

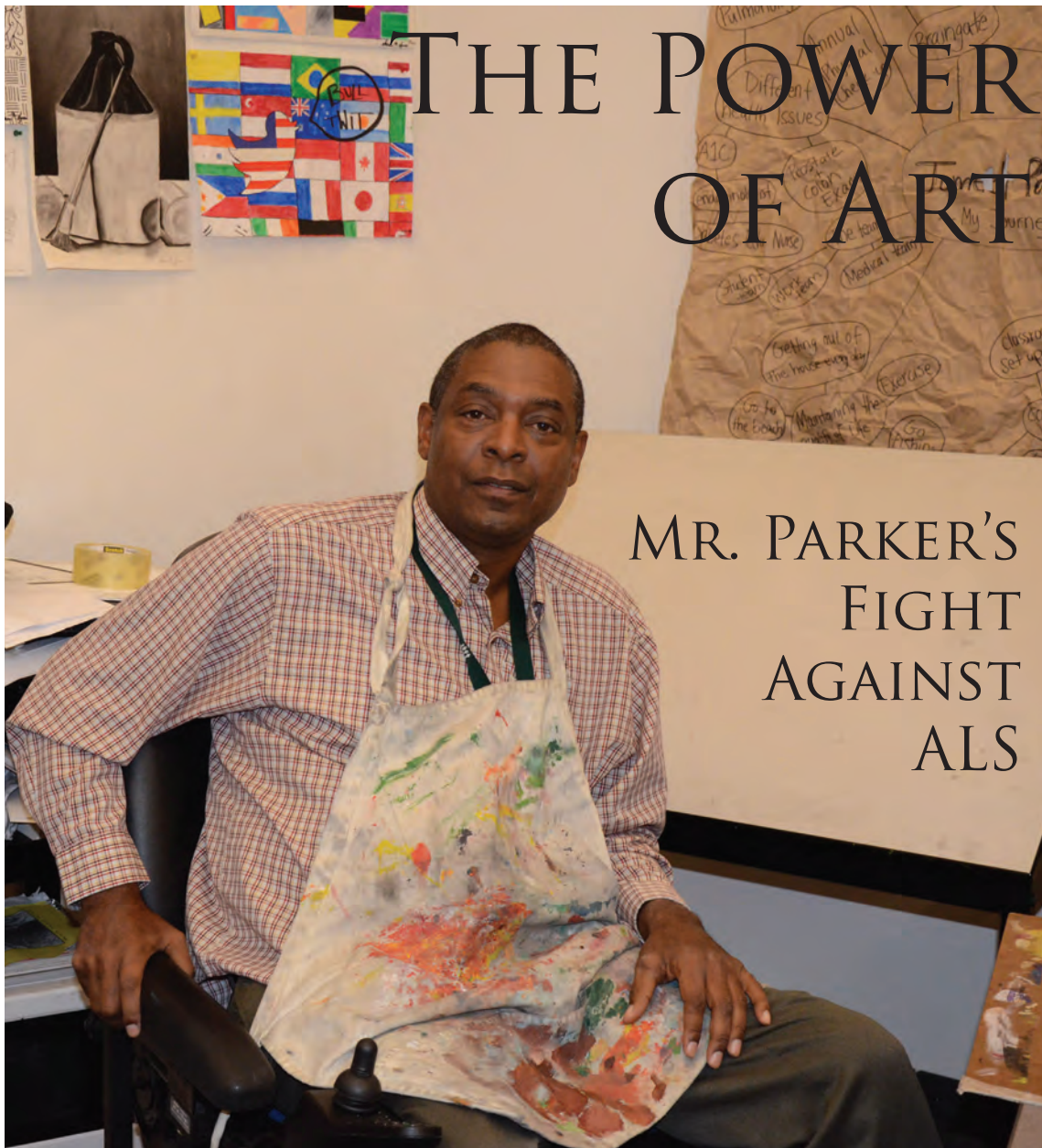
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CAMBRIDGE RINDGE AND LATIN SCHOOL

NOVEMBER 2013



Cambridge Selects New City Council, School Committee Members

By
Liam Greenwell
Register Forum Editor

Four new faces have been elected to this term's City Council and two to the new School Committee in an election on November 5 that unseated two incumbents.

