

# The REGISTER FORUM

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

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Cambridge Rindge and Latin School

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## Rindge Celebrates Black History Month

By  
Kevin Xiong  
*Register Forum Editor*

Throughout February 2012, CRLS hosted various guest speakers, video showings, and assemblies in honor of Black History Month.

Ed Byrne, Coordinator of Student Diversity Programs, organized the month's events, along with the help of Ms. Davis, Ms. Labaze, students from STARS and MSAN, and many other student volunteers.

"This year's Black History Month was the best one that I've been a part of in my time here," revealed Mr. Byrne. "We had great lectures and student presentations, and the assembly at the end is always a lot of fun but also builds on the work that we were doing all month long."

During the month-long celebration, CRLS students and staff explored black identity, music, racial



*The cast of Hairspray performs "I Know Where I've Been," featuring the vocals of senior Olivia Harris, during the Black History Month Assembly.*  
Photo Credit: Larry Aaronson

achievement gaps, and African-American culture. Ms. Davis also posed a question everyday during the morning announcements relating to notable people in black history.

"CRLS has had a author Dan Rasmussen and

long history of celebrating Black History Month," explained Mr. Byrne. "This year, we worked very hard to ensure that there was something for everyone."

On February 8th,

activist Spectra kicked off the month with lectures on American uprisings and the Queer Africa Movement, respectively, in the Pearl K. Wise library. On February 16th, senior Mekides Mezgebu held a lecture on

racial and ethnic achievement gaps. After February break, the school library continued to host guest speakers, including Harvard Law School professor Randall Kennedy, Harvard African Studies professor Laurence Ralph, Director of Education at the Museum of African American History L'Merchie Frazier, and educational anthropologist Dr. Joycelyn Wilson.

The month's activities culminated in a school-wide assembly, which took place on the 29th. Damilola Oluwole, the show's host, presented the assembly as a collection of "poetry, soul, dance, music, and theater."

Indeed it was. After a video of Martin Luther King, Jr.'s funeral, CRLS students enjoyed student dances, skits, videos, and vocal performances from the Ethiopian Club, the Haitian Club, Step Team, Chorus, and the cast of Hairspray, among other individual performers.

*Cont'd on page 6*

## P10, the Coffeehouse, and the Club Lifestyle

By  
Bersabell Yeshitla  
*Register Forum Editor*

On Wednesday February 8th, P10, the Gay-Straight Alliance here at CRLS held a coffeehouse event open to all students in the media cafeteria after school. During the event audience members enjoyed student performances, baked goods, and the company of their peers.

CRLS, one of the first schools in the country to implement Project 10 East as a club, has been able to create a safe haven and a support network for gay, lesbian, bisexual, transgender, questioning, and straight supporters.

A sophomore and member of P10 Michael Sherwood expressed, "The club has made me more accepting of myself and my..."

*Cont'd on page 5*

## Winter of Our Content

### *CRLS' Opinion on the Somewhat Shy Season*



*Photo Credit: Larry Aaronson*

By  
Zeyla Anderson  
*Register Forum Staff*

The majority of the winter days in Cambridge this year have been anywhere from one to sixteen degrees above average with temperatures ranging from 19°F to 60°F. It's probably 70° right now!

Having weather warmer than usual has caused a different outlook on winter for Cantabridgians this 2011-2012 winter season. Although some could care less, others are concerned, forming an overall interesting outcome of reactions to the meteorological phenomena of this past winter.

Throughout CRLS, students have given opinions on the uncommon winter that Cambridge has had. Having grown up in Cambridge, freshman Piper Galyean exclaims in astonishment, "It has just been a crazy winter."

Sofia Roitman, a senior and a non-native Cambridge resident adds, "I don't like it. I love the snow; when it's wintertime it should be winter, not spring. I feel cheated."

According to wunderground.com, an online provider for past weather reports...

*Cont'd on page 5*

## INSIDE THIS EDITION

Scholastic Art Awards  
Page 2  
Cell Phone Reception  
Page 3

Sports

Boys' and Girls' Track  
Baseball  
Page 11

Black History Month  
Pages 6 - 7  
CRLS Drumline  
Page 10

# 2012 Scholastic Art Awards Honors 44 CRLS Students

By  
Kevin Xiong  
Register Forum Editor

In February 2012, 44 students from CRLS’ Visual Arts department won awards in “the nation’s most prestigious recognition program for creative teens,” the 2012 Scholastic Art Awards. Of the 51 pieces they produced, 16 won Gold Keys and will be sent to New York City to be judged in the National Competition.

CRLS students now join the ranks of Andy Warhol, Sylvia Plath, and Truman Capote, notable past winners whom the program has honored in its 89-year history.

The competition offers awards in 28 categories, including photography, jewelry, drawing, and fashion. National Medalists will be celebrated at Carnegie Hall and will have their work showcased in galleries across New York City.

The Scholastic Art and Writing Awards began honoring student excellence in the arts in 1923 and have since recognized over 9 million students. In addition to being the most prestigious awards program in the nation, the Awards are “the largest source of scholarships for young artists and writers.” Since its establishment, the program has granted over \$25 million in scholarships.

*The complete list of winners is below:*

*Ciara Anderson -- Thomas Barrasso  
-- Rosa Booth -- Juliana Brandao --  
Ariel Charles -- Victoria Corcione --  
Rory Corcoran -- Christopher Desnoyers -- Kenneth Dickson -- Paul  
Doran -- Youssef Eddafali -- Jonathan Edel-Hanni -- Shiann Gardner  
-- Kimberlee Gonsalves-Laro -- Michela Grunebaum -- Grace Gulick  
-- Thalia Henao -- Evan Jaccodine  
-- Klara Kaufman -- Sasha Landar -- Morning Star Lazic -- Emilia Logan  
-- Sumer Malkovich -- Treme Manning-Cere -- Sarah Marsh -- Iona  
Xiaolu -- Sole Nazaire -- Michael Peterson -- Mira Rifai -- Simone  
Rivard -- Xia Rondeau -- Gabriel Sanchez -- Ilana Sandberg -- Eve  
Schauer -- Ariela Schear - Natalie Schmitt-Nardin -- Anna Steinman  
-- Sila Taskomur -- Meron Tekle-haimanot -- Tsega Tenzin -- Naomi  
Tsegaye -- Alaiyah Wilson-Anderson  
-- Emily Woisin -- Kevin Xiong*



Photo Credit: gamingangels.com

# Reactions to New Innovation Agenda

By  
Julia Leonardos  
Register Forum Staff

It is the first day of school, and the seventh and eighth grade students are abuzz. Together, in the same classroom, they plow through the typical first day drudgery, but here, there are smiles. Eighth graders who are familiar with the protocols are encouraged by the teachers to help seventh graders organize and prepare their materials. Some of these

s t u -  
d e n t s  
h a v e  
b e e n  
i n t h e

same classes consistently since kindergarten, and the strong bonds between children are undeniably present as they interact and learn together.

But soon, these scenes of small, mixed-grade classrooms will be nothing but romanticized daydreams.

The Cambridge Public School System will be undergoing a major transformation in the coming school year. With the sole exception of the Amigos School, schools that run from kindergarten to eighth grade will now only run to fifth grade, and four new “Upper Schools” will synthesize the sixth through eighth grade students.

