparatory class status creates in students' academic lives for every grade. But what if our social lives and our academic achievement aren't as unrelated as we think? We judge each other based on social standing, and the brutal race against each other for academic achievement isn't helping. Why is everyone so willing to put each other down to come out on top, whether it be socially or academically?

It's hard to be a teenager because in high school you're judged on almost everything. Are you a good student who takes AP classes, but also likes to go out all the time to keep a good social standing? Are you truly passionate about the sport you play, or are you doing it to get into college? Are you a mediocre student who would rather chill at home with your family? There seems to be no sym-

pathy for the latter, or even variations of those scenarios. At Rindge, it seems like you've got to be an impressive student and an impressive party-er to be respected amongst your peers.

If I had a dollar for every time I've heard the statement, "Yeah, I didn't get home until four o'clock Saturday morning, but I finished this paper and still got an A," I'd be rich. And the second you're the kind of person who stayed home to finish that paper, you've lost that social standing. This is a frustrating cycle to get caught in, because the truth is, we'd all like to be respected by our peers even if we aren't the ones to be seen during late night escapades in Harvard Square.

The Class of 2018 is big, so it is impossible to speak for everyone, but for the most part, we're so focused on getting into prestigious colleges and being better than the person next to us that education has become a race against our classmates. High school is hard enough to navigate without the added stress of getting into college causing people to be—for lack of a better word—mean.

This could also be correlated to the achievement gap at our school and Hon-



College applications often contribute to a competitive mindset.

Photo Credit: crackingmedadmissions

ors versus CP classes. A CP class consists of people who are focused on learning at their own pace, which could arguably be one of the most effective ways to learn. Reversely, an Honors or AP class is filled with people who are working to get one step ahead of their peers. The result of this environ-

*Education has become
a race against our
classmates.*

ment is simple: tension and resentment.

Education—even in a school like Rindge—has a long way to go. The least we can do is be kind and supportive to those who may not have the same academic abilities as us, and simply outside the classroom. Let's be honest, not everyone is going to like each other.

But add that tension to academia, and it can make for an incredibly demoralizing and negative atmosphere. The college process is already here, whether you're ignoring it or not. And in simplest terms, if we can't learn to play nice, it's going to be a bumpy ride.

Putting aside social or academic disparities that come with high school for the sake of a nicer environment for the next year and a half could prove beneficial for everyone's wellbeing. I would like to graduate with people who are willing to celebrate the cohesive success around them, not resent and diminish their peers for personal gain. We're only juniors, but high school isn't over yet, and supporting those who are working towards similar goals is more important than ever.



Junior year, many students begin thinking about college.

Photo Credit: Marney O'Connor

Learning Lessons from the Other Side of the Court

By
Nusrat Lamisa Jahan
Register Forum
Contributor

The sweaty aroma stings my nostrils. The sound of the dribbling ball beats against my eardrums. Beads of sweat roll down my face. I look at the scoreboard: 14-14. Whoever makes the next shot will win. The stench of competition stains everyone's jerseys. I breathe heavily as I glance at the stopwatch. Two minutes remain until the champions of the playoff game are determined.

My eyes scan the court for the orange sphere, the gold of the game. It's in the hands of a teammate. She walks slowly down the court, but then she stops. There's only two options now: pass or shoot. She stands about ten feet away from the hoop, but the nearest teammate stands about the same distance away from her—and that teammate is me.

I breathe heavily and run up to help her—only one minute remains. "I'm open, pass the ball!"

I scream. She looks up at me and whoosh, I snatch the gold from the air. Butterflies kick at my stomach. Nervous yet determined, I feel the eyes of the crowd burn through me.

Whatever I do will make or break the season. I speed up with every step I take towards the hoop. 15 seconds remain and I look ahead as I see an opponent standing to defend against me. I slow down and with my right foot, I fake my direction and continue going for the basket.

When there's five seconds left, I come to a stop. I get my shooting form ready and three...two...I shoot. The ball hits the backboard, rolls around the rim, and jumps through the net. That's when the buzzer goes off.

I stand there and smile. I made it. We made it. I feel so accomplished. I feel complete. I feel like the whole world is in my hands. I am proud—of both myself and my team.

I turn around and look at my teammates, expecting them to ac-



Pictured above: The girls JV basketball team.

Photo Credit: Prince Loney-Baily

knowledge my great play. However, I'm surprised to see that looks of sorrow and disapproval fill their eyes. I see the opposing team crying with glee. Confused and worried, I turn my eyes to the scoreboard. It reads 14-16. My jaw drops. I scored...but in the wrong hoop.

Although I made a huge mistake that day, the tears of the past have transformed into lessons of the

present. Today, I play JV basketball at the high school.

You shouldn't be afraid to take a shot at what you love, because if you never take it, you'll never make it. Just try to not take that shot in the wrong basket.

Also, come support your lady basketball teams during their home games! Senior night is February 22nd, see you there.

Military Recruitment on Campus

Armed Forces Enrollment Inconsistent with School Policy

By
Ursula Murray-Bozeman
Register Forum Editor

Every year, recruitment officers from the U.S. Armed Forces come to CRLS. More than half of all enlisted men and nearly half of all enlisted women are under the age of 25, and some are as young as 17. Pro-military critics of high school recruitment question the Armed Forces' philosophy of "youth over experience," because those who enlist before obtaining a college degree are generally less successful in their military careers than their better-educated counterparts.

More important is the question of whether military recruiters belong in high schools at all. Courts have enshrined the idea that violence has no place in education: they have even imposed restrictions on the freedoms guaranteed by the First Amendment in public schools to forbid the encouragement of violence.

However patriotically motivated, the Armed Forces are founded on the basis of violence. While a recruiter might emphasize the benefits associated with joining the Armed Forces—the free college tuition, the camaraderie, the selfless ideal of service for one's nation—any such conversation inevitably rests on the subtext of violence: soldiers kill. Their exposure to recruiters in an educational setting sends students



Pamphlets advertising the Armed Forces can be found in the CCRC.

Photo Credit: Ursula Murray-Bozeman

the message that violence is acceptable. It is true that military recruitment does not necessarily incite violence in schools. Violence as condoned and supported by the state—which soldiers take part in—takes a different form from fighting, for example, or other violent acts that may directly impact schools. However, Supreme Court precedents do not forbid the incitement of violence in schools merely if the violent act is likely to occur on school property. It would be ridiculous for schools to permit anyone—visitors, recruiters, students, or staff—to incite violence on the condition that it is condoned by the current government, especially in today's political climate, in which the majority of voting Americans do not support the new administration.

Schools should remain consistent in their role as safe educational environments. Violence is prohibited because it disturbs education—it makes students and staff feel unsafe and prevents them from learning and teaching well.

Joining the Armed Forces may be the future that some CRLS students want, and they should have the opportunity to meet with recruiters. However, schools should acknowledge that, just as they wouldn't allow a mercenary organization to recruit on school property, they should not afford such privileges to the Armed Forces, not out of ideological opinion, but out of a consistent policy to keep schools peaceful.

No Fun League

NFL Against Celebrating

By
Robert Shapiro
Register Forum Contributor

During week one, the NFL season Pittsburgh Steelers quarterback, Ben Roethlisberger, threw a touchdown pass to Antonio Brown, who celebrated by doing something that was both amazing and controversial: he twerked. The dance cost Brown \$9,115 and marked the beginning of a season that featured a significant increase in celebration penalties and fines.

During the 2016 NFL season, there has been an increase in celebration penalties, especially after touchdowns. Celebrations are as much a part of football as anything else and have been a part of the game since Homer Jones started spiking balls in 1965. They're the ultimate opportunity for players to show off their personalities and creativity. Who can forget about Chad Johnson putting with a pylon or Thomas Henderson slamming the football through the goalposts?

Without celebrations, the identities of multiple teams and players are lost. Rob Gronkowski is not Rob Gronkowski without the Gronk Spike, the Packers are not the Packers without the Lambeau Leap, Deion Sanders is not Deion Sanders without the high step.

Senior Emmett Steven thinks the NFL or "No Fun League," as some fans are calling it, should be more lenient. "I think they're cracking down far too hard. I think it really limits players unique qualities and limits their ability to act free and express themselves in a way that makes the game more interesting and brings about very little harm, relative to the amount to which they are trying to crack down and limit it," Steven said.

Celebrations are part of the spirit of football and by cracking down on them, the NFL is robbing players and fans of what makes the game great.