After official results were released on Friday, November 15th, it was revealed that current members Leland Chung, David Maher, Denise Simmons, Tim Toomey, and Craig Kelley, as well as newcomers Dennis Benzan, Marc McGovern, Dennis Carlone, and Nadeem Mazen, won seats on the council; Patty Nolan, Fred Fantini,

Richard Harding, Mervan Osborne, and challengers Fran Cronin and Kathleen Kelly secured spots on the School Committee.

With twenty-five candidates in the running for the nine spots on the City Council this year, competition was fierce and votes were anything but secure, even for incumbents.

In an interview with the *Register Forum*, Nadeem Mazen, one of the new faces on the council, stated that one of his major goals for the council during his term will be to come up with solutions with Cambridge residents and to change how the Council operates. "We can really get out and hear people's opin-

ions," he asserted, noting that Councilors should try to take part in brainstorming sessions with citizens.

Elaborating, Mazen remarked, "We can as City Councilors...go out and do a great job of representing people in their neighborhood."

CRLS sophomore Will MacArthur agreed, and said that both City Councilors and School Committee members should work on being "accessible and responsive." He declared, "Something that councilors and committee members could both work on is actually listening to all of their constituents."

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By
Sun-Ui Yum
Register Forum Editor

It's been just over two-and-a-half years since CRLS art teacher Jameel Parker's world was turned upside-down. He's transparent with the fact that his diagnosis with ALS hit him out of the blue, wryly noting that he wasn't sure what the acronym even stood for when his doctor broke the news. But since then, his life hasn't been quite the same.

Amyotrophic lateral sclerosis, often known as ALS or Lou Gehrig's Disease, is a fatal neurodegenerative condition. Put simply (and more terrifyingly), that means that it gradually reduces a person's capacity to walk, breathe, and speak, and there's currently no cure - just one FDA-

approved drug that helps extend survival. There's a person diagnosed with ALS every ninety minutes, and each diagnosed patient has an average life expectancy of two-to-five years. And it can strike anyone, without discrimination and without warning.

The reason ALS is so devastating is that it destroys the nervous system - but a cure isn't out of reach. The key might be

...it can strike anyone, without discrimination and without warning.

an enzyme crucial in regulating the nervous system's growth, slowing down a process that'd otherwise rocket forward. An experimental treatment Mr. Parker is undergoing every other week targets this enzyme - instead of stopping the nervous system's growth it'll keep it going, hopefully combating ALS' degeneration.

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International Students at CRLS Adjust to Great Challenges

By
Rabia Khalid
Register Forum Editor

"When I came here, I was confused. I did not know anyone and I did not know English, which was the most difficult part living in the United State," expresses junior David Martinez.

Imagine your parents telling you that next month the whole family is going to Nigeria. Imagine going there without knowing a word of Igbo, one of Nigeria's language. How would you feel?

Some students at CRLS have been through similarly difficult moments when they are informed that

they'll be moving to the United States.

When international students enter CRLS, they are placed in English as a Second Language (ESL) or Shelter English (SEI) classes, where they get support that helps them in school.

Currently there are about 127 students in the English Language Learners (ELL) program and about 23 Formerly Limited English Proficient (FLEP) students who are taking challenging courses here at CRLS.

Nayeon Kim came to U.S five months ago as a junior, but she is already taking AP classes along with ESL 4. Nayeon says, "I sometimes have difficulty

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A BLAST FROM THE PAST

THE CAMBRIDGE REVIEW: WINTER 1951

The Register Forum is the oldest continuously-run student newspaper in the U.S. Let’s take a trip back to the twenty-nine-page Winter 1951 edition of one of *The Register Forum*’s predecessors, the student-run news pamphlet of the Cambridge High and Latin School: *The Cambridge Review*. The Editor-in-Chief at the time was Francis Duehay, and the edition included multiple articles on the state of the world, Cambridge, and C.H.L.S.

Highlights

- In an article on the future of democracy, contributor Patricia Supple states, “The Third World War looms threateningly in the future, and if it comes, it will be a war of survival.”
- According to Francis Mahoney, it will soon be decided whether Americans will “live as free men or the slaves of a Communist dictator.”
- “The Novice Shaver”: a narrative journey through a boy’s first shaving experience brought about by the “several downy hairs that adorn his countenance.”
- The Review is at risk of failure thanks to a “lack of school spirit” -- we wonder how that turned out, huh?