This is the basic plan behind the Innovation Agenda, a plan approved last March by the Cambridge School Committee – to provide equal opportunities to all upper school students across Cambridge.

The four “upper schools,” into which kids from the existing K-8 schools will be funneled, are Vassal Lane (the Tobin), Putnam Ave (the Martin Luther King Jr. School), Cambridge Street (the King Open), and Rindge Avenue (the Peabody). “School Heads,” who were appointed in early February, will run these schools.

The plan hopes to foster high-achieving students, eliminate achievement gaps, and enrich the education experience of children, families, and teachers. The plan is also an effort to support apt young learners, so that they may transition smoothly into high school and beyond, ready to do honors-level work. The plan is a proponent of social justice and interdisciplinary learning and follows the Common Core and Massachusetts Frameworks to ensure that all students will revel in the same comprehensive education opportunities.

Primarily, the Innovation Agenda is a huge adjustment for the students, teachers, principals and administrators who are directly affected by the plan.

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trying to meet the needs of the community. It will keep what people like about the K-8 schools, but also give kids an opportunity to meet with new kids and a transition before the transition to high school.”

Grant Baker, a junior at CRLS and a representative to the School Committee agreed, stating that he feels the Innovation Agenda is “absolutely necessary.” Baker continued, “I think the middle school system will be able to retain the Cantabrigian values that are exemplified in the K-8’s. Physically, it will be a big change, but I think the principles will be similar.”

Seventh grader Alanna Logan, who has attended the Baldwin school since kindergarten, feels passionately about the Innovation Agenda. “The people who have been at the Baldwin since kindergarten now have to leave the school they were planning to graduate from,” she said.

Opinions among students of CRLS, although not necessarily directly affected by the plan, are passionate as well. Junior Koby Schafer-Schweig, displeased with

the Innova-  
tion Agen-  
da, claimed  
that “be-  
ing with  
younger

ages allows students to take on leadership and responsibility and act as role models for their younger peers. I think that the students at CRLS are much more mature than other high school students in different districts because we gain a sense of maturity being in the same school for all of our previous grades.”

“I think that it will be difficult for the [upper schools] to maintain that kind of investment with the students,” stated junior Annie Bonsey, agreeing with Schafer-Schweig.

“I was in class with the same kids for many years, and [so] I formed relationships. In such a huge transition like the one to high school, I think those relationships are what prove to be the most important thing

to take with you from elementary school. Leaving my K-8 school I had a strong sense of who I was as a learner, as a student, and as a friend.”

Nancy Tauber, a former School Committee member and parent of children in Cambridge Public Schools, had a different opinion. When asked if the Cantabrigian sense of community that was so prevalent in the K-8 schools could be preserved post-Innovation, Nancy assuaged some of the fears fostered by students wary of

the plan. “The In-  
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Assistant Superintendent Carolyn Turk introduces new principals (seated to her left) to the faculties of the four upper schools on March 6th. Photo Credit: Larry Aaronson

# Reflecting on the Renovations

By  
Maria Alejandra Trumble  
*Register Forum Staff*

CRLS student body and staff are approaching one full school year in the new building after renovations, which started in 2009 with a budget of \$112 million, according to the Cambridge Chronicle.

Despite the odd lighting in visual arts classrooms, extremely high water pressure in science labs, and the auditorium’s wrong colors, the renovations have succeeded in leaving the rusty, dripping residue and other signs of the building’s age behind. With the building’s imperfections, including the death of the beloved bagel bench, and the huge budget, were the renovations worth it?

“There has been so much improvement!” said CRLS junior Victoria Hornstein.

It seems most students don’t remember the old CRLS building fondly, if at all, leaving room for the new building to impress. Senior Anna Hughes described the old building as “uninspired, gray, dusty and dying.”

However, upperclassmen and staff who experienced the strains of the renovation developed many expectations for the build-

*“With the building’s imperfections, were the renovations worth it?”*

ing, some of which they have had to let go over the past year. The organizational system of the building serves as an example. With the renovations, the school has adopted a color-coded zone system. While some students have found this

new system to be helpful compared to the convoluted room numbers of the old building, others complain that they aren’t familiar with the zones or dislike the vibrant color choices.

“I was showing some people around from Lexington and they were talking about how much nicer our school is than theirs,” remembered Anna. First year dance teacher Lauren Simpson described other schools’ dance facilities and cafeterias, and how lucky CRLS arts students are to have specially designed art classrooms. “The building facilitates diversity in the performing arts,” she explained.

Chemistry teacher Joshua Bartholomew agreed that the renovations have provided more opportunities to diversify class experiences. Mr. B has been able to work with other teachers, with classrooms



Students gather outside CRLS’ newly renovated campus.  
Photo Credit: cambridgema.gov

nearby, to improve his teaching. “[The renovation] puts CRLS on par with the best high schools” bragged Mr. B, most of which, he notes, have been completely rebuilt, not just renovated.

“I have talked to so many people who rave about the athletic facilities we have,” said Victoria.

Overall, most seem to be happy with the renovations. The natural lighting and new green spaces on campus light up CRLS, bringing the school to its full potential.

“What I really like

about the building is how everyone is trying to treat it with respect,” freshman Alissa Hofmann described, “generally people try to treat new things nicer than older stuff.”

Though certain broken windows, electrical issues and classroom equipment are still being attended to, the CRLS campus has come a long way in the last three years.

“Most schools don’t have what we have at Rindge,” explained Victoria. “Students should be thankful.”



Photo Credit: Larry Aaronson

*Mr. Jordan, AP Lang and Creative Writing teacher, has been teaching for 18 years. You can reach him at [sjordan@cpsd.us](mailto:sjordan@cpsd.us), or find him in room 5402.*

By  
Kevin Xiong  
*Register Forum Editor*

**RF: What pushed you to become a teacher?**  
SJ: When I was in college I was lucky enough to get a job at a summer school for migrant children, and that’s where I found a love for teaching. The work was so rewarding that a paycheck seemed like an afterthought.

**RF: Why do you teach English?**  
SJ: It has always been my favorite subject, and reading and writing are two of my favorite things to do on my free time. And an English class always seems to easily elicit ideas from psychology, sociology, history, philosophy, etc., so if you like all things about the humanities, it’s the place to be.

**RF: How’d you get started teaching AP Language and Composition?**  
SJ: I feel like I had taught most every English class at some point in my career: British lit, American lit, world lit, AP, at-risk freshmen, creative writ-

# In the Spotlight: Mr. Jordan

ing, etc., etc. But I had never I hadn’t taught AP Lang before, so I jumped at the chance. And for years I had recognized that students are deeply interested in philosophical questions, which fits perfect with much of AP Lang goals.

**RF: How much does your course change from year to year?**

SJ: I mix things up as much as possible. My favorite metaphor for teaching is a jazz musician: you operate on some structures, like a bass line or a drumbeat, but then you improvise on top of it all.

**RF: What is your perspective on prescribed curricula?**

SJ: I love collaboration and working with my colleagues, but an overly prescribed curriculum can be a problem. Teachers have to be creative, and ideally need the space to grow and reinvent themselves along with the students. I’ve certainly had the chance to do that here at CRLS, and I have deep gratitude for the administrators who have encouraged me to do so.

**RF: What makes a great teacher?**

SJ: I have never settled on a right personality for teaching. For example, my American Literature teacher was my favorite in high school, and all he did was lecture, which is not my style at all. Every teaching style fits some students but not others. The only conclusion I’ve ever come to is that good teachers always work hard, no matter what their distinctive personality or approach.

**RF: Do teachers ever have spare time?**

SJ: No, not really. Maybe that’s why teachers need our summers off—you pack in all of your free time in 3 months. On any given day of teaching I feel like I have a hundred things I have to do, but only time to do 10. So I try to pick which 10 will get me to the next day, and hope that the 90 I neglected won’t get me in too much trouble.

**RF: Have you ever taught abroad?**

SJ: I taught ESL to adults in Ecuador and I taught

illiterate street children to read and write in Tanzania.

**RF: If you could design a course at this school to teach, what would it be?**

SJ: Too many to list! But here are a few ideas: a science fiction course, or a fantasy course, or a course on graphic novels, or a science fiction/fantasy/graphic novel course; a course on Native American literature; a course on just poetry; an advanced creative writing course; psychology and literature; immersion journalism; etc., etc.

**RF: Is the rumor that you always wear ties true?**

SJ: Yes. When I go out on a date, when I go to bed, when I’m playing football with my friends. . . I always wear a tie.

**RF: What do you like about CRLS?**

SJ: I know it’s the obvious answer, but the diversity is a daily joy. Yes, we (teachers) do our best to educate and enlighten our students, but with all the diversity here it seems like half of a CRLS student’s education comes from all of his/her classmates. And that’s a good thing.

**RF: Is there anything you’d like to get out there to CRLS students?**

SJ: Walk around art museums without a watch. Spend time in the woods before they’re all cut down. Start a band even if you only know three chords on the guitar. And keep bringing all your good comments and questions to my classes.



Photo Credit: Larry Aaronson

# Meet the CRLS Modern Dance Company

By  
Karla Levia Cabrera  
*Register Forum Staff*

On Friday March 16 and Saturday March 17, the CRLS Modern Dance Company (MDC) will be having a show at the Fitzgerald Theater at 7:00 P.M.

After former director Brenda Divelbliss moved to the west coast, Lauren Simpson and Mila Thigpen were selected as the new directors of the MDC.

Every year the Modern Dance Company has three shows which are always well attended by members of the CRLS community.

Junior Ashraful Rahman has been impressed by MDC performances in the past: “The choreography always amazes me. This year it’s been off the hook, because of the different themes ranging from funny to freaky to romantic”

Michael McKeown, CRLS ’11, says that he is looking forward to the show in March. He has been attending the shows since he was as freshman, and he feels that both the dancers and choreography have gotten better each year.

*“The choreography always amazes me. This year it’s been off the hook, because of the different themes ranging from funny to freaky to romantic.”*

According to Michael, “[The dances] were really well put together. I could see the huge amount of effort put in by everyone involved.”

As the members of MDC work really hard to get ready to make this amazing show happen in March, they are also having fun.

The dancers get feedback from both directors throughout the process. Joanne Farwell, the technical director, also helps the directors and dancers to create a professional production.

“The dancers rehearse the dances weekly making sure everything is ready for the tech week and the final production” says Breana Swain, senior and captain of the MDC. “Last year we learned Parsons Etude in less than a week and even though it was a really hard piece, the group was amazingly great at picking this up quickly.” Breana expresses.

According to Michael, the different choreography from the dances always brings something to look forward to the coming show. “I enjoyed [the last dance show] because it both combined great choreography and music. It was also great to see old dancers evolve with new pieces.”

Brenna continued, “So far, I’m really impressed with everything going into this show. It’s my last MDC show, because March is a dance works performance, so it’s bittersweet.”



Members of the Modern Dance Company pose for a picture.  
Photo Credit: Larry Aaronson

# Yearbook: Student Thoughts on High School Tradition

By  
Michael Latorella  
*Register Forum Staff*

Senior year is a pivotal part in a student’s high-school career. Definitive in its own right, a yearbook captures wondrous memories that catapult a student to adulthood. Having something to go back and look through seems to be important to students.

There are students in the school who feel as though yearbook is an absolute must when it comes to graduation. Senior Mark Faria states, “It’s a token of one’s memories. It’s something that I’ll be able to go back and look at. I can remember it for the rest of my life.”

This sense of sentimental value is a huge factor in the students take on this prestigious book. Fellow senior Ally Helberg further explains, “I think it’s important. Its like a really good way to like remember people.”

By  
Leo Weissburg  
*Register Forum Editor*

Cell reception has never been great at Rindge. It’s always been tough to make and receive calls. However, it was always possible. After the renovation, finding signal at all has become nearly impossible.

AT&T and Verizon both report CRLS’ location as one of “best coverage,” which “should have the strongest signal strength and should be sufficient for in-building coverage.” What could be causing this discrepancy in reception? For starters, the CRLS building itself is not one conducive to cellular signal transmission. The walls are thick concrete and brick, and there are few windows in most halls and many classrooms.

Several students in-



Yearbook staff hard at work.

Photo Credit: Larry Aaronson

On the other hand, some students beg to differ on the yearbook’s worth in the high school climate. When asked if she thought the yearbook was an important part of high school, Evelyn Salguero, senior, exclusively revealed, “I don’t think it’s that major. I have memories in my mind for the rest of my life.”

Another factor that a variety of students seem to have an opinion on is the price. Senior Mark Faria particularly thought that not everyone could afford such a steep price on top of college applications and senior gear. But other students like Helberg are willing to pay. When asked if she would still pay for a yearbook, Ally said, “Absolutely it’s worth it.”

Yearbook advisor Ed Byrne has a lot to say on the trials and tribulations of the yearbook and its creation. When asked if he

thought the yearbook was too expensive Byrnes openly stated “First of all, it was a lot more expensive last year, we lowered the price by 25%. It’s 128 pages, hard cover, colored photos. It’s an impressive product and a small investment in which you can look back at some of the greatest memories of your life. “

The yearbook promises to be an amazing in-depth look at the seniors vast memories in a school where they faced heartache, love, and an array of fun times. At a reasonable price of \$70, a student can cherish some of the greatest moments of their life on paper.

If you want to purchase a yearbook, visit Ed Byrne in his office or fellow yearbook senior editors Nadaizja Bolling and Michael Latorella.

In the words of senior Edirson Correia: “2012! It ends with us!”

# Where Has the Cell Phone Reception Gone?

interviewed by this reporter have begun to suspect that CRLS may be employing one or several cell phone jammers. These devices work by flooding the frequency that mobile phones use to communicate with the tower with the digital equivalent of “white noise.” Signal blockers can also be built into some buildings. Faraday cages, composed of thin conductive mesh, can be embedded within walls to block radio communication and electrostatic interference.

Senior Robbie Buderer asserts that he was “sassed” by one of his teachers for bringing this issue up in class.

The legality of cell phone jammers remains a contentious one in the United States. Blocking radio communication in public carries a fine of \$11,000,

but the FCC occasionally issues special dispensation for private and public entities to block cell signals.

Signals can be difficult to find. Sometimes, moving closer to a window isn’t enough to eek out those crucial bars. Radio waves move easily through glass, so moving through the large windows at CRLS should be no problem. Reception can be found in strange places, like the back corner of the band room. Senior Elijah Harris reported a five bar signal in that spot.

Senior John Tournas disagrees: “I have never had any problems with cell phone reception in this school, except for in the basement of the arts building.” The lack of signal occasionally even extends to Broadway and Cambridge Streets, further deepening the mystery.

Social  
Networking  
@ CRLS

By  
Mae Drucker  
Register Forum Staff

Now more than ever, social networks have become strongly integrated into high school culture. CRLS and its students seem to be constantly plugged into social networking. But what makes these websites so appealing to Rindge students?

According to the Facebook statistics team, Facebook had 845 million monthly active users by the end of 2011. To many, it is not a surprise that the “Social Network” has become so popular. The site has also unintentionally played a role in organized protests from the Arab Spring to the “Occupy” movement.

Facebook’s popularity also comes as no surprise to CRLS students who have no problem admitting to wasting time on the website. On how much time he spends on Facebook, junior Kahlil Oppenheimer responds, “Too much.”

Facebook has made \$3.1 billion in revenue from advertisements with both teens and adults worldwide spending so much time on the site. Why Facebook? What makes the website so popular among CRLS students?

“I only use Facebook, because it’s the only one that my friends use,” senior Kayla Blackborow notes. Oppenheimer explains he uses the site to “keep in touch with friends and even classmates... it’s a great way to stay connected.”

Of course, Facebook isn’t the only social network CRLS students are using; Twitter seems to be the next popular networking site. “I use Twitter everyday,” senior Lauren Budzichowski states.

But what makes Facebook more popular than Twitter at Rindge? Some could say CRLS represents the fact that Facebook has more active users universally than Twitter does with 21 million more active users than on Twitter.

Blackborow admits, “I have a Twitter, but the only times I’ve ever gone on it are to look at tweets from celebrities because occasionally they’re funny. Otherwise

the web site’s just a way for people to boost up their egos by thinking that people actually care what they do.”

Sophomore Kelsey Dwyer defends the site, explaining she prefers Twitter because, “it’s not as populated as Facebook”. She also wishes that Facebook would change the settings less.

Junior Shameen Akhtar agrees that Facebook should update less, but she still prefers Facebook as her sole network. “I honestly don’t see the point of having multiple social networks at once,” Akhtar says. “Facebook does all it needs to do for me,” she adds.

Most CRLS students seem to agree with Akhtar, seeing when asked, most CRLS students say they use Facebook. Out of 20 CRLS students asked, 19 say they use Facebook. Only 7 of the 20 say they use both Facebook and Twitter. None of the students asked use Google Plus, LinkedIn or any other social networks.

The co-creator and CEO of Facebook, Mark Zuckerberg would be proud to hear that the students of Cambridge, the city where he invented Facebook, use his website frequently.

Cont’d from page 1

...in Cambridge, the month of January has had 22 out of 31 warmer days than the recorded average.

The precipitation of only 4 of the 31 days was above the recorded average with the rest under it, giving

support to the obvious lack of snow in comparison to the past winters.

When comparing this year’s lack of snow to the many days of snowfall in January 2011, the precipitation of the month, measured in atmospheric water vapor, was a total of 4.01.

In January of 2012; the precipitation was only a total of 2.67.

By mid-February, students are used to having had at least one snow day and definitely more than one major snowfall.

CRLS senior, Kayla Blackborow states, “I am so disappointed that we haven’t had any snow days this year.” When asked

about her thoughts on the causes for the weather this winter, Blackborow adds, “...not missing school is a reminder that climate change is upon us.”

Winter being so different this year in comparison to those in the past has caused reactions from all over the board. Blackborow continues, “The next time you are celebrating the warm weather, remember that the sea level is rising and the next generation will not be able to appreciate Boston and Cambridge because it will all be underwater.”

A winter without snow has surely been a memorable one in the city of Cambridge. CRLS students surprised by the change of this years winter season can only wait and see what the rest of the year has in store for the Cambridge community.



CRLS senior Elijah Harris performs at the P10 Coffee house. Photo Credit: Larry Aaronson

P10 Coffee House cont’d from page 1

...sexuality.” Molly Katz-Christy a freshman added, P10 not only “creates a non-judgmental environment” but “allows you to be yourself and share common ideas with others.”

Club advisers Ms. Desire Phillips and Mr. Ed Byrne and the hard working students of P10 put together their first coffeehouse this year.

They were able to sell donated goods from Starbucks, Broadway Market, and 1369 at the coffeehouse. Emma Steffens, a junior and a member of P10, was the main force behind the decorations. With her idea of “transforming an institutionalized environment to a more warm

and fuzzy setting,” Steffens got the help of the Studio Art 2 class to make banners to decorate the coffeehouse.

The club held auditions for the performances, not to exclude any entertainers but to make sure they were serious and to plan ahead for the event. Performer Elijah Harris expressed, “I was more than glad that P10 gave me an opportunity to perform. I thank them for that.”

P10 as an organization expressed their thanks to the performers and discussed how im-

pressed they were with not only the talent, but the courage of the students who auditioned and performed.

Nadine Doiron, a junior and a Studio Art 2 student, went to the coffeehouse and exclaimed, “I thought that it was a success. The talent was impressive. I really thought I was at a coffeehouse.” The coffeehouse seemed to be a great event and sparked conversation around the school about the next event that P10 could have planned.

P10 is currently working with Kristine Knowlton in an effort to make a thousand paper cranes to send to a village in Japan devastated by the earthquake as a sign of remembrance and respect. The club members will be attending the True Colors Conference, the largest LGBT youth conference in the country held at University of Connecticut.

Mostly known for planning the National Coming Out Day assemblies and the Day of Silence, P10 has contributed greatly to the schools motto of “opportunity diversity and respect” and looks forward to collaborating with other organizations. Students, teachers, and families who

have questions about P10 or would like more information about supporting GLBT students at CRLS can contact Ed Byrne, Student Diversity Programs Coordinator at ebyrne@cpsd.us. P10 meets every Wednesday after school in room 2109. All students at CRLS are welcome to join regardless of their sexual orientation or gender identity.

“I thought that it was a success.  
The talent was impressive. I really  
thought I was at a coffeehouse.”

Cont'd from page 1

"I enjoyed the assembly," expressed junior Octavio Chiesa. "It celebrated our school's diversity."

A highlight of the show was the Hairspray cast's rendition of "I Know Where I've Been," featuring the vocals of senior Olivia Harris.

"It was amazing to have all of my friends behind me and supporting me," she said. "I think it's very important to have events like this because it really brings the school together into a community."

Between vocal and dance performances, the assembly played video clips and presented commentary from Martin Luther King, Jr, played by Hasty Valentin.

"Hasty did a great job bringing Dr. King back to life and making commentary between performances," expressed Hoon Hong, a junior who also attended the event.

"The organizers def-

initely put a lot of work into the assembly," commented Alejandra Villatoro. "I think the step team's performance was my favorite."

Although it has become an annual tradition of the Black History Month

Assembly, Ms. Davis' recitation of Maya Angelou's "Phenomenal Woman" was also warmly received.

"I loved Ms. Davis' performance of 'Phenomenal Woman,'" shared Ms. Hansel, a CRLS physics teacher.

Sophomore Jane Yang, a performer in the assembly, felt humbled by its positive reception. "Being in the assembly was really empowering. I felt like I

was contributing to the community."

Finally, Dr. King, aka Hasty Valentin, concluded the show and Black History Month at

Rindge with some inspirational words.

"At the end of the day, all you can do is be yourself. It's up to you guys to make a difference."

*"Being in the assembly was really empowering. I felt like I was contributing to the community."*

*"At the end of the day, all you can do is be yourself. It's up to you guys to make a difference."*



Although it has become an annual tradition of the Black History Month Assembly, Ms. Davis' recitation of Maya Angelou's "Phenomenal Woman" was very warmly received this year. Photo Credit: Larry Aaronson



L'Merchie Frazier, Director of Education at the Museum of African American History of Boston and Nantucket, spoke in the Pearl K. Wise Library on Tuesday, February 28th. Photo Credit: Larry Aaronson



Laurence Ralph, a assistant professor of anthropology and African American Studies at Harvard University, gave a lecture on "Black Masculinity" on February 17th. Photo Credit: Larry Aaronson

# Senior Project: Mekides Mezgebu Explores the Achievement Gap

By  
Rout Asefa  
Register Forum Correspondent

On February 16th during periods 3 and 4, teachers, students, and parents, filled the Pearl K. Wise library to hear Mekides Mezgebu speak about the color lines that exist in many Honors and Advanced Placement classes. This lecture served to identify the racial disparity that exists in the higher level classes. Through her research, she came up with five reasons why many minorities may not be excelling in Honors and AP classes. These five reasons varied from poor guidance and teachers, to lack of family support, negative influence from friends, and lack of internal motivation and confidence.

From these on readiness, internal confidence. After hearing ity of the students felt that needed to be ad-

student, whose name felt that addressing the issue simply was not enough because of the numerous times it has been addressed. They felt that solutions needed to be cre-

*"This was a topic that needed to be addressed."*

five she only focused motivation, and confi- the lecture, the major- that "this was a topic dressed." But one remains anonymous,

However, Mezgebu mentioned numerous times that this is a project in progress; she is developing policy recommendations for the Cambridge Public Schools. Both teachers and students agreed that there is an evident racial gap in Honors and AP classes; however, these students and teachers were interested in how to use this information and implement it.

Overall, there was a general consensus the Mezgebu did an admirable job focusing on an important topic.



Many of the presentations throughout Black History Month were discussion-based, allowing students to voice their own opinions. Photo Credit: Larry Aaronson



The Haitian Club performs during the Black History Month assembly on Wednesday, February 29th. Photo Credit: Larry Aaronson

Black History Month Timeline

- February 8th:**  
*Spectra -- “The Queer Africa Movement”*  
*Dan Rasmussen -- “American Uprising”*
- February 13th:**  
*ROOTS Episodes in Media Cafeteria*
- February 16th:**  
*Mekides Mezgebu -- “Studying While Black: What Can Student Narratives Teach Us About Closing Racial and Ethnic Achievement Gaps”*
- February 27th:**  
*Professor Randall Kennedy - “The N-Word: Continuing the Conversation”*
- February 28th:**  
*Professor Laurence Ralph -- “Black Masculinity”*  
*L’Merchie Frazier -- “Black Boston: 19th and 20th Centuries”*  
*Dr. Joycelyn Wilson -- “Hip-Hop Classrooms*
- February 29th:**  
*Black History Month Assembly*

Discussing the N-Word with Harvard Professor Kennedy

By  
Kevin Xiong  
Register Forum Editor

On February 27th, Professor Randall Kennedy from the Harvard Law School came to CRLS’ Pearl K. Wise Library to discuss with students the n-word and its etymological history.

Professor Kennedy is known for his research regarding racial conflict and legal institutions and his book *Nigger: The Strange Career of a Troublesome Word*, among many other publications.

“I remember reading his book when I was in high school,” commented Co-ordinator of Student Diversity Programs Ed Byrne, who organized the event. “Given that the STARS action plan group in December did their forum on the n-word, there was already a conversation happening about it at CRLS. I thought it would be perfect to invite him [Kennedy] to CRLS to share his views.”

Professor Kennedy enthusiastically accepted the invitation and began his presentation on the n-word promptly at 9:50 in the school library.

“The origins of the n-word are unclear,” he explained. “Etymologically, it means ‘black,’ but I wanted to know when it became an epithet.”

Professor Kennedy’s curiosity drove him to research thousands of court cases in American history in which the word had appeared.

“I found the word in First Amendment cases, arson cases, murder cases, the n-word is deeply rooted in American history,” he explained.

plained. After a short lecture, Professor Kennedy turned monologue into dialogue, asking for student opinions.

“Given the history of the word, I don’t think it should be used, period,” shared junior Yalisa Vazquez.

“The N word was once used as a derogatory term,” commented sophomore Maddie Payne. “But now it can be used to casually address friends in a affectionate way.”

According to Professor Kennedy himself, use of the word depends on its context. “As a matter of principle, I don’t object to it

*“The origins of the n-word are unclear... I wanted to know when it became an epithet.”*

being flipped, or used ironically,” he expressed. “I do have a problem with people who do not understand the word’s history.”

Some students felt that Professor Kennedy was not open-minded in the discussion.

“His lecture was very informative, yet very opinionated,” expressed Payne. “He left little room for others’ views.”

Others felt that he had welcomed differing perspectives. “I thought it was really good that it was a discussion-based presentation,” said senior Nelson Dow. “It was interesting to hear what other students had to say. I liked that students weren’t afraid to challenge Dr. Kennedy for his views.”

Upon wrapping up the discussion, Dr. Kennedy commended CRLS students for the quality of the discussion.

“The spirit of this setting has been so positive and even better than my classes,” he stated. “Thank you all for that.”



Dr. Joycelyn Wilson is an educational anthropologist who is changing the world through documentary films and journalism. Photo Credit: Larry Aaronson

# The Joys and Wonders of Senior Year

## Second Semester Reflections and Advice for Class of 2012

By  
Isaac Bierer  
*Register Forum Editor*

“I wish that it was April first and I knew where I got into college and then the next day it was June seventh and I had graduated high school.”

“Last night, I tried to study for my test tomorrow, but instead, I opened up my book and then I closed it and then I watched tv for three hours.”

“I don’t want homework, I just want Netflix, a couch, and some ice cream.”

“I have waited eighteen years to be a senior, and I think the best way to celebrate is by doing nothing.”

These are the sentiments voiced by this year’s seniors. Now is the time of year when we begin to slide. As winter has petered out, so has our work ethic, dedication, and scholarly drive.

For many of us,

three and a half years of hard work have taken their toll. The trials of junior year coupled with the massive amount of college work done during senior fall have entirely sapped us of almost all ability to work. Now that second semester is well underway, even

*“I wish that it was April first and I knew where I got into college and the next day it was June seventh and I had graduated high school.”*

the most resolute among us have begun to give up.

Those teachers that refuse to acknowledge the lack of drive among their students will have a difficult semester of badgering and pestering. Those who choose to accept the fact that the seniors they teach will simply not comply with a big workload will spare themselves some anger and annoyance.

Now, it should be made clear that not do-

ing work, or even not having any work to do, is really not a bad thing.

Seniors have time to relax, recover from years of lost sleep, and devote some time to activities and pursuits that they actually enjoy. From reading a good book, to running a clothing

company, we finally have some time to focus on more than simply school.

As we prepare to head off to college, some (parents)

might complain that this lackadaisical period cannot possibly be helpful in preparing for the next four years of hard work and laborious scholarly pursuits.

I prefer to look at this time as a respite from years of hard work. Pressure in school, whether real or imagined, has been weighing down on many of us for four or five years. The next few months will be one of the few real breaks we will have for many more years.

# Money Matters at CRLS



The cast of Money Matters on stage.

Photo Credit: Larry Aaronson

By  
Chloe Marsanne  
*Register Forum Correspondent*

The play Money Matters, performed at CRLS on February 9th, included over twenty monologues illustrating the different economic struggles that numerous people have to cope with in life.

Cambridge Rindge and Latin is a school consisting of students with a range

of economic backgrounds. These different backgrounds may create challenges for some individuals.

The play Money Matters presented many diverse ideas. This wonderfully written and performed play explored how to save or spend money, how to be safe with your money, and how to appreciate money.

The cast consisted of fourteen members, as well as the directors of the Youth Underground program at

the Underground Railway Theatre, Betsy Bard and Vincent Siders, who worked very hard on interviewing many different people and taking their stories and creating monologues, which are performed in the play.

How many pairs of shoes do you have? Probably more than one. But in Haiti, a person is lucky to have one pair of shoes. In one of the monologues in the play, Iris Smith-d’Agincourt, a man shares

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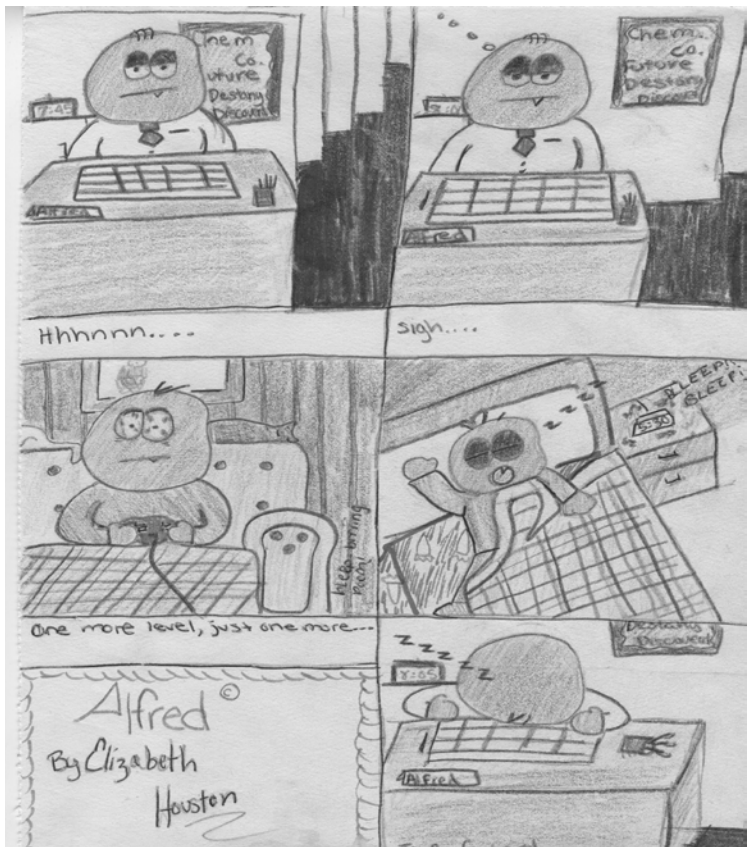
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“Listening to every voice,  
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his experience of his trip to Haiti. He came back thinking that all of his material wealth was unnecessary.

“Kids are running around in Haiti with no shoes on, while you have tons of shoes in your closet that you probably don’t wear.” Think of how much of a difference one pair of shoes can make for a child in Haiti.

How important is your iPod? Do you listen to it everywhere you go? How would you feel if someone in your class just went ahead and stole it while you looked away for a second? That second may have just changed your life, right?

Another monologue, performed by Federico Roitman, outlined the common issue of theft in high schools. The monologue was

based off of a student who attended Rindge that had lost his iPod stolen while he had his back turned in class. The iPod was never turned in and the boy’s family ended up getting him a new one. The money used for the new iPod

unfortunately resulted in the power of his house getting shut down. The money used for the new iPod was the money that was supposed to pay the electricity bill.

Overall, many students enjoyed the play. “It made me think of my money habits, like as a child I knew I liked money but I didn’t appreciate the value of it until I started getting debt and paying things for myself.” said Ms. Menges, an art teacher at CRLS.

So now I ask you, what does money mean to you?

# Don't Be Mean, Be Green(peace)!

## A Brief Overview of the Controversial Environmental Activism Group

By  
Emma Doyle  
*Register Forum Staff*

In 1985, French spies sunk one of the group's ships in New Zealand to stop a protest against nuclear weapons testing.

In February, Greenpeace activists climbed on a coal power plant in Massachusetts and were arrested. Other members of the organization have sailed to Antarctica to protest against Japanese whaling.

Despite the publicity, the environmental organization Greenpeace reckons that too few people know about it – even though it is one of the world's biggest environmental groups with 2.8 million members around the globe.

The organization fights to protect the environment, with campaigns such as "Quit Coal." They strive to slow climate change both locally and around the world. Greenpeace also seeks to stop wailing and to protect the oceans or to save rainforests.

"I have never heard of Greenpeace,"



Photo Credit: Todd Warshaw - Greenpeace USA

Luz Y. Ortiz Ramos, senior at CRLS says, echoing a view of several other high school students. Tariq Mansour, senior, continues: "I've heard of Greenpeace before, but I'm not sure what they exactly do."

Last month, at a protest in Massachusetts, Greenpeace activists hung up a banner on top of a coal plant, which read: "Duke

Energy: no dirty rate hikes." Six activists were arrested.

According to greenpeace.org: "Pollution from coal-fired power plants is responsible for 13,200 deaths each year, roughly one person every 40 minutes... coal-fired power plants are responsible for about a third of the US's global warming pollution."

The city coordina-

tor of Greenpeace Boston explains: "We want to raise awareness. A good place to begin is to start your own Greenpeace club at school."

However, Anastasia Spicer, a high school student and interested in volunteering for Greenpeace says: "I'm finding it difficult to get involved. Last time I tried to go to a meeting, no one showed up. Everything

seems a bit disorganized."

The coordinator for Greenpeace Boston stresses that the future of the planet is at stake: "People should know that the majority of the world resources have been used up over the last 50 years, soon everything will be gone. So now it is the time to stand up."

The coordinator adds: "Greenpeace.org is a huge resource." Their Facebook page also lists upcoming local events.

The organization often clashes with governments. French agents in 1985 planted a bomb on the Rainbow Warrior, Greenpeace's flagship, in New Zealand, to stop it from sailing to the South Pacific where France was carrying out nuclear testing. One photographer died in the attack.

Greenpeace says the most important thing is to start locally to help globally. As the city coordinator explains: "I have the best job in the world. I work 12 hours a day but it is a job where I can make a true difference in the world."

# Are Rindge Students Informed About Politics?

## Student Body Lacks Interest in US Government

By  
Junaid Syed  
*Register Forum Staff*

It is an election year. Mitt Romney, Newt Gingrich, Rick Santorum, Ron Paul, and Barack Obama are vying for the Presidency of the US.

Though much of the country is closely watching the elections, students here at CRLS don't seem as interested as the rest of the nation. Who

can blame them? The elections are only in the primary phase

and students are incredibly busy.

With school, college preparation, and homework, being a student takes its toll. Voter turnout of young people in 2008 was at 52%, a 26 year high. However, there doesn't seem to be as much excitement with young voters in 2012. Not only that, but most students aren't even old enough to vote yet, giving them little reason to follow politics other than to simply stay informed.

Imtiyaz Hossain, a junior, admits that he doesn't follow politics or news too heavily. He does know that "Mitt Romney is beat-

ing everybody". When asked to name the candidates, Imtiyaz was able to name four out of the five, missing Rick Santorum. Imtiyaz lists school, stress, homework, and extracurricular activities as the main reasons as to why he isn't too informed. However, just because he is very busy doesn't mean he is totally ignorant. He is well aware of the dysfunction in Washington saying that "The country is in chaos. Nothing is getting done and problems aren't getting solved fast enough."

*"I follow politics, because I personally find them engaging and fascinating. Additionally, it's a field that affects all of us and I think it's good to just be an informed citizen about something so integral to our society."*

much either. Like many people she gets her news from television, but according to her, "I don't actually pay attention to it." Anika feels as though the issues politicians discuss don't really apply to her. Though she doesn't follow the news much now, "when we're older it's going to matter 'cause we'll be working to support ourselves and that's pretty much when all the little things matter."

Of course, not all CRLS students are uninformed. Alexandros Zervos, a senior, has been watching the elections very closely. "I follow politics, because I person-

Anika Chowdhury, a junior, doesn't follow politics

ally find them engaging and fascinating. Additionally, it's a field that affects all of us and I think it's good to just be an informed citizen about something so integral to our society."

Though CRLS students may not be that interested in what goes on in Washington, that doesn't undercut the importance of this year. Americans will be choosing the next President of the United States, which will decide the direction of this country for the next four years. Alexandros states, "Our entire society revolves around politics and politics affects all of our lives."



Photo Credit: Ned Ryerson

# Metal Matters

## CRLS Students Express Their Opinions On Metalcore Music

By  
Emily Ronna  
*Register Forum Staff*

Cambridge, Massachusetts is world famous for being a place of acceptance and democracy, and it’s only public high school, the Cambridge Rindge & Latin School, has proven to be no different. But not when it comes to music.

In 2011, a subgenre known as “metalcore” (a combination of extreme metal and hardcore punk) dominated the Top 40 in Billboard 200, as numerous bands with tattooed covered arms, deathly growls, and a bad habit of not knowing any other dance accept for the head-bang, debuted releases as high as number 9.

Record labels, festivals, and magazines have had to be created in order to keep up with these bands’ soaring popularity. But in Cambridge, their at-

tractiveness has no effect. “Most people, if they hear anything about metal, start laughing.” Says Michaela Peterson, a CRLS senior. Tommy Melvin and Lucas Moraes, also two CRLS seniors, as well as musicians, were quick to agree. From a musician’s viewpoint, they claim metalcore lacks creativity, and to put it blatantly, is rather “dumb” and repetitive.

It should also be put on record that hardly anyone at CRLS even knows what metalcore is. Clay Whitley, another senior, had to constantly ask throughout the interview what it was that Tommy and Lucas were actually talking about.

But metalcore does have its few cheerleaders. Olivia Harris, a senior who also happens to be a talented musician, is more than giddy to even hear the word “met-



“Moshpit” scene at a metalcore concert near you.

Photo Credit: Google Images

alcore.” To her, the music is real. And as for the screaming? “I think it’s beautiful.”

So is there negative profiling that comes with

sibly a Satanist.” Says Michaela. But as Lucas and Tommy point out, there’s stereotyping with any genre of music you listen to.

But that still brings into question what it is about Cambridge that makes screaming so repulsive to the high school’s student body. This past January, CRLS Stars held an assembly about the importance of music. However, with the exception of Vice Principle Bobby

Tynes, it failed to showcase any other genre besides rap.

With only 130 musicians in a school of over 1,600, it’s no surprise that expanding musical horizons is not at the top of most CRLS students’ bucket lists. According to Lucas, “It’s all about the environment. I grew up listening to rock, so I love rock. People grow up listening to rap and hip-hop, so they love hip-hop.”

If this is true, though, then it’s obvious that metalcore is not the environment of Cambridge.

“... people assume that anyone who listens to metal music is sort of strange...”

# Rat-a-tat-tat!

## CRLS Drum Line Open to Both Experienced and Non-Experienced Percussionists

By  
Elijah Harris  
*Register Forum Staff*

Students in Rindge are given a wide variety of extracurricular activities to get involved in; but many of these students are unaware of the vast amount of opportunities to take advantage of. The Drum Line, for instance, is one extracurricular class, which is thought of more often than not as a “club”, that is out there and open to the general public of Rindge.

The Drum Line is run by Mr. Guillermo Nojehowisz, commonly referred to as Guillermo or just Mr. N, and consists of students ranging from sophomores up to seniors. Alec Arce-neaux, Sean Callanan, Elijah Harris, Lucas Moraes, Samuel Nine-berg, Francois Noel, Emmanuella Nunes, and Cody Orvik are Rindge students who, along with Mr. N, encourage more students around the school to get involved whether they already play drums or not. Mr. N says that, “It’s ok if students don’t



Above: Drum Line performance at one of CRLS’ prestigious winter concerts.  
Below: Niko Emack-Bazelais paradiddling away.

Photo Credit: Larry Aaronson

play drums. They can still join; the pieces we play aren’t too complicated and students will get better as we move along.”

There are flyers posted all around the school that make this same point; that students who don’t even play drums can join the drum line without any prior drumming skills. Junior and Drum Line member Francois Noel had this to say, “Yeah, we’re always looking for new people to join Drum-line. There aren’t too many people; not

as much as we’d like. And a few of them didn’t even know how to play drums when they joined.”

Although most of the students who join Drum Line, or any type of music-related class or club for that matter, do have some amount of previous skill prior to making any type of commitment to them, a lot of students who don’t have prior skill see it as a challenge and go for it. Either way, whether you play drums or not, Drum Line, or one of the many other extracurricular classes and clubs in the school may be the right one for you; you just have to start looking.

“Yeah, we’re always looking for new people to join Drum Line.”

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“Yeah, we’re always looking for new people to join Drum Line.”

# Go Speed Racer, Go!

## Boys Track Finishes up Winter Season

By  
Niko Emack-Bazelais  
*Register Forum Staff*

The last time the Cambridge Boys Track team won the GBL was in 2008, making their past winter season a big stepping stone on their road to getting back on top.

Reflecting back on the winter season, sophomore and co-captain of the boys distance team, Michael Scarlett was able to express “we had a disappointing loss to Malden during cross country which cost us our undefeated season, however we stayed diligent to our training and were able come back and beat them during the indoor season--it feels good to be back on top.”

There was a general consensus on the team of satisfaction and personal achievement.

Head coach Scott Cody characterized his thought on the winter season as, “we have a great group of

hardworking kids that have gotten better all season. We won the GBL and now they have a great opportunity to perform even better at the state meet. They make our job easy as coaches”

“I feel like everyone really bought into what the coaches had to offer which helped people do really well this year. I’m proud of my whole track family. We conquered the GBL!” says Jalen Bernard, senior, and one of the top shot-put throwers in the state.

Their exceptional season was reflected in the scores of the GBL championship meet, with Cambridge scoring 143 points, Malden 111, Somerville 70, Medford 37, and Everett 32.

However, despite the success of their winning season, the athletes on the boy’s track team feel underappreciated. “It would be nice if everyone knew we existed, we train year round, send kids to states, and even nationals—yet it’s the swim team



Boy’s track team gathered together for a team spirit riddled huddle

Photo Credit: Larry Aaronson

that makes the paper, and the basketball team that makes the homeroom videos. I just wish we could get some more credit every once and a while,” says Senior Jake Kasperowski.

As the team looks to the spring months, and even to the years to

come, they hope to remain undefeated. “We know they will use their past season as spring board to achieve even greater success” says Head coach Scott Cody.

Senior and co-cap-

tain Will Suslovic states, “The months leading up to spring season are going to be brutal, we’re going to be running both before and after school averaging about

*“As a freshman it was exciting to be on a championship team”*

70 miles a week.” However, he maintained a positive and hopeful attitude by following up to say, “If we want to be champions, we need to train like them too.”

“We have a strong

team now and a lot of good freshman on the rise” says Junior Alex Kirby “I’m looking forward to build on this momentum for the years to come”

“As a freshman it was exciting to be on a championship team” expresses

Sam Ingersoll “it makes me want to train even harder and come to more weekend practices in order to keep up with all the upperclassmen during outdoor and cross country—I can’t wait!”

Got Smarts?  
Win \$100  
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Community Academic  
Contest

Enter your club, sports team, class, or just three of your friends. Compete against adults on your team and jointly answer questions on subjects you have been studying in all your classes.

Thursday, March 29 from 7-9 p.m.  
C.R.L.S. Main Cafeteria

Music by the CRLS Jazz Ensemble!

*Refreshments served*

Sign up your 4-person team with Mr. Tynes, Mr. Mili, or your club advisor

For more info: [www.celebratecrls.org](http://www.celebratecrls.org)



Left: Senior Brianna Davis Launching the Shot. Above: CRLS Girls track beating up on Medford. Bottom: The CRLS Swim Team with Their GBL Trophies.  
Photo Credits: Larry Aaronson



# Five CRLS Track Athletes Heading to Nationals

## Successful Season for Both Teams, Capped by Competition in New York City

By  
Isaac Bierer  
Neil McCann  
*Register Forum Editor,  
Correspondent*

In the end of December 2011, the CRLS 4x200 relay team, made up of Seniors Jake Kasperowski, Kwame Turnbull, Darren Barnes, and junior Alex Kirby, as well as shot-putter Brianna Davis, qualified for the Indoor National championships in New York. The relay team captured the GBL record and now has put up the 11th best time in the country.

Normally, athlete must qualify for all-states, then make the top fifteen at all-states to be invited to New England Regionals, and then make the top three there in order to secure a berth in the national competition. These five CRLS stars bypassed that entire process by having results so good that they qualified automatically.



Top: Alex Kirby winning in a recent meet against Medford. Bottom Left to Right: CRLS girls track team, Seniors from the Boys Team, Seniors from the Girls Team  
Photo Credit: Larry Aaronson

This feat has not been easy. Getting continually fitter for seven months is no easy task, and even after that, techniques must be honed and practice put in.

One big problem the relay team faced was the baton handoff. To people who are unfamiliar with track

and field, the handoff might seem simple. How hard can passing a baton to another runner be? Very. “To somebody who is unaware of the importance of the handoff, it is arguably the most important part of the race. A fumbled or dropped baton can result in disqualification.

“We had a hard time getting the handoffs down so our times weren’t reflecting our talent and potential,” Kirby confesses. Fortunately for the runners, this issue was overcome long before their championship races. Even after qualifying for nationals, their re-

sults continued to improve.

Kasperowski agreed, saying, “In some of our early meets, we really struggled with the handoff and just generally weren’t going as fast as we are now. We really hit our stride in late January.”

The team was struck dumb when they learned they were going to nationals. According to Kasperowski, “This is just great. I mean, we’ve worked really hard, and it’s awesome to see years of work pay off big like this.”

CRLS senior and track enthusiast Tariq Mansour agreed. “I don’t remember the last time this ever happened at Rindge. It says a lot about this school that we have athletes of this caliber.”

Despite the bigger stage of national competition, Kirby is confident. “We know we have the talent, we just have to keep up the drive and be confident in our ability.”



# Batter Up! Spring Baseball Preview

By  
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*Register Forum Correspondent*

Come this spring, the CRLS men’s baseball team will be taking to St. Peter’s Baseball Field to begin another season. They’ve suffered the loss of several talented players and leaders and are playing in a tough GBL league. It will be a challenge for the team to come together this spring, especially with so many new players. However, junior center fielder Koby Schafer-Schweig isn’t worried.

“The chemistry between the upcoming varsity players is phenomenal and this will help us support and uplift each other to have the best season possible,” says Koby.

The two coaches for the varsity team, Coach Caron and Coach Kells (a teacher at Rindge) have also played an instrumental role in the team’s success. According to junior Mahmood Abu-Rubieh, “I think the coaching staff has really pushed us to perform our best, whether in prac-

es, in games, or even throughout the offseason.”

The third baseman continued on to say that “the coaching staff has led us to great seasons, and in the words of the coaches, we must embrace adversity.”

Adversity is certainly something this team could be set to face this season. Only four

varsity players from the 2011 season will be returning while the entire pitching staff has left the team, and the team is accordingly facing a big shakeup.

Although Schafer-Schweig admits that it “will have a big effect on the team,” he also believes that it isn’t necessarily a bad one. “Things will be a lot different this year; it will be a fresh start,” he added.

“I think there are a lot of natural leaders within those of us who are still on the team,” says junior first baseman Tyler O’Keefe. Coach Caron added that he believes the “younger players will be ready to step up.”

*“I think the coaching staff has really pushed us to perform our best, whether in practices, in games, or even throughout the offseason.”*

The team will have to rely on both veterans and young players alike to step up, like sophomore Ted Downing. Downing, a shortstop/pitcher, made the varsity team as a freshman last season, and is widely regarded as the future of the CRLS baseball program.

Downing admitted that he does feel pressure as the youngest varsity player, saying that “I try to control it the best I can and make sure it doesn’t negatively affect me.” The player went on to say that he feels

that the team can play well despite the squad turnover. “I really just want to get back to playing baseball again,” says the shortstop.

If you are interested in playing, contact Coach Caron at mcaron@cpsd.us. Tryouts begin March 19 in the War Memorial Field House. Junior Varsity and Varsity teams generally practice at St. Peter’s Field in Danehy, while the Freshman team practices at Rindge Field at the Peabody School.