CRLS Needs to Look Past Superficial Diversity

By
Motomu Lucia Sakakibara
Register Forum Contributor

"You're from China, right?"
No, I'm not Chinese.
"Ni-hao! Did you know I can speak Japanese?"
No, that's not Japanese, you know?
"Come join our Asian group!"
No, I'm not interested.
"Do you know how to make sushi?"
Naruto! I really love Japan!"
"...Hey, do you know how to make a hamburger? Do you know who Superman is?"

No, no, no. Every time people show me their limited knowledge about my country, I feel like I'm a listening robot. Or, maybe I'm a marionette, here to praise their knowledge about Japan.

I am a marionette. I am moved by the prejudice in my peers. I love to listen to their too-often-repeated Japanese facts, even if they're completely wrong. I say, "Awesome! How did you even know that?" a

million times to people as if it were written in the 'what-to-answer manual' in my head. Being in the minority isn't easy.

I have been amazed at how my attitude has changed since I arrived here from Japan fifteen months ago. The pleasant surprise that people knew about my country became common and everyday. Common and everyday soon became annoying. This annoyance started to piss me off. Getting pissed off led to pain. The process all happened within a month.

Even my friends don't know who I truly am. I see a Japanese marionette in their eyes. I see myself as nothing more than Japanese beyond the way people gaze at me. I see myself reflected in the mirror. What am I? I can be special for a reason other than where I'm from, right?

For me, grouping people based on culture isn't interesting, but people treat me differently after they find out where I'm from. Here in



Sakakibara explains that she sometimes feels as if she is a marionette.

Photo Credit: Pinterest

Cambridge, the slogan 'Diversity Matters' is on everyone's mind.

Why do we have to group people by culture, and not be friendly to people in other groups? Why do I have to be in the category of Asian? I am me, even before I'm Japanese or anything else. Look at me. I'm here.

People tell me "I hate Asians but I like you because you're great." Is it because I'm Japanese? That's not the way I want to be pictured in

your mind. That is not what I want.

My Japanese background is something hard to erase from this world. Does it really matter where I am from? This is something I need to live with. This is something I need to change.

I never wanted to be ashamed of my country, but that's the way people make me feel. People say I'm crazy, people say I have everything, but I still see a Japanese doll in their eyes.

Takeaways from *Patriots Day*

Reflecting on the Boston Marathon Bombing Movie

By

The Register Forum Editorial Board

On page thirteen of this edition of the *Register Forum*, you will find a review of the movie *Patriots Day*, a fictional retelling of the Boston Marathon bombing directed by Peter Berg and starring Mark Wahlberg. We know that the tragedy at the Marathon almost four years ago still feels fresh and personal to many, especially in the CRLS community. Because of this, the *Register Forum* hasn't covered the bombing or issues relating to it since May of 2013. However, we don't want to limit our reintroduction of this subject to a movie review.

Although none of the members of this editorial board were students at CRLS that April, we remember the bombing. We were only 12-14 years old at the time, but we know where we were when we found out what had happened. Former *Register Forum* Managing Editor Karen Chen was right when she wrote in May, 2013: "The week of April 12th to April 19th will be one that lives long in the memories of many Bostonians and Cantabrigians."

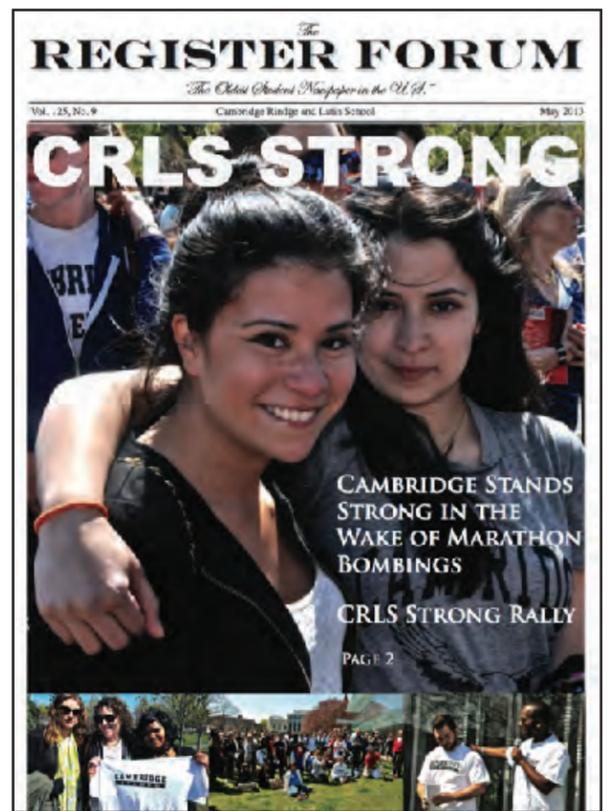
Though we had the detachment of not yet being CRLS students in the immediate wake of

the bombing, we were nonetheless apprehensive that a movie was made about it this year. When *Patriots Day* was released, we weren't really surprised that it sensationalized the tragedy—from the action packed trailer alone, it's clear that the movie was made to entertain, not to educate.

We realize that ultimately, praise for *Patriots Day* is less about the movie and more about pride for Boston. However, it's hard to be proud of a movie that stars a made-up hero instead of focusing on the heroic responders of the bombing, a movie that seems shamelessly propagandistic, a movie that fails to grapple with the complexity of the situation.

It's hard to be proud of a movie that fails to grapple with the complexity of the situation.

We acknowledge the reasons the *Register Forum* didn't cover the Marathon bombing for a long period of time, but we want to set a precedent moving forward. Unlike *Patriots Day*, we as a newspaper want to grapple with the complexity of situations in our community, in our country, and in our world. We may not always have done that in the past, but we are now renewing our commitment to covering the controversial topics, even if they may be upsetting. We believe that writing about difficult issues is important in this day and age, and we promise to do so with the utmost attention to accuracy and integrity.



In May of 2013, the *Register Forum* featured a front page and several articles about the marathon bombing.

Photo Credit: *Register Forum*

Obama Will Be Remembered Most for His Integrity

By

Rafael Goldstien

Register Forum Editor

Most of the recent articles I have seen reflecting on Obama's presidency have attempted to categorize it as either consequential or insignificant. Transformative or uneventful. In reality, history will be the only true determinant of that. But it is not the statistics from his time in office that America will remember Obama for most. It is Obama the person that America will never forget.

In a recent interview with *The Atlantic's* Ta-Nehisi Coates, the former President crafted a rigid dichotomy between who he is and how he is perceived, saying, "There's Barack Obama the person and there's Barack Obama the symbol, or the office holder." He argued that when people criticize him, usually it is in response to what they see on TV: "They're responding to a fictional character named Barack Obama who they see on Fox News or who they hear about through Rush Limbaugh."

Barack Obama the person, regardless of how he is depicted by those who disagree with him, is what will be remembered most. Despite how divided this country has become in recent years, Obama's directive has remained centered around unity. This came out in times when our country was struck by tragedies, like after the shooting in

Charleston, South Carolina, when he sang "Amazing Grace" with an entire church. But it also showed in the peaceful moments, too, like when he bowed in his own home so the five year old who wanted to see if Obama had the same hair as his could check to be sure.

Regardless of what tragedy occurred or how it came about, a President has the ability to directly change how a nation responds to it.



The infamous photo above was hung up in the West Wing throughout Obama's presidency.

Photo Credit: *New York Times*

When hate-driven tragedies occur, do we let them divide us even more, or bring us closer together? Barack Obama has always chosen the latter.

The past eight years have been filled with racially charged issues. From police shootings to the 2016 presidential election, "race" may have been the most popular word during Obama's presidency. And, to an extent, how could it not be?

The man was this country's

first African American president. That is not something to take lightly.

However, despite divisions (according to Gallup, a record-high 77% of Americans perceive our country as divided), Obama has insisted on that same idea he spoke of in his 2004 keynote speech at the Democratic National Convention. That we the people are one. As he put it, "There is not a liberal

in Kenya, despite the fact that there was no evidence supporting it, was proliferated throughout the country (for which our current President is largely responsible). There is no denying that the color of his skin jump-started this rumor.

The examples do not stop there. In Obama's State of the Union address in 2009, Representative Joe Wilson yelled "you lie" in the middle of his speech. According to a YouGov poll, 52 percent of Trump voters still believe Obama was born in Kenya. Yet, despite all these instances of overt racism, Barack Obama has never even flinched.

In his 2004 DNC speech, Obama painted a beautiful picture of a united country which he hoped we would embrace. Since then, it has been ripped up and destroyed by shootings, elections, and other events more times than anyone would have ever predicted. Yet, every time his depiction appears unrealistic, Obama repaints the picture of a united America.

Obama's words and demeanor, whether in times of joy or in times of sorrow, have always left a mark on those listening. For better or for worse, Obama has stuck with the same idea that sprung him into the political spotlight: America is made up of one people, and they all can live together. In an era of fake news and 140 character opinions, Obama has been an important reminder of how meaningful a president whose views don't waiver can really be.

America—a there is the United States of America."

Obama's perpetual, perhaps naive, insistence of one America has led to staunch criticism, especially by other progressives. The criticism is not unfounded. Obama's administration and campaign were forced to spend far too much time defending his place of birth; the conspiracy theory that he was born



Photo Credit: Grace Ramsdell

Rogue One Grosses a Billion

New Star Wars Fills in Blanks from Episode IV



By
Shuvom Sadhuka
Register Forum Contributor

Ever since George Lucas's production of *Star Wars: A New Hope* and its subsequent rise to fame, Star Wars has inspired audiences across the world to venture into a galaxy far, far away.

Yet for years, Star Wars fans across the world have been bothered by perhaps the most important yet unanswered question of the saga: how did the rebels steal the Death Star plans and why was it so destructible?

Fortunately, *Rogue One* answers that question and more with plenty of thrill and drama.

Set between *Episode III: Revenge of the Sith* and *Episode IV: A New Hope*, *Rogue One* explains the backstory behind the opening crawl, which mentions that "rebel spies managed to steal secret plans to the Empire's ultimate weapon, the Death Star."

The film follows an eclectic band of warriors headed by Jyn Erso, played by British actress and Oscar nominee Felicity Jones, a young rebel whose father is believed to be creating the Death Star for the Empire.

Jyn embodies all the qualities of a typical Star Wars protagonist—she's brave and courageous like Luke Skywalker, strong and powerful like Rey, and wise like Obi-Wan Kenobi—but at times it's clear that her personal conflicts with other rebels can get the better of her.

Jyn initially embarks on a mission with Rebel Alliance pilot Cassian Andor (Diego Luna) and droid K-2SO (Alan Tudyk). The three

Rogue One answers [many questions] with plenty of thrill and drama.

soon join forces with Imperial defector Bodhi Rook (Riz Ahmed), blind monk Chirrut Imwe (Donnie Yen), and soldier Baze Malbus (Jiang Wen).

As you might expect, following six protagonists on top of the villains is at times difficult, but that is inevitable for a standalone anthology film with little room for character development.

Nonetheless, *Rogue One* features its fair share of memorable



Main characters of *Rogue One* Jyn Erso and Cassian Andor.

Photo Credit: Inverse

characters. Jyn Erso, while not particularly unique, will soon be added to the ranks of Luke, Obi-Wan, and Rey as classic Star Wars heroes.

So will Chirrut Imwe, the blind monk who happens to be Force-sensitive, and introduces martial arts to Star Wars, a bold and daring move that eventually pays off in an impressive showcase of fighting moves.

The plot is satisfying, though at times slow and dull. The first third of the film jumps from planet to planet across the galaxy, and often leaves audiences confused and slightly removed.

The second third manages to pick up and features a spectacular CGI rendering of the Death Star's

destructive potential.

But *Rogue One* isn't a four Falcon film for any specific character or battle; it's the last thirty action-filled minutes that not only salvage most of its minor yet noticeable flaws, but also make it an instant classic.

Featuring one of the largest and most striking space battles since *Empire Strikes Back* as well as one of the best Darth Vader scenes in the saga, the last third of the film inspires the most ardent fans and casual spectators alike.

I won't write much more for fear of giving away too many spoilers, but I can guarantee you that missing *Rogue One* on the big screen is a decision you'll regret.

La La Land Doesn't Live Up to Past Musical Classics



By
Charlotte Rosenblum
Register Forum Contributor

More spectacle than substance, *La La Land*—starring Ryan Gosling and Emma Stone, and directed by Damien Chazelle—fails to live up to the magic and precision of musical classics of the past and to set any inspired precedent for the genre going forward, despite its aesthetically appealing visuals and dramatically talented leads. The romantic drama-musical takes place in modern day Los Angeles, centering around the relationship between aspiring actress Mia and struggling jazz musician Sebastian.

The term "movie musical" evokes imagery of classics such as *Singin' in the Rain* and *West Side Story*. *La La Land* pales in comparison to these predecessors. It is less of a musical, and more of a romantic comedy with incidental singing. The soundtrack is the

most disappointing part of the film. The composition, the lyrics, and the vocals all fall flat. Neither Stone, nor Gosling, nor anyone else in the film, possesses great vocal talent—a choice which was intended to make the characters more relatable, but rendered most numbers unenjoyable. The opening number, "Another Day of Sun," is reminiscent of a Coke commercial—bright, loud, annoying—and the following numbers echo it in poppiness and sloppy execution. Each number felt clumsily inserted, and ultimately unnecessary in terms of furthering the conflict or plot. "City of Stars," sung by Gosling, is the only memorable and somewhat enjoyable number from the film.

The score is contemporary, and feels mismatched with the aura of the 1960s Chazelle tries to achieve. The expression of the time period as a whole is messy. The film is peppered with vintage mo-

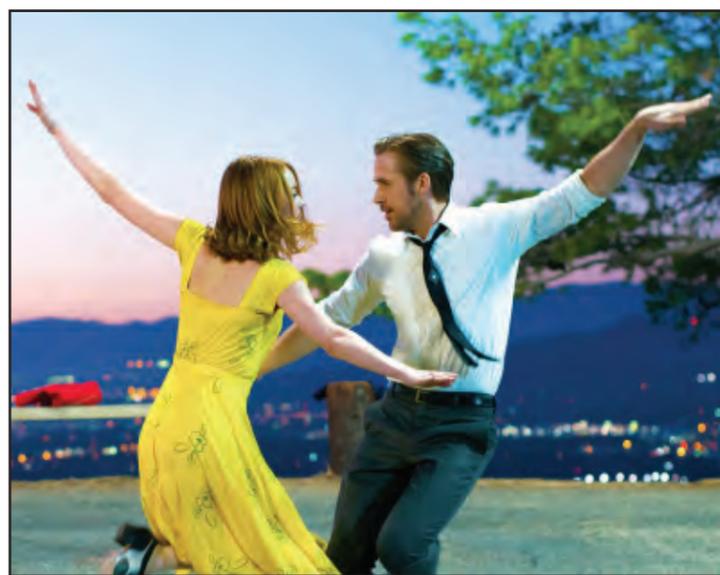
tifs—Mia's brightly colored knee-length dresses, Sebastian's saddle shoes and record player, vestiges of old Hollywood—which are awkwardly juxtaposed with decidedly modern motifs.

Early in the film, Sebastian pulls up in a 1982 Buick Rivera convertible, but then Mia passes him in a 2016 Toyota Prius, talking on her iPhone 6. This jarring contrast hinders the audience's ability to become immersed in Chazelle's world, for that world is so carelessly established.

Harsh, graceless contrast is a recurring theme throughout the film—from contrasts in time period to contrasts between realism and magical realism.

In some cases, the use of magical realism contributes positively to the film—especially in the final sequence, in which the audience is led through an idealized version of the story.

However, the transitions between realism and magical realism scenes are



La La Land stars Ryan Gosling and Emma Stone.

Photo Credit: Indie Wire

abrupt and clunky. One minute, the leads are engaged in a realistic conversation, and the next they are drifting through space, with little to no interlude.

The green screen effects illustrating the magical realism were also inconsistent and obvious, as in the scene taking place in the Griffith Observatory, where the characters are "flying" through space. Such bluntness interrupts the rhythm of the film and prevents one from fully believing Mia and Sebastian's relationship.

Alluring lighting de-

sign, an impressive color palette, and a moving story stand as *La La Land*'s positive qualities. So positive, in fact, that if they were utilized effectively, they could have combined to produce an amazing film. Unfortunately, these positive components are marred and wasted by the slapdash production and an overarching lack of cohesion. Above all else, Chazelle's failure to commit—to a time period, to realism or magical realism, and to the standards set by prior movie musicals—all cumulate to *La La Land*'s downfall.

Silence Is Among Scorsese's Best



By
Christo Hays
Register Forum Staff

God is silent, the screams of His followers are loud, and the essence of faith is thunderous in Martin Scorsese's *Silence*. Set amidst swirling mist that cloaks the beautiful vertical landscape of coastal Japan, the film follows Father Rodrigues (Andrew Garfield) as he searches for his mentor Father Ferreira (Liam Neeson) alongside co-mentee Father Garupe (Adam Driver). Rumor has it that Ferreira apostatized under torture; the two young priests go to Japan to disprove this claim, save their mentor, and continue the Christian mission in Japan.

Silence thrives as an exercise in duality. The first scene depicts an old and ragged Ferreira on his knees at the mercy of Japanese soldiers, looking on while his fellow priests are scorched with boiling water from natural springs. Shortly thereafter, the young priests, Rodrigues and Garupe, clothed in crisp priests' robes, discuss the rumor of Ferreira's apostilization with an older

priest, arguing with confidence that they must help Ferreira and the mission in Japan. That scene takes place in the safety of an immaculate stone citadel-esque church, deep in Portugal, and far from the tortuous persecution being endured in Japan.

Their escapades on the islands of Japan itself, which comprise the bulk of the film, are where the stark contrasts bear tumultuous, and at times tragic, fruit. Rodrigues and Garupe spend the first act harbored in villages where Christians pray in secret. There they face what becomes a crisis of faith: When villagers face death and torture if they do not relinquish their faith, what do you tell them? Where is God when His devoted followers bear such hardships? Why is He silent?

Andrew Garfield brilliantly grapples with this conflict as Rodrigues, lending depth to a character that could've been made a caricature by a lesser actor. Rodrigues is kind, devout, and courageous in the face of danger, but as the pressure mounts during his journey and cracks in his faith are widened, Garfield rises to the occasion, doubling down on his already nuanced performance.

While not the standout, Adam Driver more than holds his own as Garupe, providing a more hardlined



Silence was largely snubbed by the Oscars, earning one nomination for cinematography.
Photo Credit: Entertainment Weekly

contrast to Garfield's character. Liam Neeson similarly excels as Ferreira, lending an authentic sense of defeat and hollowness to his character, which plays beautifully off of Garfield's performance.

Perhaps the most impressive aspect of *Silence* is the universal committal, from all creative departments, to a cohesive aesthetic and atmosphere. The film exhibits absolute synergy: Rodrigo Prieto's cinematography strikes a beautiful balance between flamboyant camerawork and ominous observance, Kathryn and Kim Allen Kluge's score lends impact to only the most essential moments by otherwise allowing natural ambience to persist, and the effects team exercises incredible restraint and subtlety (note the superimposed images of Jesus throughout the film).

It is abundantly clear that each filmmaker and artist worked with one unbreakable rule in mind: Tell the story, tell it well, and do nothing more.

With such thoughtfulness put into every frame, the rare blunders seem obtuse—contrasting accents, a momentary tonal shift. But they are small—inconsequential, in fact, when the otherwise masterful storytelling is kept at the mind's forefront. Doing so is essential, not just for the sake of enjoying great art, but for the sake of properly ingesting what *Silence* teaches about faith and culture—how the two can bond and how they can clash with disastrous results. One cannot overstep the other. Father Ferreira put it best: "I prayed too. It doesn't help. Go on. Pray. But pray with your eyes open."

Starring Mark Wahlberg, *Patriots Day* Highlights Boston Pride



By
Aviv Yaacobi
Register Forum
Contributor

There's no way to take *Patriots Day*, the film chronicling the Boston Marathon bombing, lightly. The bombing happened not so long ago and it still affects people to this date—whether you know someone that ran that marathon, lost a limb or lost their life. Before I start this review I think it's only fair that I say my perspective of that day. I was in sixth grade watching TV as there was no school. I knew people in the marathon (luckily none of them got hurt). I remember my mom came into the room and told me to turn on the news. I was immediately shocked that anything like this could happen.

The film, directed by Peter Berg (known for directing *Battleship* and *Collateral*), focuses on the main character, Tommy Saunders, played by Mark Wahlberg. To give context, Tommy (a

fictional character) was a cop at the end of the finish line of the marathon. Kevin Bacon plays special agent Richard DesLauriers, and John Goodman plays commissioner Ed Davis.

The movie follows the events before, during, and after the bombing through the perspective of some fictional characters telling the story of what happened during that day. The movie deals with events before and after the bombing, showing how these characters dealt with the attack.

The cinematography of the film is not something special, but the emotion is there, in spite of the fact that most viewers know what is going to happen. The most emotional part of the film is

when the bombs go off. In a scene that will tear at your heartstrings, you are shown a young kid in a stroller crying for his dad as his dad lays with his leg bleeding heavily on the ground trying to calm him down.

I respect Peter Berg for the way he showed respect for Martin Richard,

move the body, as doing so might disrupt evidence. When the FBI says he can move the body, the police officer salutes the child as they take him away.

Dzhokhar Tsarnaev is played effectively by Alex Wolff. The movie mixes old photos with new ones the director took and Alex

Wolff looks identical to the bomber. At the beginning of the film, you see Tsarnaev as unsure about going through with the bombing, but his radical brother (played by Themo Melikidze), convinces him to do it. From then on he seems to somewhat enjoy what he is doing. Throughout the movie, though, at times he still seems like a kid that was tricked into doing some-

thing wrong. However, that angle in the movie is not over-used and he is not that sympathetic of a character which I think was meant to be the point. Nevertheless, I still wish they did more scenes of him not wanting to go through with it. This movie from me gets a three out of four, but it's just an average movie. All in all, I thought the movie was enjoyable, but giving it a glowing review feels unnecessary. *Patriots Day* does not add a lot to what happened. Yes, it tells us stories of people being affected by the event that make us feel sad about what happened, but it does not add anything you could not learn by yourself if you Googled the bombing for maybe half an hour.

In the movie theater, I could see people crying and swearing as the event unfolded, perhaps remembering how they felt when the bombing occurred.

Ultimately, *Patriots Day* does provide an opportunity for reflection and an opportunity to thank all the brave people that helped save many lives.



Mark Wahlberg stars as a police officer in the movie.

Photo Credit: Comingsoon.net

the eight-year-old boy that lost his life in the Marathon Bombing. Berg did not show a child's dead body in the movie. Instead, he shows a police officer forced not to

then on he seems to somewhat enjoy what he is doing. Throughout the movie, though, at times he still seems like a kid that was tricked into doing some-

The Underground Railroad Captivates and Surprises

The Winner of the National Book Award Speaks Honestly to the Experience of Slavery



By
Sophie Harrington
Register Forum Staff

Colson Whitehead's most recent novel, *The Underground Railroad*, is one of the most important pieces of historical fiction to read in the 21st century. He shares with the world the story of Cora and Caesar, two slaves living on a Georgia plantation in the antebellum south.

Life is hell for all slaves on the plantation, but especially for Cora, the protagonist, who is coming into her womanhood. She is molested and raped by her fellow enslaved people and her master. Her experiences are hardly uncommon, but they are told in such a way that triggers feelings of pity, sadness, and disgust towards the human race from the reader.

Caesar, a young man, was just sold to Randall, the owner of the plantation, by a woman in Virginia. When

Cora and Caesar talk to each other for the first time, Caesar proposes they escape the misery inflicted by Randall and head north. For several weeks, Cora is on the fence about running away, but finally realizes she would prefer the risk of leaving and one night they escape.

Cora and Caesar's journey is taken along the Underground Railroad, which is Whitehead's artistic spin on history—he makes the railroad a literal one, with lines and cars running underneath the southern soil. The stations are run by freedmen, fugitives, and white allies who take care of driving the locomotives to the new stations and keep the slaves who ride the rails safe from slave hunters.

At only 320 pages, Whitehead's book is ex-

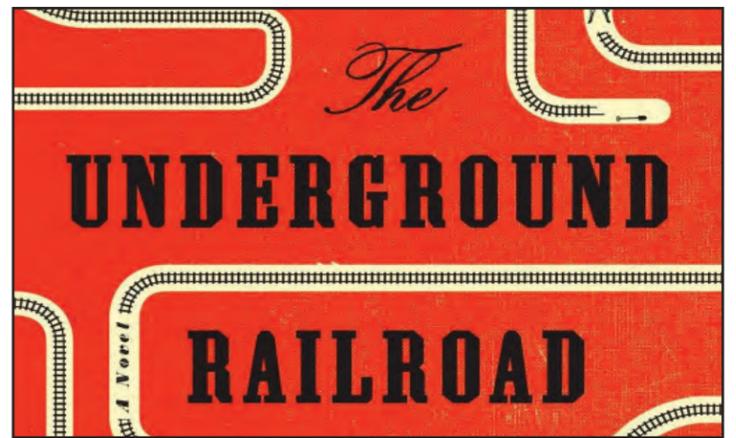
ceptionally captivating. He brilliantly crafts the story of Cora without shying away from the gruesome details that are often skipped over

in other novels about slavery. Cora is raped and sexually abused time and time again, which Whitehead emphasizes in the story. I was a bit skeptical at first that Whitehead wrote from the perspective of a female, but as the book continued, Whitehead did not try to pretend that he knew what it feels like to be a woman, but he recognized the struggles that many, if not all, enslaved women had to face during their time of enslavement.

Whitehead's characters have depth that show's their perseverance and internal conflict. Unlike many stories, Cora is strong on her own, without needing a male character to show her the way or give her strength.

Whitehead is not famous for his works of historical fiction, but at the Boston Book Festival (BBF) on October

15th, 2016, Whitehead was the keynote speaker for fiction. Most famous for *Zone One*, a zombie post-apocalyptic novel, and *John*



The Underground Railroad won the National Book Award.

Photo Credit: IndieWire

Henry Days, a retelling of John Henry who worked on railroads, *The Underground Railroad* is nothing like the other books he has ever written. At the BBF he remarked that it took him twelve years to write and publish the story, and although he is glad he completed such a piece, he said he would never write a story like this again.

When Cora and Caesar arrive in South Carolina, they are welcomed into what seems like a progressive place, accepting of both black and white people. However, they soon realize that although black people are allowed to live off plantations, there is not really a change in the way

people think.

Whitehead acknowledges the oppression of black people all throughout U.S. history, not just in the period of slavery, when it was most obvious. He beautifully merges historic periods like the eugenics era with the decades leading up to the Civil War to show that although the abolition of slavery was supposed to be indicative of change, few things really did change.

Whitehead's *Underground Railroad* is moving, and enlightening because it stays true to the history of the United States. Cora's journey is not one that can be tampered with lightly and readers are sure to keep flipping the pages.

Whitehead brilliantly crafts the story without shying away from the gruesome details that are often skipped over.

Retro Review: *Pan's Labyrinth*



By
Jesse Guerrero
Register Forum Staff

Imagined by the renowned Mexican filmmaker Guillermo del Toro in 2006, *Pan's Labyrinth* is a creative blend of fantasy and actual history. Rightfully named one of the most highly rated fantasy movies of all time, *Pan's Labyrinth* takes a unique approach to the genre of fantasy. While the movie features mythical creatures straight out of a fairy tale, the events that occur around the main character, young Ofelia, are very much real.

The movie is set in 1944, when Francisco Franco has won the Spanish civil war and Spain is turning into a totalitarian state similar to Nazi Germany. In the movie, Captain Vidal, a sadistic officer, is in charge of a mission to capture and kill anti-Franco troops hiding in a forest.

Ofelia is brought on this mission along with her mother, Carmen, who has married Vidal and is pregnant with his child. To entertain herself, Ofelia has brought along

multiple books of fairy tales, and it is through her imagination that the magical creatures she's read about seep out into the real world.

In an effort to cope with the overwhelming stress that she feels, Ofelia creates a magnificent story that she can live through. During the first night, Ofelia meets a faun, who tells her that she is the reincarnation of a princess of a magical underground kingdom, and that in order to prove herself she needs to undergo three trials. It is during the first trial that Ofelia meets her first monster, named the Pale Man. Everything about the monster, from the shape of its room to the fact that despite a bountiful feast laid before it, it feasts on the blood of innocents, represents Vidal's cruelty, deception, and pure evil. In a visual representation of Ofelia's impression of her stepfather, the Pale Man is a terrifying and mesmerizing figure.

The visuals of *Pan's Labyrinth* are stunning. The creatures that show up don't look like animations, special effects, or actors in costumes, but instead appear as nightmarish figures straight out of a horror show. The actress who plays Ofelia, Ivana Baquero, acts like she is actually experiencing the horrors



Pan's Labyrinth continues to enchant viewers eleven years later.

Photo Credit: Warner Bros.

of the movie, rather than moving around a set. It is through the symbolism and dynamic and diverse characters that del Toro successfully creates an astonishing work of art. The second monster that Ofelia meets takes the form of a giant toad inside of a dying fig tree. Everything from the hideous toad to the fig tree was intentionally created by del Toro. The fig tree is shaped like a vaginal opening, with curved branches to represent the fallopian tubes. Stricken by illness, Ofelia's mother's condition can be observed through the state of the dying fig tree. Meanwhile, inside the fig tree, the monstrous toad is another rep-

resentation of Vidal, who has corrupted Carmen and is the root of her suffering. In order to restore the tree to its previous position as a safe haven for the animals of the forest, or in this case Ofelia's safe haven in her mother, Ofelia must first face the monster, or Vidal.

Portrayed through the inhumane actions of Vidal and rationalized by Ofelia's fantasies, del Toro magnificently tells the tragic story of Ofelia and the monsters of fascism, of unwavering oppression and cruelty. Aided by his use of symbolism and imagery, *Pan's Labyrinth* is a gorgeous and dark film still worth watching eleven years later.

Will MacArthur '16 Announces Run for School Committee

By
Diego Lasarte
Editor-in-Chief

Will MacArthur '16 is currently a freshman at Harvard University. During his time at Rindge, he was involved in a number of extracurriculars such as track and field, Club 4, and the Register Forum. The School Committee election will take place in November.

Register Forum: Why did you decide to run?
Will MacArthur: Well, I've been involved in school issues and politics in Cambridge as well as being a student in Cambridge Public Schools for thirteen years, and during that time I've seen amazing things that students have been doing, and just as immediately, the shortfalls of our institutions at building partnerships around the city. It is a unique time in Cambridge Public Schools. I think we are at a dangerous time in terms of the growing divisions in our city and specifically in our schools. With the recent rise in hate speech at CRLS, but also less visibly the rise of divides at the school—in terms of what classes you're in, what cafeteria you eat lunch in—that are increasingly driven by race and class, and I think that having a student perspective or the perspective of a recent graduate of CPS to bring focus to the School Committee on these issues will be valuable. Also, I don't know how closely the *RF* has looked at turnout data, but in the 2015 School Committee election, among voters 18-20 in Cambridge who are registered to vote, only 15% voted, and among voters 21-23, 8.2% voted. As President Obama said in his farewell address, large voter turnout is a cornerstone of a successful democracy, so even if I don't win, I'd be very happy if I could help get that turnout number up.

RF: Why do you feel that it is so crucial for you to run right now? Why not run when you finish college or have a little more ed-policy experience under your belt?
WM: The reason I'm running now and not after I finish college is that I feel I will be able to bring intimate knowledge of [CRLS] particularly to

the School Committee. I can feel my knowledge of what is going on in the school decreasing slightly every day I don't interact with CRLS students. So I feel that in four years, maybe I'll have more credentials, but I feel the unique thing I can bring to the SC is my perspective as a recent CPS graduate, and I feel that will decrease four years from now.

RF: How did you interact with the SC as a student? And how did those interactions motivate you to run?

WM: I wrote candidate profiles and did email interviews for ten of the eleven SC candidates in the last election and had some in-person conversations with them as well. What I found was that I very rarely disagreed with their opinions, but rather noticed a lack of focus on CRLS in general and on CRLS' flaws in particular. SC candidates often use CRLS like a model for how our other schools should be run and, while I loved my experience at CRLS, I know that it has some very serious shortcomings and flaws that need to be addressed. And I think it is irresponsible, as an elected body, to ignore those flaws and to treat CRLS as a perfect institution because while it is a great institution, it is far from perfect.

RF: You went to Graham and Parks, one of the more well-regarded elementary schools/upper schools in Cambridge. How will that inform your focus on that area of Cambridge Public Schools, if elected?

WM: One of the things, in my experience, that worked very well about Graham and Parks is that the teachers were treated like professionals, and the SC did not try to interfere too directly in what was happening in their classrooms. What the SC members did for teachers while I was a student at G&P was asking them, "What can we do to support you? What help do you need from the district?" That's a model I would like to see at other elementary schools in the district. It's important to remember that I'm not a professional educator, and a lot of other candidates for SC and SC members are not either. It's only logical that we would trust the people who do this every day, and who have a tremendous amount



Will MacArthur is a former RF editor.

Photo Credit: Register Forum

of experience with this, to make the right decisions for the schools.

RF: One frequent division between teachers and administration is the question of who represents the interests of the student body more, the teachers or the administration. How would you move to bridge the gap between teachers, the administration, and students?

WM: I would like to dramatically limit the power of executive sessions in the SC decision-making. I think the SC, especially this term, often goes into executive session when it isn't absolutely necessary. And I think that the light of day and the light of scrutiny from the student body and the district as a whole could help bridge the gap between the SC, the students, and the teachers. We just need to completely dispense with the narrative that teachers are selfish or in it for the money, an idea that had an unfortunate resurgence during the debate about Question Two [charter schools]. It is important to remember that the SC, the teachers, and the students all want the same thing, which is for the schools to work well, for the SC to be an effective body, for the teachers to have everything they need to run their classroom well, and for the students to get a high-quality education. Once we internalize the fact that everyone has common goals, I think we'll already be over the biggest hurdle. For more information on Will MacArthur's campaign, visit willmacarthur.com.

Helping the Homeless This Winter You Can Help Give Back

By
Rosa Munson-Blatt
Register Forum Contributor

To help out the homeless in Cambridge this winter, you can:

Purchase Spare Change News
Spare Change News is a publication that empowers homeless people by employing them through writing and selling the publication.

Aid Panhandlers
Instead of just giving money to people on the streets, give them a loaded T-card or supermarket gift card, a sandwich and a cup of coffee, or a pair of gloves.

Hold Elected Officials Accountable
Support legislation, such as the Putting our Veterans Back to Work Act

of 2015, and contact city councilors to advocate for the creation of city funded shelters.

Volunteer at the Salvation Army
The day care is always recruiting high schoolers to help out in the afternoons.

Donate Cans and Bottles
Leave your household returnables in a bag outside that is accessible to homeless people who collect and redeem them for money.

Give Money
Donate to charitable organizations like Transition House and Y2Y Harvard Square.

Donate Winter Clothing
Various shelters, such as On the Rise, have a list of recommended



Club 4 is a CRLS club that volunteers at two homeless shelters in Cambridge.

Photo Credit: Club 4

clothing that can be dropped off on specific days.

Call 9-1-1
Call 9-1-1 if you see somebody passed out on the ground. Cambridge has two police officers assigned to the Homeless Outreach Project designated for assisting homeless people.

Volunteer with Club 4!
Sign up on Moodle using your

school account for a session to plan, cook, and eat a meal with CRLS' Club 4 at the Harvard Square Homeless Shelter or Y2Y.

Acknowledge and Respect
It's important to acknowledge that the homeless are people, burdened and elevated by experiences similar to our own. Don't ignore homeless folks on the streets; instead of simply walking by them, engage by saying hello.

CRLS Students Take Back the Night

By
Diego Lasarte
Editor-in-Chief

On January 15th, CRLS students enrolled in the STARS Peer Leadership class organized and led a march from CRLS to Central Square aiming to “Take Back The Night.”

The students’ main goal was to empower everyone, especially women, to be able to be their true selves without fear of discrimination, harassment, or violence. According to organizers, they hoped the march raised awareness of the problem of sexual assault and inspired all people to take back their right to be out at night. The STARS students who planned the march were Alix Flores, Nathan Habtom, Caterina Ragnoli, Lilly Senna, and Harry Bayly.



Pictured: The student organizers of the march pose outside CRLS.

Photo Credit: Diego Lasarte

Bayly ‘17 said, “[We] wanted people to feel empowered and safe at night. We felt our march was extremely necessary and important, but there is still work to be done in our community and in society.”

Ms. Lozada, the STARS teach-

er, was very enthusiastic about the results of the march: “Huge props to the STARS Take Back the Night team for organizing this march. They created a platform for students to tell their stories and to demand respect and safety—rights that everyone deserves, no matter who they are.”

CRLS junior Julia Naganuma-Carreras said that she was glad to be a part of the march: “I think that it’s really important that we raise awareness on sexual harassment and I feel that it’s crucial for everybody to feel safe and comfortable walking out in public. I’m on the track team and we get catcalled as we’re running like twice a week, we used to get more upset about it but lately it’s been starting to feel more normal, and I feel like that’s the scary part. We can’t let catcalling and sexual harassment become a normality.”



The rally was organized by STARS students as a final project.

Photo Credit: Diego Lasarte

Participatory Budgeting

By
Oscar Berry
Register Forum
Contributor

Every December, the Cambridge City Government prepares the budget for the next year. What is less known, however, is that the public has the chance to vote on how some of that money is used for city projects.

This year is the third time that Cambridge residents have been able to vote on allocations for projects. A total of \$700,000 was set aside for this year’s Participatory Budgeting.

There were a total of 20 project options, varying from transportation to energy to education to health. The options that were available to the public are still available to view on the Cambridge Government website (www.cambridge.ma.gov).

The seven options with the most votes were approved for the 2017 fiscal year, as sufficient funds had been prepared for whatever projects were approved.

The seven selected projects are the construction of more solar panels, blinking lights on Garfield Street, solar-powered real-time bus tracker displays, kinetic energy tiles in Harvard Square, hydration stations in four areas, the upgrade of the Moore Youth Center, and the installment of a Cambridge Street Art Trail.

City Councilman Craig Kelley told the *Register Forum* that he has concerns specifically about the installment of the blinking lights in the project to make crosswalks safer on Garfield Street.

While the plan might seem perfect at first, Mr. Kelley argued that the installment of the lights might

have potential ramifications against civilian crosswalkers.

Mr. Kelley explained that the laws around the blinking lights were as of yet unclear, and that the laws regarding the suing of car drivers for accidents might be limited and restricted if crosswalkers do not push the button, and perhaps they could be charged themselves as criminally negligent.

Mr. Kelley also spoke of a more important matter concerning Participatory Budgeting—the use of the vote to make sure that the wishes of the public are fully represented and that the public becomes involved with their own governance.

As of now, there is no measurement in place to determine who exactly is voting, how they represent the greater public of Cambridge, and how the public is interested as a whole in



Pictured: Cambridge City Hall.

Photo Credit: Wikimedia Commons

how to spend the money. Mr. Kelley said, “There is a lot to be learned about Participatory Budgeting that has nothing to do with the projects at all.” Indeed, Participatory Budgeting is getting people involved with governance, but only a select minority. Just over 4,000 people (out of over 100,000 residents of Cambridge) voted on Participa-

tory Budgeting this year. Additionally, voting online requires a cell-phone, a device that not all Cambridge residents have access to. While Participatory Budgeting is potentially an extremely positive way to promote democracy, many believe it is also not completely representative of the interests of all of Cambridge.

NEWS TIMELINE

By
Fredrika Åkerman
Register Forum Contributor

JAN 3

FRANCE—A new law allows employees to avoid job matters and disconnect from work email during days off, evenings, and weekends.

JAN 5

D.C.—The CIA identifies Russian officials who released hacked material at Putin’s orders to tilt the election in favor of Trump.

JAN 7

SYRIA—A car bomb detonates in a Turkish district, killing almost 50 people and injuring nearly 100. Authorities blame ISIS.

JAN 11

EL SALVADOR—A report affirmed January 11th to be the first complete day without homicides since 2015.

JAN 4

TURKEY—The police identify the assailant in a recent massacre. The attack, for which ISIS has claimed responsibility, claimed the lives of 39 people.

JAN 6

ANTARCTICA—An iceberg of 5,000 sq. km is anticipated to break-off and is predicted to be one of the ten biggest break-offs recorded in history.

JAN 11

SOUTH KOREA—A report by the South Korean government estimates that North Korea has enough material to create ten nuclear warheads.

Women's Marches

By
Cecilia Barron
Register Forum Editor

On January 21st, three to four million people, mostly women, marched throughout the world for the rights of all people, with an emphasis on the rights of all who identify as female. There were marches in all 50 states and on all seven continents (including Antarctica). While the march wasn't against President Trump, it was a response to his policies and appointments, which many believe are a direct threat to the rights of all.

Many Rindge students participated in the historic march, both in D.C., which had upwards of 500,000 marchers, and in Boston, where around 175,000 people packed onto the Boston Common. Jahnavi Zondervan, a junior who attended the Boston March, hoped the protests wouldn't only bring

change to politics, but to social movements as well: "I hope the march will wake people up to the divide we have in feminism. I think it was an attempt to bring women together, and I think it failed to do that, so hopefully this will be a large sign to women that we need to be together on things." Zondervan noted the lack of women of color at the Boston march as "slightly—actually—very awkward."

395 miles away, Rindge students were also rallying in the nation's capital. The estimates for the Women's March on Washington range from 500,000 to one million people, and it is considered to be the largest inaugural demonstration in history.

"The best part of my experience at the march was simply seeing the amount of people who woke up and came together to fight for what they believe in," said sophomore Nia Callender. Callender took



Pictured: CRLS teachers at the Boston march.

Photo Credit: Jennifer Sarmiento

two ten hour train rides to march in front of the Capitol.

The march was a magnet for symbols, most noticeably "pussy hats," pink hats knitted with cat ears. While the various references to female anatomy were empowering for some, they irritated others. "I saw a lot of signs that said 'pussy grabs back,' but I think people need to realize that not all females have a pussy," said sophomore Tenya Gardner who spent 20 hours in a

car to experience the historic event first hand in D.C.

The organizers of the march hope to channel energy into resistance and action in the coming months of the Trump Administration. Whether or not their goal is achieved, the number of attendants sent a strong message. As Gardner noted, "I hope this is a wakeup call [for] Trump. I don't think anyone will back down until we get our message about equal rights across."

Flint Water Crisis Persists

By
Grace Austin
Register Forum Contributor

More than two years have passed since the initial report of water contamination due to a change in water source, in Flint, Michigan.

Six months after the report, the water was determined safe to drink for all, with the exception of infants, young children, and the elderly.

In February of 2015, the EPA announced that there was evidence of dark sediments, believed to be lead, in a Flint home. The residents of the house reported that the children were getting sick as a result of consuming the water.

Following this, Governor Rick Snyder announced a \$2 million grant to renovate the pipes and sewers. Despite this effort, the water was still affecting people's health.

The ineffective solutions created extremely dangerous living environments for some citizens. Lee-Anne Walters reported the water contamination in her home of four children to the EPA and found her water had a lead level 12,700 ppb above the EPA's classification of hazardous waste.

In light of these dangerous findings, several Flint residents attended City Hall meetings with containers of contaminated water to call attention to the emergency. Individuals spoke about their children being poisoned and having sudden and mysterious illnesses.

The bacteria and high levels of lead in Flint's water system have led to an increased likelihood of cancer, mouth sores, rashes, and other long-term diseases.

Residents have been advised

to use dispensary filters on their sinks. These filters are not a long-term solution, and many are trying to pass bills to push the government to take more effective steps. Sheldon Neeley, the state representative of Flint's district, has been waiting 80 months for his family to be able to drink clean water, but has found that "not much has changed."

Along with other legislators, he has re-introduced bills involving stronger accountability of those officials involved. While citizens may now be achieving some justice, they are still not receiving water that is guaranteed to be healthy.

Neeley emphasized, "It's an issue of institutionalized racism, that communities of color are not valued as much as [white] communities." The lack of urgency on the issue from officials is evident—two water plant officers and four city officials were charged and convicted of false pretenses and conspiracies on the issue in 2016.

These officials focused on getting millions of dollars in bonds instead of protecting citizens from severe illnesses.

Several others have sought justice for the Flint water crisis, which was declared a state of emergency this January. In April 2016, a class-action lawsuit was filed to the EPA by 514 Flint citizens, demanding \$220 million in damages from the crisis as a result of negligence. They plan to use the money to remedy the situation.

The multiple lawsuits have made a dent in progress for the citizens of Flint, but permanent plans for clean water are still being dealt with. Citizens feel some closure, but most are not content with the current water conditions.

PRE-INAUGURATION RECAP

by Charlotte Rosenblum

DECEMBER 9TH: CIA Announces Russia Interfered with Election

In a secret assessment, the CIA announces that Russia hacked the presidential election to help elect Donald Trump, not solely to diminish confidence in the U.S. electoral system.

DECEMBER 16TH: FBI Confirms Russian Hacking

CIA Director James Comey confirmed the CIA's assessment that Russia interfered with the presidential election in order to help elect Donald Trump. President Obama issued a response saying Russia could face retaliation for the hacking. President-Elect Trump stated in an interview, "I think it's ridiculous... I think it's just another excuse."

DECEMBER 19TH: Electoral College

The election of Donald Trump over Secretary Clinton marks the fifth instance in U.S. history in which a candidate won the popular vote but lost the electoral vote. Due to this, in combination with confirmation of the Russian hacking and the contentious nature of this election as a whole, there was an unusual degree of speculation surrounding the official electoral college vote on December 19th. A small portion of Democratic voters believed that enough electors might defect to elect Hillary Clinton president instead of Donald Trump. In actuality, more Democratic electors defected than Republicans.

JANUARY 10TH: BuzzFeed Publishes "Trump Intelligence" Dossier

On Tuesday, January 10th, BuzzFeed News published a 35-page document compiled by an alleged MI6 officer claiming Russia has compromising material on Donald Trump. The dossier alleges that Trump has strong ties to Russian operatives, with whom he has been exchanging intelligence. However, the most explosive anecdote from the dossier has been the claim of a "golden shower"—that Trump ordered Russian prostitutes to urinate on the bed Obama slept in during his visit to Moscow. The author of the document claims that Russian operatives have evidence of this incident and will use it to blackmail Trump. The Kremlin officially denied these claims the next day. Trump responded by deeming BuzzFeed and CNN "fake news."

JANUARY 20TH: Inauguration

On Friday, January 20th, Donald J. Trump was inaugurated as the 45th president of the United States. His inauguration drew around 250,000 people, far less than the 1.8 million in attendance at Barack Obama's inauguration in 2009. Less also than the estimated one million people who attended the Women's March on D.C. the following day. One day after the inauguration, Trump boasted false attendance numbers as high as 1.5 million, which Press Secretary Spicer defended with claims of photographic distortion. Though Trump was the less popular candidate, this especially low attendance can also be attributed to the less wealthy status of Trump's most adamant followers, and therefore decreased ability to travel for the inauguration, and also their proximity to D.C. (a district Clinton won).

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

Opposing Viewpoints, Key Issues

WE SHOULD CHANGE THE NATIONAL ANIMAL TO:

A Turtle

By
Rafael Goldstein
Register Forum Editor

First of all, take a moment to look two columns over at the baby turtles. I beg you to find me a cuter baby animal.

Second of all, turkeys are objectively ugly. No one has ever said, "Wow that is a cute turkey!" However, what I hear often, especially in the hallways of Rindge, is, "Damn turkeys really suck," and, "If turkeys weren't alive I'd have

been on time to school this morning."

We all know the story about the tortoise and the hare. Take a second to think about all the countries and world powers who came before us, racing ahead: Ancient Greece, the Chinese empire, and Spain are just a few that come to mind. And then there is us. The United States. We started a bit late, and moved a bit slow, but now look at us: Ahead of everyone else and retreating back into our metaphorical shell by severing long-term



relationships with other countries.

There is an abundance of different species of turtles—what is a better representation of the diverse USA than turtles? There is maybe one species of turkey. I don't know the name of the species for sure, but it's probably just 'ugly.'

A Turkey

By
Diego Lasarte
Editor-in-Chief

The average Rindge student's experience with a turkey might be defined by the famous Harvard Turkey's cavalier attitude towards the rules of the road. While annoying, isn't this sense of leadership what our country is about? Forging our own path, and not caring if we get in the way of the status-quo.

Also, think about the other great Americans that those Harvard Turkeys

(probably) inconvenienced: Barack Obama, Helen Keller, Mark Zuckerberg, FDR, and John Adams, among many more. These great Americans share little in common besides being inconvenienced by a turkey. Coincidence? I think not.

Sure, turkeys are not the most attractive animal, but then again we're not the most attractive country. Unlike bald eagles, turkeys stand for the less flashy parts of America, the non-bullies. The hardworking citizens that refuse to go cold turkey on democracy.



Ben Franklin lobbied for the turkey as our national animal saying that while it's "a little silly, [the turkey is a] Bird of Courage, and would not hesitate to attack a Grenadier of the British Guards who should presume to invade his Yard with a red Coat on."

NEW YEARS RESOLUTIONS

by Charlotte Rosenblum

- Read more books
- Learn to read
- Overcome my dependency on watching the entirety of Bee Movie every night in order to fall asleep
- Spend more time with my sister
- Stop faking my own death to get out of things
- Spend less money on food
- Overcome my fear of heights
- Reduce crying to once a day
- Remember my sister's name
- Remember to bring a water bottle to school
- Accept that Senator Bernie Sanders can no longer win the election
- Overcome my fear of In the Heights
- Spend less money on hired assassins
- Remember to bring a water bottle full of my Diego's tears to school

Winter Word Scramble

- 1) KSOAFLWEN _____
- 2) SAIFNL _____
- 3) EIC ATGNIKS _____
- 4) STIMNTE _____
- 5) MRCA YDNGITSU _____
- 6) TBLECAERNIO _____
- 7) DIBSZLRZA _____
- 8) OTH AHOCTELOC _____
- 9) RITNEW LABL _____
- 10) EWN RNDESEFI _____
- 11) FNUCGIF OAESSN _____
- 12) THO ATE _____

ANSWER KEY:

- 1.) SNOWFLAKE
- 2.) FINALS
- 3.) ICE SKATING
- 4.) MITTENS
- 5.) GRAM STUDYING
- 6.) CELEBRATIONS
- 7.) BLIZZARDS
- 8.) HOT CHOCOLATE
- 9.) WINTER BALL
- 10.) NEW FRIENDS
- 11.) CUEFING SEASON
- 12.) HOT TEA



Photo Credit: Globe Views

CRLS Diving Team Makes a Splash This Season

By
Harry Greenblatt
Register Forum Contributor

When I arrive at the pool, the first thing I see is a body flying through the air: twisting, tucking, and finally sliding into the water with barely a splash. It is a half hour before the start of CRLS' diving meet against Lincoln-Sudbury, and the varsity squad is just warming up.

Each team member takes their turn climbing onto the diving board before launching themselves into ridiculous dives; all under the careful supervision of CRLS' own Coach Sorenson.

Sorenson, a record-holding diver in her own right, scrutinizes each dive and gives tips on how to improve. Soon, all members of the program are called together, and a ceremony begins in honor of this year's seniors. Team members present roses to the seniors and talk about experiences they've had with them in a touching scene that lasts for about five minutes. Then, the competition begins.

CRLS and Lincoln Sudbury's varsity teams take turns diving as the two judges, on the other side of

the pool, give each dive a score out of ten. Scoring is determined partially by the difficulty of the dive, and partially by how well executed the dive is. There are great dives on both sides, the highest score an eight-point-five, earned by a girl from Lincoln-Sudbury on a perfectly executed flip.

The Rindge captains, Jacob Hunter, Micah Wilson, and Allegra Berger—all seniors—lead CRLS' effort, with help from other team members, putting on a show for the home crowd.

JV is up next, although LS has no JV team. In fact, CRLS' JV team rarely faces any competition, as other schools normally don't have a big enough program to have two teams. JV sophomore William Reed said, "They usually only have like one to five kids on their [entire] dive team, so it's pretty much just varsity."

Nevertheless, the JV divers have a ton of support among the spectators, and they are cheered on by friends and families as they dive. The judges for JV are the captains of varsity, but by



Pictured: The 2015-2016 team.

Photo Credit: CRLS Diving



Pictured: CRLS diving team competes against Lincoln-Sudbury.

Photo Credit: Harry Greenblatt

no means do they go easy on their peers, evaluating the dives without bias.

Many team members told me that their favorite part of diving was the support and encouragement they get from their teammates.

Many team members told me that their favorite part of diving was the support and encouragement they get from their teammates.

Sophomore Lucy Valenti said, "Everyone is so nice and encouraging," while Reed added that his favorite part of diving is "being together as a team." Others, including sopho-

more France Kely Memeus, are in it for the challenge. He's in the program to "learn new dives and take risks."

When asked about Coach Sorenson, everyone I spoke to praised her as a great, positive influence,

always motivating them and making them feel comfortable in a sport that takes a lot of confidence and nerve.

Thanks to Sorenson, great leadership from the varsity team, and many new faces on JV, the diving program is looking forward to finishing their effort and great performance this season.

Clemson Stuns Alabama in Late Game Comeback

Led by Quarterback Deshaun Watson, the Tigers Capture the National Championship

By
Atticus Olivet
Register Forum Contributor

The NCAA championship football game aired on the evening of Monday, January 9th with the two top-ranked teams in college football facing each other. Coming into the game was a confident and undefeated Alabama playing against their toughest opponent yet, Clemson.

Clemson came back from a two-touchdown deficit in the first half and took down the Crimson Tide, who were national champions for three of the last five years. That victory won the Clemson Tigers their first national title since 1981. Though his claims have been disputed in the past, no one is going to tell Deshaun Watson that he is not one of the best quarterbacks in college football right now.

Clemson beat Alabama 35-31 on the ninth, and it was Watson's 420 passing yards, 43 rushing yards and four touchdowns that ensured the Tigers won the 2017 College Football Playoff National Championship. Jalen Hurts, Alabama's

freshman quarterback, had met his first clear match of the season. One year after putting up 478 yards on Alabama in a five-point loss, Watson led the Tigers back and wore Alabama down with a performance that will go down in history.

The biggest plays came early for Alabama, and were mostly on defense, consisting of rush speed and good cover in the open field to keep Watson contained. It didn't last for long. After a slow start, Watson connected on eleven of his first fifteen throws in the second half. The final quarter was a test of conditioning and strength, both physical and mental, with lots of deep breaths, water breaks, and slow recoveries after hard hits.

As the defenses wore down, the game was put in the hands of the quarterbacks. While Hurts struggled to connect on downfield pass attempts, Watson reminded everyone why there's been no one better during the last two seasons. He picked apart Alabama on the edges, ran away from the Tide pass rushers, and gave Clemson its first lead of the game with just four and a half minutes left in the fourth quarter.



Pictured: Clemson's Deshaun Watson celebrates after a touchdown.

Photo Credit: New York Times

Alabama responded with a touchdown drive powered by a trick play, a wide receiver pass, and a long Hurts touchdown run. For Hurts, who finished the game completing just thirteen of thirty-one passes in 131 yards, it seemed like a redeeming moment in a game where the Tide's passing attack was

lacking both intimidation and effectiveness. This in turn led to a close Clemson victory of 35-31. With this decisive victory, it will be interesting to see how Clemson does in the coming years and whether Deshaun Watson can keep his charm, as he will likely be pulled up to the NFL in the coming draft.

European and American Sports Traditions Differ

English Football Evokes Profound Emotion but is Often Underappreciated in U.S.

By
Jonah Tauber
Register Forum
Contributor

In the United States, there are many sports with widespread audiences. Baseball, football, basketball, the list goes on. But in the rest of the world, especially Europe, one sport stands head and shoulders above the rest: soccer, or football, as much of the world calls it.

European football differs from American sports with its multi-tiered league systems and traditions and quirks that vary between nations. In England's Premier League, the highest level of English soccer, the matchday experience is unique. While the bigger clubs have adopted some of the practices of American sports teams in order to maximize revenue,

such as building modern "all-seater" stadiums and selling hot dogs, seeing a match in England is quite different from in America.

The biggest difference is the boisterous fans. Instead of recurring cheers like "Let's go Red Sox," fans will serenade their players with many different songs and chants about rival clubs.

For example, at an Arsenal game, you might hear supporters shout out their negative feelings towards

from clashing with each other. Whenever a goal is scored, the stadium erupts. Whenever the referee calls a foul against the home team, home fans are obliged to greet it with loud disapproval. A free kick is shouted at, a yellow card receives a roar, and a penalty or a red card causes pure outrage.

Many of these traditions are due to the fundamental nature of the sport.

In soccer, the clock never stops and the play is near constant, so fans tend to pay attention throughout, with the only break being at halftime. Refereeing calls cannot be reviewed, so there is greater room for error and more cause for anger. Because of this, referees are often judged like the players, as either performing well or poorly. If a referee makes bad decisions against the home team, he will be



Pictured: A match between Manchester City and Burnley at the Etihad Stadium in Manchester, England.

booed off at halftime or at the end of the game by the whole stadium. But most importantly, it is a low-scoring sport and one of fine margins where the best team often doesn't win, mistakes are punished brutally, and an inch can make all the difference. Because of this, every important moment in a European soccer match draws a potent reaction from the crowd.

Despite its many dif-

ferences, soccer evokes the same profound emotions as American sports. These fans feel a deep connection to their club, just as many here feel connected to their hometown teams. Unfortunately, while it has much to offer its audience, English soccer and soccer from across Europe is underappreciated in the United States. As an avid soccer fan, I encourage everyone to enjoy "the beautiful game."

These fans feel a deep connection to their club, just as many here feel connected to their hometown teams.

North London rivals Tottenham, even if they aren't facing Tottenham that day. The fans cheering the away team are kept in a separated section barricaded by security to rally their club as a group. This also keeps supporters of opposing teams

Jakigh Dottin Scores 1000th Point

Dottin: "It's a great achievement and accolade. I'm blessed to be able to get to where I am in my Cambridge and athletic career. I'm thankful for my teammates and excited for my name to be stitched onto that banner with legends of Cambridge basketball."



Top to bottom: Dottin celebrates with his teammates after surpassing 1000 points on January 10th; Dottin continued his hot streak against Lincoln-Sudbury on January 20th. Photo Credit: Andriqne Fleurimond, Frank Greenidge, Larry Aaronson