Off to Shanghai

Glocal Sends CRLS to China

By
Ben Austin
Register Forum Editor

Sixty-five CRLS students participated in the second Education First (EF) Glocal Challenge this year, which concluded on October 29th at a final event in the CRLS Fitzgerald Theater.

The Glocal Challenge, formulated and facilitated by EF and Google, pushed students in teams of three-to-five students to identify a local issue concerning social justice, research a global success story, design a solution, and present it.

The judging panel to which these proposals were addressed was comprised of business figures, local politicians, and representatives from EF and Google.

Shawna Sullivan, the project facilitator and EF’s Director of Public Affairs, revealed why EF created the Glocal Challenge by explaining, “We want to give student the opportunity to develop 21st century skills, help

them understand how to solve important issues, and prepare them for college and post-college.”

Google, for the second year in a row, sponsored a second team to go to the Glocal Student Leaders Summit. “Google and EF share the common mission of preparing the next generation of leaders,” Ms. Sullivan continued. She added, “they focus on technology, we focus on education, and we compliment each other in these spaces.”

Nine students won the Challenge this year - and in doing so, they won a free trip to China where they will be able to explore Shanghai in addition to attending EF’s second annual Global Student Leaders Summit.

“Google and EF share the common mission of preparing the next generation of leaders...”

“I’m thrilled,” said sophomore Sarah Lipset, who was part of the winning team Metro Gardens. She exclaimed, “It’s amazing to see the fruits of my team’s labor come to life!”

Lipset’s team pro-

posed an idea that would employ homeless around the Greater Boston area to create an urban rooftop farming business.

Samuelle Levy, a junior, also won the Chal-

lenge with her team 4 Sweet Turn Arounds. Her team proposed a bakery that would hire

domestic violence victims. “After we presented in front of everyone,” Levy recalled, “it felt like all the weight was lifted off my shoulders, as if I were in a dream.”

Levy’s teammate, Candace Greaves, reflected

that “throughout the challenge, we had many ups and downs”, but expressed a similar sentiment to Levy and Lipset after presenting and winning: “it was really shocking, but exciting!”

Though the challenge was certainly riveting for the winners, all participants took away a lot, says Andrew Miller, the teacher who advocated and brought the Challenge to CRLS.

“Regardless of whether they are going to China or not, all the students really seized the opportunity to find a creative solution to a social problem,” Mr. Miller articulated. He con-

tinued by saying, “the process is important, the design thinking.”

Several groups are looking forward to actually implementing their solutions and hopefully having a large impact on the CRLS community in the long term.

“The lessons that we learned,” freshman participant Emiliano Duran reflected, “are lessons that we will be able to utilize throughout the rest of our lives.” Duran added, “the way that we approached this project is a way that we can approach all aspects of life: systematically and thoroughly.”

GLOCAL CHALLENGE FINALISTS

WINNERS

Metro Gardens

Chelsea Darwin
Carolina Ramos
Alexis Rabkin
Sarah Lipset
Brenna Lipset
Teacher: Marya Wegman
Mentor: Vanessa Gonzalez

4 Sweet Turn Arounds

Kiara Riley
Kiana Samuels
Samuelle Levy
Candace Greaves
Teacher: Kathleen Fitzgerald
Mentor: Elizabeth Bojanini

RUNNERS-UP

Cambridge Secure

Jonah Kane
Chiaki Kirby
Ursula Hirschi
Cameron Chertavian
Teacher: Ross Benson
Mentor: Ivan Castillo Ferrer

MassAchieve

Jasifa Chowdhury
Eric Chan
Taseen Rahman
Heena Gulam
Miriam Gheraissa
Teacher: Ibrahim Dagher
Mentor: Charalampos Akzotis

Examining Surveillance at Rindge

By
Stella Plenk
Register Forum Staff

According to the US Department of Education, 84.3% of public schools are monitored by cameras: and among them is CRLS. The Fourth Amendment to the Constitution states that “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated.”

However, laws apply differently within “schoolhouse gates.” Senior Neha Bagga believes that cameras “aren’t an invasion of our privacy because we’re in a public school setting where we don’t have as many rights as people think we do”.

Case law on the Fourth Amendment has established the right of schools to search students’ lockers, possessions and persons if they reasonably suspect violation of the school’s pedagogical goals or law-breaking.

Additionally, the recent controversy surrounding the NSA has made many Americans more sceptical of surveillance.

Recently in the United States, there has been much debate about cameras in schools. A specific issue concerns adding audio to cameras surveying school grounds. Mr. Silva, CRLS head of security, feels that this is “eavesdropping” and unnecessary for keeping students safe, which is the cameras’ sole purpose.

Sophomore David Watt commented that cameras “are not something that I want, but they’re just a part of today that we have to accept.”

Silva reported that the past few years at Rindge have been exceptionally calm, with little violence on campus in relation to many of the other thirty-three years he has worked here.

According to Silva, the primary issue is theft, for which cameras are helpful. The video feeds are not constantly monitored, only watched if security believes that a theft, fight or suspicious activity occurred.

Silva reports there are approximately forty-five cameras inside and outside

of the cameras, although only about 8.3% of those students admitted to having had their possessions searched.

Opinion was divided regarding the justification of surveillance. Some voiced that the cameras make the community safer and ensure fewer thefts, but others were uncomfortable being watched and see the videos as an invasion of their privacy.

Approximately 59% of the subjects said that they know their Fourth Amendment rights. At CRLS, only two classes go into greater depth on the Bill of Rights: Criminal Law and Constitutional Law.

Ms. Cesario, the Constitutional Law teacher, feels strongly that surveillance at Rindge is appropriate in order to counter school violence. She cited examples such as Sandy Hook, Danvers, and Columbine while noting that “schools have become a target,” which is why cameras are necessary.

However, she describes a feeling of “uneasiness” at the idea of constantly being watched, to which her reaction is “to just be on all the time while I’m at school.”

Students and teachers feel divided about the issue of surveillance, both appreciating the safety associated with the security system, but also wishing for greater privacy. Students have to continue to question how much surveillance is too much in order to maintain their privacy.

“[Cameras] are not something that I want, but they’re just a part of today that we have to accept.”

the building surveying the larger campus. Cameras and security guards are the only types of surveillance at CRLS, which is minimal compared to other schools that utilize metal detectors, drug-sniffing dogs, random searches and other security measures.

Senior Simone de Jonge believes, “The security we have should be in place because it’s a public school. Surveillance is preventative of crime and can resolve other safety issues.”

Recently, 62 Rindge students were surveyed on the subject of in-school surveillance. About 69% of the students said they are aware



The Work

Mr. Carey holds the door in place while a RSTA student attaches it to the stump.

The Final Product - Good as New!

Pooh can once again drink tea and lounge around. He says he will tell all of his friends of the Hundred Acre Wood about the generosity and consideration of the CRLS community.



Back to Not Bothering

RSTA Students Fix Winnie the Pooh’s Home

By
Simon Jablow
Register Forum Editor

On October 11th students of Mr. Carey’s carpentry class repaired the door of Winnie the Pooh’s Cambridge residence much to the appreciation of Cambridge’s children.

Near the side of the Harvard Science Center a stump sits, beloved by many because of its resemblance to the house of Winnie the Pooh. The stump has a shingled roof and a small wooden door on metal hinges, and its appearance elicits delight in children of all ages.

These feelings dissipated towards the end of August, however, when an unknown vandal took the door from the stump in some fit of blind rage. The stump remained without a door for over a month, Pooh no doubt unable to sleep in the cold despite his fur.

Mr. Carey’s carpentry class was informed of this by the children of the First Steps Daycare and resolved to right the wrong committed by the anonymous perpetrator. On October 11th they attached a new wooden door to the stump. Pooh can now eat honey in peace, and the children can once again appreciate the whimsy of seeing Pooh’s home.

CITY COUNCIL AND SCHOOL COMMITTEE

Continued from page 1

He continued by remarking that School Committee members should focus on students in Cambridge schools “in a much more active and meaningful way than they are right now.”

Though two new members were elected to the Committee, he was hardly encouraged: he declared that some have “worrying stances” on certain issues, like scaling down AP classes at CRLS.

Balancing the strengths and weaknesses of experienced representatives against newcomers, a CRLS senior who wished to remain anonymous commented that “[Incumbents] clearly know how the city feels about things, but new members are good because they can represent people differently.”

Similarly, junior Nate Quigley expressed, “The addition of these new faces is definitely a good thing as they should be able to give new perspectives. This will in turn lead to a freshening of the political process, which has, frankly, gotten stale.”

Both Kenneth Reeves and Minka van-Beuzekom were not re-elected this year after serving on the council last term; Mr. Reeves had previously been the Mayor of Cambridge twice, most recently in 2007.

Quigley continued by citing the implementation of the Innovation Agenda as a major issue both the City Council and School Committee should focus on; he said that spe-

cial education should also be given attention since it is “an issue which is often overlooked.”

When asked why he thought so many new faces joined City Council, Councilor-elect Mazen stated, “Every once in a while the right mix of factors is there to get new people in. I think that we saw with this crop of somewhat younger and more energetic candidates and that there’s a lot of great speakers, a lot of great doers, and there’s a lot of new ideas.”

He went on to stress self-imposed term limits, in order to preserve the power of the community in Cambridge, and community organizing, mentioning that one third of his City Council salary is going to the cause.

“My view is that the real low hanging fruit, and the real exciting community work, is in the neighborhoods: and is outside of the City Council chamber,” he concluded.

It has yet to be seen how newcomers like Mazen will adjust the ways of the City Council; however, with four new Council members and two new members of the School Committee, change is likely inevitable.

Will MacArthur finished by stating that anyone who wants to get involved in local politics should: even though many of us at CRLS cannot yet vote, there are ways to get your voice heard. “Even if our elected officials don’t seek out students’ views, they will almost always be receptive to hearing them,” says MacArthur.



By
Jonah Conlin
Register Forum Editor

RF: Can you introduce yourself?
MC: My name is Marcus Caimi, originally from El Segundo, California. I graduated from UC Berkley with a major in Mathematics in 2011 and then went to Harvard Graduate School of Education and graduated from their teacher education program in 2012 and was hired at Rindge that August.

RF: Why did you come to Rindge?
MC: To be completely honest, this was the sec-

Teacher Spotlight: Marcus Caimi

The Hipster Mathematician on Homework and Movember

ond of two job offers that I had, so kind of out of desperation. I was hired to be a teacher here two weeks before school started.

RF: You’re known among your students as a teacher who assigns homework that some students find very challenging to complete. Can you describe your reasoning for that?

MC: Sure. Let me just say that I am proud of that reputation: the fact that I assign homework that is rather difficult. My idea behind classwork is that it is something a little more discussion-or-concept-based, and my idea behind homework is that it’s procedural-or-practice-based. Even though we do not do a whole lot of example problems in class, my hope is that through the discussion and the conversation we have about the concepts in class, you’re able to apply that to the problems we have in class.

RF: Would you describe yourself as a multi-media powerhouse?

MC: In that I’m young and can understand a computer: sure. I think I got that moniker because I can throw together a website, or I can understand how to make a video. I don’t think that’s rather special. It’s a function of me growing up in the age of computers.

RF: You say you are proud of your reputation to give hard homework. Are you also proud of your reputation as the hipster of the teacher body?

MC: So I went to school in UC Berkeley and it’s hilarious that somehow in Cambridge I have this reputation of being a hipster, because all my friends in UC Berkeley would laugh, like they would lose it. At UC Berkley I was thought of as the square, preppy, jock-type person or whatever, but I don’t think I’ve changed at all. I just think maybe I come across as more hipster here.

RF: For CRLS students who are confused, can you please describe the difference between Movember and No-Shave November.

MC: Absolutely, and thank you for asking this question. As a reporter in a field such as yours I’m appreciative of this kind of investigative journalism. Everyone on this side of the country thinks that Movemeber is somehow related to No-Shave November. This is a different movement altogether, Movember is just growing a moustache in recognition and support of testicular cancer and other male-related cancers. For some reasons it got skewed and some people think they have to not shave their entire face.

What Rindge Values in Classes

Understanding the Diverse Learning Needs of Students

By
Tessa Tracy
Register Forum Staff

“A great teacher can balance determination and flexibility. Every class, and every person in that class, is different, so to be willing to alter plans based on the needs of the class shows a lot of respect for the students,” says Sam Mazer.

Mazer is just one of the many CRLS students with strong opinions about his education. Students have repeatedly expressed an appreciation for teachers who can adapt to a class with diverse needs: but this is certainly not the only valued factor.

Students commonly use the phrases “good teacher” and “good class,” but no student is the same so each person has their own criteria for what those phrases mean.

Personally, senior Sophia Santos emphasizes the importance of patience in her teachers and values a specific learning environment, saying, “I find that a small class size and discussion-based class work makes for a lot of produc-

tivity.” The *Register Forum* recently conducted a survey asking 35 students what top three qualities they value in their classes.

80% of participants identified a class with a good teacher and interesting topics as key, while 23% chose “challenging” and “small class size” as important criteria.

Building off of their value for good teachers, the survey asked students to identify the top three factors

tory teacher and last year’s “Teacher of the Year.”

“My goal as a teacher is to find the strengths in every student that I get the opportunity to work with, and use those strengths to help them improve however they need to. Also, as cliché as it is- I want to make learning fun,” says Ms. Read.

Every student has different interests and strengths, but most CRLS students identified having a good teacher as one of the most important factors of a class.

However, students were not unanimous in what makes a good teacher either, and Cambridge’s school district is aware of this range of expectations that students have for their educators.

On the CPSD web page, with information for potential new teachers, they emphasize the importance of “[reflecting] the wide range of diversity among our student population.”

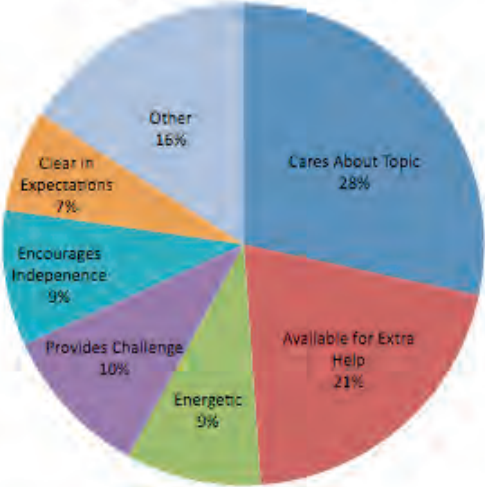
Similarly, the School Committee has a district-wide goal of recognizing the “diversified” characteristics of students and respecting every stu-

that they thought made up a good teacher.

The results were scattered: twenty-five emphasized teachers who cared about the topics they taught, while eighteen valued teachers who make themselves available for extra help, twelve like teachers who are funny, and nine prefer teachers who provide challenges.

When asked who their favorite teacher is and why, students frequently named Ms. Read, a his-

The Top Factors That Students Consider Essential To Being A Good Teacher



The above graph is based on a survey of 35 CRLS students. Every student chose his or her top three factors for good teachers. These percentages are based on the total number of times that a student chose each factor, not on what percentage of students prefer each.

FALCON CROSSWORD	
DOWN	ACROSS
1) Netflix 2) Global 3) Surveillance 4) Golf 5) Diversity 6) March 7) Man	3) Races 4) Football 5) Reading 6) Freshman 7) Development 8) Round 9) Cameras 10) Sophomore

dent as an individual. On average, the surveyed students rated their CRLS education as a 4.3 out of 5. There will always be room for growth, but on the whole, Cambridge’s teachers and district are doing their best to accommodate for the various individual strengths and preferences of every student.

RF Investigates Security Measures at CRLS, Most Students Feel Safe

By
Nadwa Ibrahim
Register Forum Staff

Schools across America have implemented odd safety rules and practiced drills for events no one would ever expect to occur. However, many would say that that is the point: to be prepared for the worst of situations.

Several school districts in Houston, Texas have started to require students to wear microchip embedded ID cards that track their moves throughout the campus.

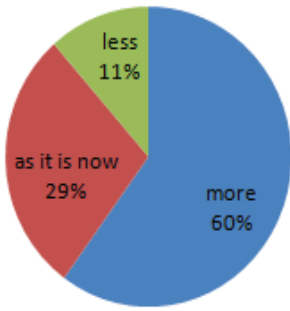
Gideon Leek, a freshman, shares, “It is pretty extreme to have the kids being monitored all the time.”

At CRLS there is a Locked Door Policy, where students are not allowed to assist trespassers to enter CRLS and if caught, it could result in a suspension.

As senior Kelsey Dwyer expresses it, “Some rules are a bit overboard and causes inconveniences.” However, she adds, “It is understandable, because the school would rather be safe than sorry.”

In a recent poll conducted by the *Register Forum*, the majority of students said they feel safe at CRLS, but 60% thought that there should be more drills to ensure safety.

How many safety drills should CRLS have?



More than 30 out of the 35 respondents to a recent Register Forum survey said that they feel safe at CRLS.

Several students “Go” includes evacuation, relocation, and student re-at our school” or that “there lease.

is nothing to be afraid of”. Hadi Tirmizi, an-

Similarly, senior other junior, thinks “There Catherine Cusack states that should be no more drills at “I feel safe -- security and CRLS. They are not neces- bullying is not really an is- sary; it would be better to sue concerning me at CRLS, hire professionals that make but if they ever were, it us feel secure and change wouldn’t stay a problem for the way we treat people long.” who are socially outcast or

According to U.S. mentally ill, because hiding behind desks won’t change anything.”

More than 30 out of the 35 kids surveyed said that they feel safe at CRLS,

Homeland Security and and those who did not were Emergency Management, more worried about their there are six universal pro- belongings than actual dan- cedures in response to any ger.

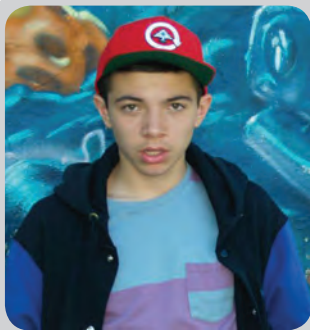
emergency threat or hazard “Even though the popula- tion is climbing, there is

The most impor- tant decision is determin- ing whether conditions Ada Torres, a safety special- ist, who strongly believes are safer outside or inside that CRLS is indeed a safe of the building for a “stay school. Students here are or go.” “Stay” procedures correct and, according to include lockdown and her, “should feel safe.”

weather shelter, whereas

CRLS RESPONDS:

What is your favorite thing about winter?



Nico Livon-Navarro
Class of 2017

“I like the hot cocoa, the winter sports, and the hot baths.”

Bella Fix
Class of 2016

“Definitely the snow. Man, I love snow.”



Susan Gonzalez
Class of 2015

“Skiing, the holidays, and, of course, the Winter Formal!”

Charles Boateng
Class of 2014

“The contrast of hot mocha and a chilly winter afternoon is bliss.”



How Diverse Are Our Groups of Friends at CRLS?

By
Lakeisha Douyon
Register Forum Staff

Opportunity, Diversity, and Respect: there are few students who do not know the CRLS motto.

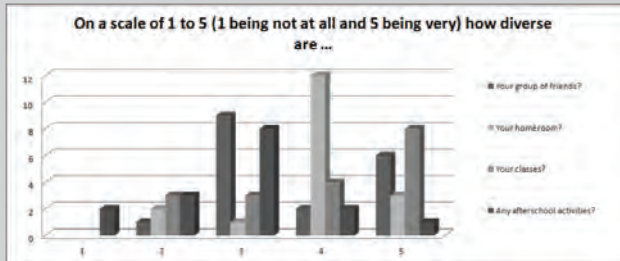
Walking down the hallways, students see kids from different parts of the world, and this is also reflected in the clubs and classes that Rindge has to offer. 10 out of 60 clubs at CRLS are centered around student’s cultural differences, from Haitian Club to the Minority Student Achievement Network.

Despite all the emphasis on diversity within Cambridge and the walls of Rindge, there are still many students who primarily hang out with students of the same culture. According to a Reuters global poll that started in January 2012 and since then has been polling 11,000 people a month, 40% of white Americans and 25% of non-white Americans have no friends outside their own race.

“I think that people like to hang out with their same ethnicity because it makes one feel

more comfortable around their community/environment. It makes one feel more welcome and joyful that he or she can relate too,” expresses Elizabeth Chavez, a senior.

Many students agree with her that this has to do with a person’s comfort level, while some students say that it happens due to connections with those of the same culture or race.



However, senior Cameron Dunn says, “I completely disagree with that statement because I represent the complete opposite. I have about one white friend and a million other friends from other races. I fit in better and feel more comfortable with non-white people.”

Students often notice these divisions in class, and those who take mostly honors class sometimes see that not all cultures are repre-

sented in those classes. According to a survey done at CRLS that asked about the diversity of their homeroom in comparison to that of their classroom, 12 out of 18 students said that their homeroom is mostly diverse versus 4 out of 18 who said that their classroom is more so.

Senior Keisha Lamare states, “...ethnic groups are not as likely to go into honors and AP courses; not because they are not capable, but because they are not encouraged to challenge themselves and don’t have not as much information about the classes and the help that is available to them if they start to struggle.” