

# The REGISTER FORUM

*"The Oldest Student Newspaper in the U.S."*

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## CRLS Honors Retiring Staff

By  
Kevin Xiong & Samantha Gaudet  
*Register Forum Editors*

This year, we are saying farewell not only to the Class of 2012, but also to some members of the CRLS staff. Ten faculty members will be retiring after many years of dedication to student achievement: Maryann Cappello, Rose Grandinetti-Mallard, Charlene E. Greene, Marlene LaBossiere, Lawrence Poirier, Robert F. Ponte, Mary E. Tegan, Salvatore C. Trapani, Michael Wresinski, and George Hignes.

"I've worked as a Cambridge teacher for 35 years – you can say I'm an old teacher," shared teacher Ms. LaBossiere. "My favorite memory from CRLS would definitely have to be when one of my students successfully passed the science MCAS in order to graduate. I remember jumping with excitement."

"I've been a Cambridge teacher for my entire career," added Ms. Tegan, who has taught physical education and health at Rindge and almost all of the CPS elementary schools. "I have



*From left to right: Salvatore Trapani, Mary Tegan, Lawrence Poirier, Maryann Cappello, Michael Wresinski, Rose Mallard, Marlene LaBossiere.*

learned as much from my students as they have learned from me. If I have made a positive difference in the lives of some of my students, it has all been worth it."

Mr. Poirier, whom the Register Forum featured as a staff spotlight in the May edition, is a Learning Community L guidance counselor

who is also riding off into the sunset.

"He's been super helpful, and he's always available," expressed sophomore Anisha Nakagawa. "I will miss him."

"He always went out of his way to help

*Cont'd on page 5*

## Bump, Set, Spike: Boys Volleyball Team Wins State Championship

By  
Kevin Xiong  
*Register Forum Editor*

On Wednesday, June 13th, the CRLS Boys Volleyball Team won the 2012 Division I State Championship, achieving a decisive victory over the Milford Scarlett Hawks in the 5th set.

The team, led by Boston Globe Coach of the Year Kelley Leary, has received a tremendous number of accolades this season. Jalen Penrose, Kevin Lovaincy, and Robbie Buderer were all recently honored by the Globe and Herald All-Scholastics.

CRLS would like to thank all those who came out to support the team and to congratulate the boys for their wonderful season.



*Seniors Jalen Penrose and Robbie Buderer bask in their post-win glory.  
Photo Credit: Larry Aaronson*

## Weight Watchers

*CRLS Evaluates the Importance of Exercise and a Healthy Diet*

By  
Jackie Coutoumas  
*Register Forum Staff*

While teenage girls are the most common group known to be "weight watchers," teenage boys often want to uphold a certain body image as well. Whether it is being "muscle-man" or shedding a few pounds, boys are not immune to insecurity.

"CRLS' students are no different," says Ally Helberg, a senior at Rindge. "You hear people talking in the halls about being 'skinny' for upcoming events like prom or for summer."

What most people miss out on, however, are the actual results. With greasy and fatty food sources at the tips of their fingers or a phone call away, it is no wonder that students at CRLS have these self-inflicted issues. The real question is: do CRLS students really know that they have problems with nutrition?

The results from a recently conducted survey show that students "just want to look good so that they feel better about themselves," according to sophomore Lucia Tonachel.

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# Why Wait for Superman?

## Determining Teacher Effectiveness in Our Public Education System

By  
Julia Leonardos  
Register Forum Staff

At the center of the American public education system, a miasma of complex bureaucracy, inadequate schools, opinionated reformers, standardized tests, and often, utter discord, there lies a group of people. Some more dedicated than others, these people have devoted their lives to finding some euphonious harmony within the cluttered, dismal realities of American public education. We call these people “teachers,” and, good or bad, it is all too often that their voices are left by the wayside as education reforms take shape.

The role of teachers in education is vital. It is teachers, not the President, Congressmen, School Committees, or even Principals that are the ones in classrooms, with students, five days a week, six hours a day. Thus, much of the decision-making that goes on in meeting rooms and city halls really comes down to teachers.

“All you can ever do to improve a school is to get committed, smart teachers who care. That’s just at the heart of the whole thing[...]. If you hire less inspired, more mechanical teachers—the whole thing just slips away,” states Mr. Jordan, an AP Lang and Creative Writing teacher at CRLS. Jordan agrees that teachers lie at the core of education, but what happens when a teacher is “bad?”

Determining the effectiveness of teachers has been a long-debated issue. Many, like Malcolm Gladwell, agree that the country needs to be more thorough in the methods it uses to hire teachers in the first place. Fix the root of the problem, and eventually, it goes away. In his essay “Most Likely to Succeed,” written for The



Survey responses from all members of the CRLS and Cambridge community collected in May of 2012.

New Yorker and published in December of 2008, Gladwell compared hiring teachers to picking quarterbacks in the NFL draft—it is almost impossible to gauge how a quarterback or a teacher will perform once they’re chosen for the job.

Once a teacher is chosen for the job, though, the floodgates of evaluation are open. Value-added ratings promote the use of students’ standardized test scores to be used as the primary indicator in teacher effectiveness. However, critics to the value-added system are numerous and vocal, as many believe that standardized tests don’t tell the whole story of a student’s accumulation of knowledge throughout a school year. Student perceptions of teachers are another evolving method of measuring a teacher’s

jobs?” Grant asks. “Students can often get the idea of a ‘bad’ teacher and a ‘challenging’ teacher confused.”

Once the education system decides if a teacher is effective or not, several questions about payment arise. Should the teachers who are considered “most effective” be monetarily rewarded? One hundred survey respondents said, for the most part, “yes.” However, Ms. Otty, a history teacher at CRLS, disagrees, stating: “Incentivizing good teaching can be a positive thing, but doing so only through more pay seems to suggest that only extrinsic, monetary means will lead teachers to improve or produce.”

Similarly, the battle over tenure has often polarized education reformers and teachers’ unions. While some believe that tenure often guarantees bad teachers a job for life and encourages teachers to, put crudely, “slack off,” others, like teachers’ unions, believe that tenure is a necessary protection for teachers to have.

“I don’t think most teachers decide to become educators for the salary,” Ms. Otty continues, “I think that teachers are motivated when they feel that their work is respected and celebrated, when they feel supported by administrators to work with other teachers to improve curricula from the ground up and to be creative in their craft.”

*“All you can ever do to improve a school is to get committed, smart teachers who care. That’s just at the heart of the whole thing.”*

effectiveness. Students are given surveys and asked to assess their own educators.

Proponents of this system, such as Ronald Ferguson, a Harvard researcher who has been developing student perception surveys for over ten years, truly believe that students are able to identify effective teachers when they see them. However, opponents to this system are plentiful as well. Grant Baker, a junior, voiced his opinion on the use of student perceptions to determine teacher effectiveness: “How could you trust a high school class with teacher’s

# Portraits Classes Use Talents for Good

By  
Chloe Marsanne  
Register Forum Correspondent

Throughout the school year, Cambridge Rindge and Latin’s Portraits classes, taught by Ms. Menges, participated in an ongoing community service project. The class took many field trips to Youville, a nursing home right near Inman Square. During these field trips (ten trips in total), each student paired up with an elderly

resident, whom they would create a portrait of. Students sketched a portrait while they were at the home with the residents, and upon returning to the classroom, they painted the portraits they drew. But not only did students draw the elderly, they also formed friendships.

Magdalena Quitongan, a student from the current second semester portraits class, describes her experience at the beginning of the project. She states, “The process of the portrait was slow at first for me because I didn’t know the person I was drawing, so it was hard to keep conversation with them.”

She also mentioned that her favorite part about the project was “getting to know people from earlier times.” Jeanne, the elderly resident that Magdalena drew, was a very courageous woman who traveled the world to places all over

*“Old people are not boring. They have good stories because they have been alive for a long time and have experienced many different things.”*

Europe and Asia. Overall, Magdalena’s experience was “new, relaxing, and fun”.

Elsa Mark-Ng, another student from the current portraits class, talks about her elderly resident,

whose name was Mary. Mary drove an ambulance in World War II, and had many stories to share about war from a first-hand account.

Elsa claims that “the old people are not boring. They have good stories because they have been alive for a long time and have experienced many different things.” Elsa decided to draw Mary with pencil, because she wanted to explore what techniques she could create with one simple tool while drawing someone so important.

The project, whose main goal was to allow the elderly to pass on their

knowledge to the young, held an art show and reception on Wednesday May 30th.

Throughout the project, students, teachers, and elders were all able to learn from each other, and everyone agrees the project was both valuable and fun, as it tied generations from across the ages together.



Photo Credit:  
<http://www.eldercarechannel.com/care-providers/youville-house>



# Book Banning across the Nation

By  
Junaid Syed  
Register Forum Staff

Across the country books are being taken off the shelves of libraries.

Book banning is nothing new. For thousands of years books have been censored for being deemed harmful, and have been taken from the hands of the public. Even in the US, a country that prides itself on freedom of speech, the banning of books is a heavily debated issue and still practiced in libraries across the country.

The banning of books takes its roots back in ancient Greece, when a man named Anaxagoras wrote that the sun was a “white hot stone and that the moon reflected the sun’s rays.” His work was treated as an insult to the religion and he was forced to flee Athens while his writings were burned.

Recently Missouri’s Republic High School

banned *Slaughterhouse Five* and *Twenty Boy Summer*. Though many areas across the country may take books off of school shelves, CRLS seems to be different. Alice Chen, a librarian at CRLS, says that no books have been banned from the school for as long as she has been here.

When dealing with a challenge from a parent Ms. Chen says, “Parents can raise a question about any book title. Once that question is raised and noted, we respond and go over our se-

lection policy in a meeting. We take the claim very seriously and present our case for the book.”

don’t feel comfortable with their children reading this kind of content in libraries. They feel that the school should be responsible for what the children read.

Ms. Chen understands this, “Children are always an issue. School librarians are very cautious to represent multiple points of view without harming children.”

According to a recent Register Forum poll, the vast majority of people expressed distaste in book banning. When given the fact that the Harry Potter series was the most banned book of the past decade, 84%

of people surveyed greatly disagreed with the ban. The main reason the Harry Potter series was banned was because it promoted witchcraft and sorcery.

Miriam Ghoraisa, a sophomore, says, “Reading is cherished, when our freedom to do so is tarnished in any way, it causes great displeasure. Reading is an escape; it shouldn’t be taken

*“If a book is challenged it raises a consciousness of who is in my community. At these times I need to educate them by not shutting the door.”*

away from us.”

member freedom and the inherent concept of freedom,” say Ms. Chen. “If a book is challenged it raises a consciousness of who is in my community. At these times I need to educate them by not shutting the door.”



Photo Credit: ridgefieldprimary.org

## The 411 on 504 Plans: Students Reflect on Education Plans

By  
Mae Drucker  
Register Forum Staff

Ever have a test that you had to finish before the bell, but there was that one kid still scribbling answers and the teacher didn’t stop them? Why do some students get extra time? How does it work? In a survey taken by CRLS students, most knew what a learning disability is, but many had no idea what a 504 plan is.

First of all, what is a 504 plan? Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students to be met as adequately as the needs of the non-disabled are met. The plan allows all students to have equal access to the curricula and their potential.

These disabilities can come from a range of impairments, from ADHD, dyslexia and other learning disabilities to allergies, epilepsy and diabetes. Anything that can affect a student’s learning in school can be eligible as a cause for a 504 plan. For example, for students who are handicapped, a 504 plan can give them access to the school elevator or extra time to get to the next class. A 504 plan in no way suggests a student is less capable, after all, Albert Einstein had

a learning disability and failed math.

As Maxine de Jonge, a senior at CRLS who does not have a learning disability or a 504 plan, sums up, “I think it’s a plan that helps people with learning disabilities do better in school. For example it gives them more time on tests.”

Like de Jonge says, many 504 plans give students extra time on tests that they otherwise wouldn’t be able to finish. Depending on the plan, the amount of extra time for a student ranges. Plans can also affect homework, it can even allow students to choose their seats, like if they need to be closer to the front.

But is it fair that these students have access to these accommodations while others do not? Shouldn’t all students be able to have tools for their success?

“It can be abused and taken advantage of, but I think that the idea is fair, someone with a learning disability should be given more time to do things than people without that disability,” de Jonge states.

As sophomore Maddie Payne believes, “504 plans are enormously helpful to students that benefit from them. I benefit from them.” She elaborates, “making accommodations for students with learning differences or disabilities is exceedingly important to help those students

excel alongside all others in the classroom.”

Also why don’t more students know what a 504 plan is? For instance, Van Chiyoda, a junior at CRLS, has been diagnosed with ADHD, yet does not have a 504 plan or even know what one is. As well as Ana Pope, a sophomore with ADD.

Although Pope did not know what a 504 plan was, she still felt assisted by the school, saying that, “Rindge has been incredibly supportive this past year, and I can’t thank my guidance counselor enough for all the effort and time he’s put into making sure my schooling is working for me.”

Out of the students surveyed, few knew how to actually obtain a 504 plan, a process that is known to be as long as it is difficult. And only 50% of the students surveyed who had a learning disability also had a 504 plan. However, those who believe they qualify for a 504 plan should talk to their dean or guidance counselor.

As Pope puts it, “I think that it’s already hard as it is for Rindge to be able to provide the support that it does considering that there are over 1000 teens that make up the student body. I obviously can’t speak for other people when I say this but, I am happy with the way that things regarding support for those with learning disabilities is dealt with.”

*“Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.”*

*“504 plans are enormously helpful to students that benefit from them ... making accommodations for students with learning disabilities is important to help those students excel.”*



# The Transgender Movement of America

By  
Zeyla Anderson  
Register Forum Staff

In this modern day, people are beginning to have more and more choices when it comes to their bodies and their lives. From a young age, some children are being told to question their identities, identities that have not been fully formed yet.

Deciding to be a gender other than their own is a decision that some people choose to make. From their point of view, they believe that it is because they have been born in the wrong body. Other people see it as harmful to society, having an undecided gender being the role model for many children and changing the ways that people view themselves.

This view on life is extremely controversial; many people view this as inhuman, doing things to your body that God did not intend for. They say changing your body is not genetically possible. No matter what you look like, you will still be a “mutilated man, not a woman,” says the article titled “The Transgender Movement is Harmful to Society.”

Results from a study at the Boston Children’s Hospital show “significant mental health risks as children struggle with strong feelings of being born in the wrong body.” These children have been shown to have severe depression and stress due to their discomfort in their current bodies.

“The transgender movement is [also] being helped by psychiatrists and pediatricians who are pushing the view that children should be free to choose their own “genders,”states “Transgender People, 2011.”



Photo Credit: seattlegayscene.com

CRLS Junior Leah Briggs responds to doctors giving children hormones to postpone puberty quite positively, “That’s fine. I have a strong belief that if they feel they have been born in the wrong body, that they are born different; they should be allowed to do what they want. If they are not hurting anyone and they are happy, then everyone should be happy.”

Many people have similar views to Leah, believing that people have a right to their own bodies and if they are not comfortable with whom they are, they should be allowed to change it.

People who do not understand this sense of identity are turning to violence. Studies have found that 20% of the murders committed in the U.S. are of transgender people, and of those murders, the police initiate 40% of the violence. Leah responds to this fact astonished, “That’s crazy, living in Cambridge where everything is so open and where being openly transgender, and loving who you love is okay, I forget that other places aren’t like that.”

A world that hurts people because of who they want to be, and who they feel they are, is something that many people are a part of, though some may not realize it. Many people are aware of the Transgender Movement, and it is something that the world has yet to face when it comes to how society should react.

# CRLS Questions Second Amendment



Artist: Shepard Fairey

Photo Credit (left to right):  
wired.com,  
iconoclasteditions.com

By  
Emma Doyle  
Register Forum Staff

A vast majority of students at CRLS reckon it is too easy to buy guns in the U.S. according to a survey by the Register Forum in the wake of the Trayvon Martin killing.

The survey also showed that students were evenly split on allowing or banning guns in Massachusetts or any other state, with most saying that gun ownership in itself increases violence. There are nearly 300 million guns in the US – would you feel safer by owning a gun?

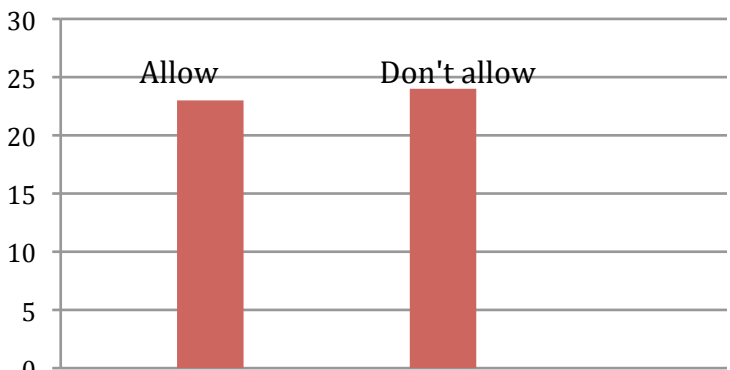
“Guns create a sense of fear and intimidation. If the police and the citizens don’t have guns – then guns are not needed,” says CRLS graduate Natalie Schmitt.

Trayvon Martin, a seventeen-year-old, was shot by George Zimmerman, the self acclaimed “neighborhood watchman” of their gated community in Florida on February 26.

A common belief is that Martin’s death could have been prevented if gun laws were stricter and if Florida did not have a “Stand Your Ground” act that gives people expansive self-defense rights.

“A gun in the wrong hands only gives the per-

## CRLS Thoughts: Allow or Don't Allow Guns?



Most CRLS students disagree with gun ownership.

son power and they will feel like they’re untouchable,” explains junior Deshawn Loney-Bailey.

Fifty-six percent of CRLS students believe that owning a gun increases violence in the form of school shootings, suicides and accidents at home. The National Rifle Organization has long

while others did not know.

The U.S. has the highest level of gun ownership in the world. A Gallup poll in 2011 showed that 47% of American adults have a gun in their homes.

Adding up all the 300 million guns in the country, that leaves almost a gun for each U.S. resident.

So if everyone else has a gun, shouldn’t you get one too?

Junior Mahmood Abu-Rubieh says, “I do intend to own a gun when I am allowed, so in a situation where I would be armed, I would in fact feel safer.”

Senior Santiago Reina agrees, “If someone with a loaded weapon breaks into my home, I want to know that I am protected.”

But the shortest argument was given by senior, Henry Tittmann, who said, “More guns equals more deaths. Simple.”

“Guns create a sense of fear and intimidation. If the police and the citizens don’t have guns – then guns are not needed...”

argued the opposite, saying that “Guns don’t kill people, people kill people”.

Guns are easy to buy if you don’t have a criminal record, and even then it is possible to buy firearms illegally through the Internet or gun shows. 68% of Rindge students believe that it is too easy to buy guns. Only 2 students polled said that it was not too easy,



# Akht-tacking the Election

## Shameen Akhtar’s Plans for Next Year as the CRLS Student Body President



By  
Niko Emack-Bazelais  
Register Forum Staff

No one ever said the road to becoming student body president was an easy one. After weeks of strenuous campaigning and a close race with opponent, Connor Donovan; soon-to-be-senior, Shameen Akhtar, was elected as the CRLS Student Body President. In a post election interview with the Register Forum, Akhtar expressed her plans for next year.

As many were unaware of the role of the Stu-

and poorly managed junior class “sweatshirt fiasco”.

Along with Chen, Henry “El Jefe” Eccles stated, “Aside from the one put on by Mrs. Cesario, none of the other dances were bangers.” El Jefe followed up by reiterating, “Next year, I want more bangers!”

Looking to bring fresh ideas to the table, Akhtar already began scheming future plans for Rindge, “I want to bond the grades together through events such as dances and field days, and make the CRLS community more tight-nit. I hope to contin-

*“I hope to continue all the CRLS traditions while invoking my own originality.”*

dent Body President, Akhtar was able to break down and explain the basic responsibilities.” I run all of the student government meetings and work closely with the rest of CRLS student government to plan events. I also work closely with Mr. Smith and Mr. Tynes to obtain approval for things we want to accomplish.”

Junior Karen Chen, expressed her high expectations for the President elect, “I want the Student Body President to get things done, and in a timely manner”, referring to the unorganized

ue all the CRLS traditions while invoking my own originality. “

Rout Asefa, the recently elected Senior Class Secretary, expressed her excitement to work with Shameen next year in student government. Asefa said, “We hope to hold a successful prom and a year that seniors will never regret.”

With a positive attitude and outlook for next year, Akhtar ended by expressing, “I’ll try my best as your president and I’ll do everything I can to make it a fun year!”

CRLS Honors Retiring Staff, cont’d from page 1

me out,” added junior Ruth Meadow-MacLeod.”

Mr. Poirier is not the only CRLS staff member students will miss. Another beloved retiree is Ms. Capello, head of the Athletics Department. With the help of FOCA, the Friends of Cambridge Athletics, she introduced the

Captain’s Council and Student-Athlete of the Month to foster recognition and teamwork in the school.

“It has been an honor and privilege to serve as Athletic Director for the past 4 years,” said Ms. Capello. “With the development of the middle school programs, our teams will only get stronger.”

“Ms. Capello always made an effort to recognize students,” stated Matilda Ostow. “She always comes to our sports games and was dedicated to her job.”

CRLS’ diverse World Language Department will be losing the leadership of Salvatore Trapani, who frequently visited classes and chatted with students.

“He was lively and interesting,” said Meadow-MacLeod, referring to a day when Dr. Trapani was a substitute teacher for her Spanish teacher. “He made classes engaging.”

CRLS’ Visual and Performing Arts Department will also be missing an instrumental teacher and

mentor, Mr. Ponte.

“Bob has been one of the most influential teachers I have ever had,” revealed junior Phoebe Reuben. “The program will miss him terribly when he’s gone. I will actually cry on the last day of school when he leaves.”

“I will miss his bad puns,” added Calculus

*“Bob has been one of the most influential teachers I have ever had ... He’s changed the way we think about music and the way we work with each other.”*

teacher Mr. Benson.

“He’s changed the way we think about music and the way we work with each other,” summarized Reuben.

In the ESL department, Rose Grandinetti-Mallard, teacher for 39 years, will be retiring this year. In 2012, she was awarded the Kenneth S. Neal award for her dedication to helping Cambridge School Volunteers, a non-profit organization that supports the “academic and personal success of Cambridge public school children.”

The Register Forum also sat down for an interview with retiring math teacher Charlene Greene, who began working at Rindge in 1981.

*“Working here has helped me realize my sense of purpose. I’ve always wanted to be a teacher and being able to do that has been fulfilling.”*

“I’m excited but also a little apprehensive about the future because it’s unknown,” she expressed. “I would like to rest, travel, and maybe find some other activity. Perhaps I’ll take a few classes.”

However, after Ms.

Greene’s retirement, there will only be four core subject teachers at Rindge who are African American. Furthermore, there will be no math teachers of color left in the district.

“This is a concern moving forward,” she explained. “In this school system, our students are predominantly children of color. However, there seems to be little opportunity and diversity

reflected in the teaching staff of the core subjects for African-American teachers.”

At the end of the day, Rindge has irrefutably made a huge impact on its staff.

“Working here has helped me realize my sense of purpose,” asserted Ms. Greene. “I’ve always wanted to be a teacher and being able to do that has been fulfilling. I wouldn’t change anything.”

“It has been a great opportunity to work with so many dedicated coaches and student-athletes over the years,” said Ms. Capello.

“Without my friends and colleagues, I would not have had longevity!” ex-

claimed Ms. Tegan. “Thank you for your support, kind words, and laughter.”

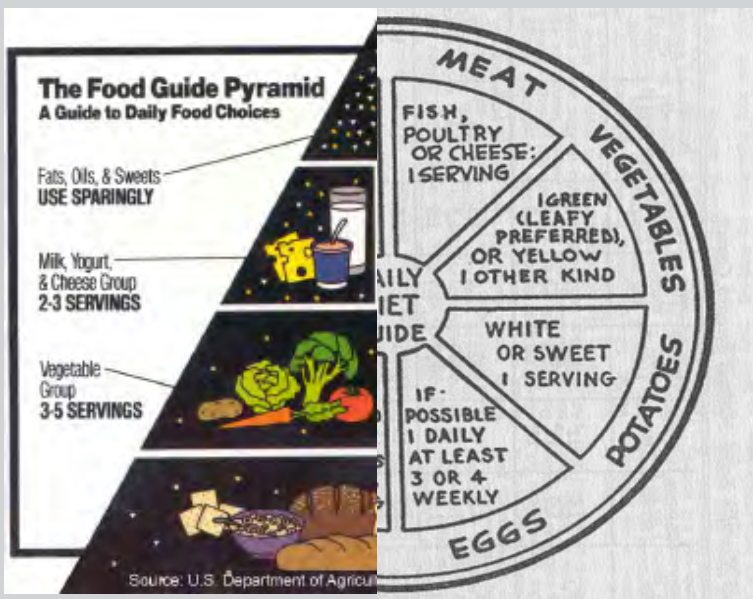
However, even greater than CRLS’ impact on its retiring staff is the legacy they have left at Rindge and the positive influence they have had on their students.



Music teacher Bob Ponte is retiring this year. CRLS will miss his positive presence and bad puns. Photo Credit: Larry Aaronson



Weight Watchers, cont'd from page 1



The USDA replaced the Dietary Circle (right) with the Food Guide Pyramid (left) in 1992 to indicate the recommended intake for each food group. Image Credit: wikipedia.org

Ian Lee, another sophomore, adds, “I feel obligated to work out and be strong.”

Twenty students, out of fifty polled, say that they get enough exercise from school activities, such as track or dance. Many of them, however, feel that they lack

the nutritional values that every healthy diet needs. This kind of diet requires “being a on strict schedule and eating only healthy food, like vegetables,” says junior Cassandra Augustine.

“Although many kids are getting the right amount of exercise, they do not burn enough calories to equal the amount they consumed,” explains nurse Christine Powers. “When I was a yoga teacher, to get the ideal body I wanted, not needed, I had to watch what I ate and I had to work out. You can’t do one and not the other.”

While teens have developed an image of “the perfect body,” it is impossible for everybody to look the same. Beauty takes all shapes and forms, and people can drive themselves to harmful displeasures such as bulimia or anorexia to look a certain way. As long as we are healthy, instead of thinking, “I’m too fat!” or “I can’t eat that,” we should be thinking, “I’m perfectly me and that’s how I choose to live contently.”

## Cambridge Green Schools Initiative



The Cambridge Green Schools Initiative aims to reduce the district’s energy usage, reduce carbon output, and save money through detailed data collection and measurement. For more information, contact the CPSD Office for Sustainability, Facilities Department, Kristen von Hoffmann, Sustainability Manager at (617) 349-6856.

# HEALTH

## Mirror, Mirror, On the Wall...

By  
Ashiyana Swar  
Register Forum Staff

We are all arguably more obsessed with our appearance than we would like to admit. Is beauty a cultural thing, based on whatever the common consensus is? Or is there a “true beauty,” seen throughout all cultures and times?

“Yes,” answers a junior at CRLS, “I believe that body image plays a big role in our society because if one doesn’t have a good body image then that person is made fun of and it affects that person and society”. What makes the image of our body so important in today’s society? Why does body image define “beauty” for many women, men and even young children?

Every period of history has had its own standards of what is and what is not beautiful, and every contemporary society has its own distinctive concept of the ideal physical attributes. In the

19th Century beauty meant wearing a corset, often causing breathing and digestive problems. In the 21st century we diet and exercise.

No matter who a person is, they are affected by body image. Men, women, young and old all have their own mental images of the body. It is amazing how much impact body image has today for every gender, ethnicity and age. “This takes an equal toll on everyone,” explained a junior at CRLS when asked if women today are more concerned about body image than men. It seems that images produced by the media will cause people to do anything in order to fit into an American standard of the “perfect body”.

Although body image issues can affect any age, the idea of maintaining a perfect body, as shown in the media, mostly targets young adults. Teens are just growing up maturing, trying to fit in.

Statistically, teens from ages to 14-17 go to unhealthy measures to change

their appearance. Teenagers often diet and exercise excessively in order to reach their desired weight, which is not necessarily the healthy decision

“I believe having a beautiful body is very important nowadays, mainly because of the media,” says Jennifer Germain, a senior at CRLS.



About 90% students at CRLS surveyed about body image agreed that the media does in fact have an inescapable influence on society. The introduction of television, advertisements, and magazines has dictated the “perfect body” that we idolize and seek.

## In the Spotlight: Ms. Tegan

### Retiring Health Teacher Reflects on Her Career

By  
Annie Bonsey &  
MC Regan  
Register Forum Staff

**RF: What do you think is the most important thing that you teach?**

MT: I really like the learning and the brain unit we do. Because it gives kids a little different perspective on their potential and how they learn and how they can maximize their learning. So I think the most important thing that I teach is that health is really about themselves and they should look at health in relation to themselves and the kinds of decisions they make.

**RF: What is your favorite memory of teaching in the Cambridge Public Schools?**

Ms. Tegan: I can remember the student, Rodner, and I was in this dumpy classroom in the old war memorial building that was next to

the weight room. And it was so nasty and I had these kids the last period of the day like 25 of them just itching to get out. And Rodner always came in with a big smile and from the day I met him to the day he graduated we were buddies. I would have



to say that my best memories are the relationships I’ve built with students.

**RF: How do you feel about leaving CRLS and your retirement?**

Ms. Tegan: I’m really excited, only because I’m looking forward to doing things that I haven’t been able to do over the last 36 years. I’m probably going to find another little career path. I

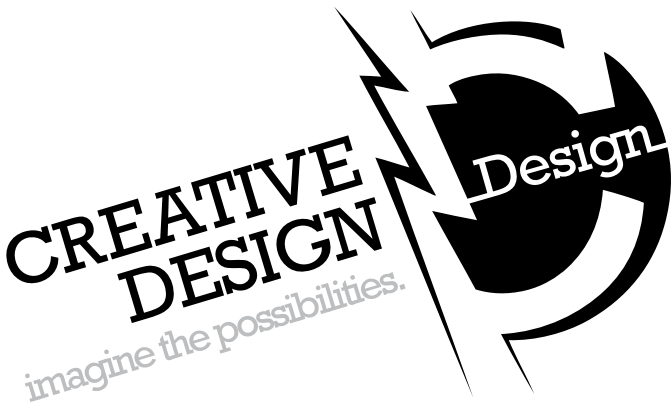
always loved the national parks; I’ve always said I’d like to work in the parks.

**RF: Do you have any advice for the incoming health teacher?**

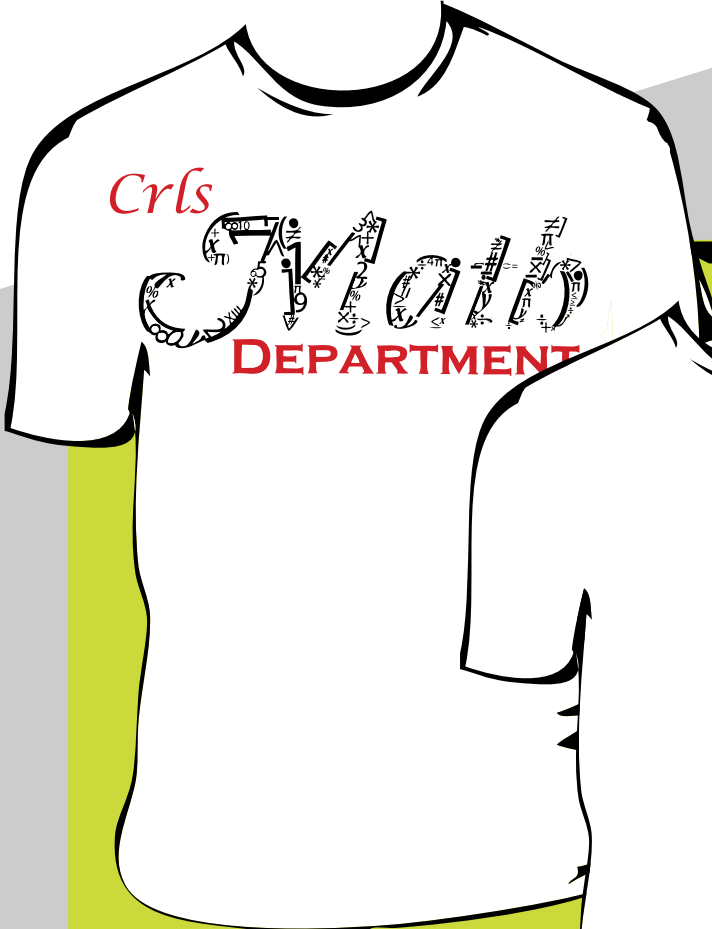
Ms. Tegan: Connect the curriculum to the students and their needs. Really make it pertain to them and the population you’re teaching. Let it be as hands on as you can make it. Give them as much information as you can.

**RF: Would you prefer your commemoration to be in the form of a bronze statue of you, or in the renaming of the school to Cambridge Rindge and Latin and Tegan?**

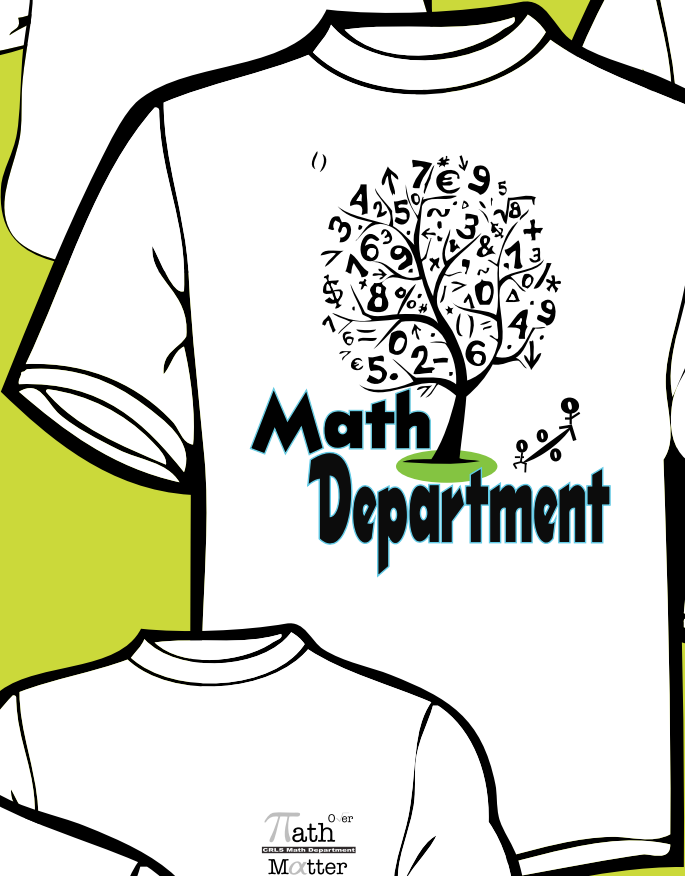
Ms. Tegan: If I were going to choose something for the kids to keep in mind, I would tell them to watch a sunset or a sunrise and think of me. I’ve never been one that my name rises to the top I’m sort of a behind the scenes person, I kind of like that. I just want to have had an impact on people’s kindness or giving or heart.



# “Math Department” T-Shirt Design Contest



1st Place Winner  
**Carlos Santos**



2nd Place Winner  
**Dashawn Loney-Bailey**



3rd Place Winner  
**Khalid Allen**





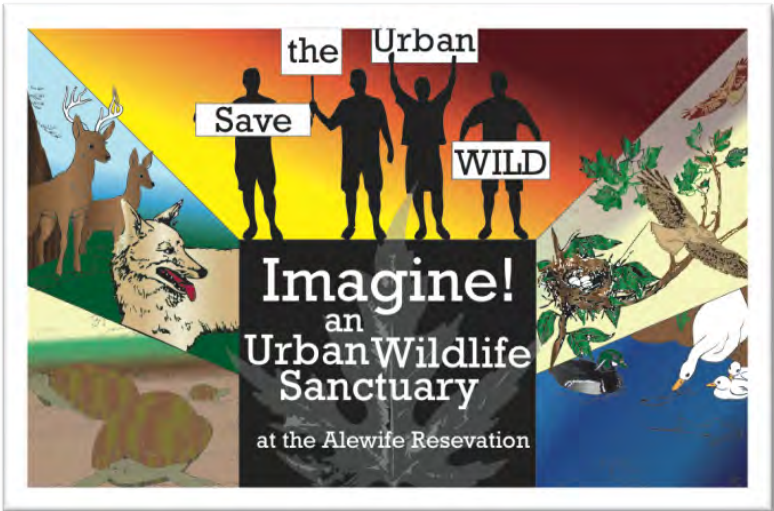
**Students in RSTA’s Creative Design Program  
Design Alewife Reservation Conservation Posters!**

Recently students in RSTA's Creative Design program was invited to compete in a poster design competition for the Friends of Alewife Reservation. FAR is a multilevel stewarding and advocacy group whose mission is to protect the public Reservation and to preserve it for wildlife and for future generations, providing a highly accessible area in limited wilderness areas for passive recreationists.

These conservation posters were presented during a recent State House meeting and were instrumental in informing and educating those present about the conservation issues plaguing the Uplands.



1st place winner \$100: **Mariah Santiago** (senior)



2nd winner \$50: **Shaniece Cooper** (junior)



4th place winner \$20: **Dashawn Bailey** (junior)



3rd winner \$30: **Shaniece Cooper** (junior)



# RF Athlete of the Month



Sam Ingersoll warming up for a scrimmage against the Randolph track team at Danehy Park, Cambridge, MA.  
Photo Credit: Larry Aaronson

By  
Niko Emack-Bazelais  
*Register Forum Staff*

From the turf to the track, freshman and student athlete, Sam Ingersoll dominates the field. With his standout season on the freshman soccer team, along with his impact on the varsity indoors and outdoors track team, Ingersoll is the future of Rindge athletics.

Already one of the top 10 freshmen in the state for track and field, Ingersoll holds-it-down both inside and out of the Greater Boston League. Sam finished the season off, with a personal best in the mile of 4:50.33, which won him third place at the GBL Championship meet.

Future captain and junior-to-be, Michael Scar-

lett stated, “that was a quick mile with a bunch of top runners, we were all surprised, but impressed by his race”, Scarlett followed up by saying, “I didn’t hit those times until my sophomore year, so its really impressive that he’s doing it two seasons in.”

When asked, “how he does it”, Ingersoll replied modestly by saying, “I’m just the most devoted to attendance, but most importantly excellence.”

Even his peers agree, “Ian woodhouse ’15, a fellow teammate to Ingersoll on both soccer and track characterized him as some one who works hard and always pushes to get to the next level.”

Captain of the varsity soccer team soccer team, Ryan Tracy ‘13, applauded Sam’s achievements as a student athlete. Tracy ex-

pressed, “Sam is a strong player, he’s fast and a good leader – I think he’ll excel at any sport that he does.”

As Sam looks to next year, he plans on running cross-country, along with two seasons of track, hopefully lowering his times and progressing in his rank. Sam expressed that in his years to come at CRLS he hopes to continue “putting on for his team” while “doing it big—like a boss.”





# In Loving Memory



Charlene Holmes

December 21, 1995 - June 3, 2012

*Charlene "Chay" Holmes passed away on June 3, 2012.*

*She was 16 years old at the time of her unfortunate death. A sophomore at Rindge with a bright future ahead of her, she was treasured by her teachers and loved by her friends and classmates.*

*Below are some quotations from her peers:*

*"I know she was an outstanding role model who represented maturity and confidence. She was an amazing girl and it breaks my heart that she lost her life. "*

*- Sharmee' Sengupta*

*"She always had a smile on her face, always helped other people, and put other people before herself. "*

*- Lidya Weretau*

*"Charlene was the type of person who could instantly light up your day. Whenever she saw somebody sitting by themselves she would sit with them. She was truly an angel. "*

*- Nahum Mesmer*

*"Charlene Holmes and I had just become the greatest of friends this year in high school; I felt like without her guiding me through my freshmen year, I wouldn't have made it. "*

*- Kyle Armstrong*

*"She was a caring, hilarious, intelligent girl who wanted to fulfill B.I.G dreams, and I am truly going to miss her presence. "*

*-Fnan Mesmer*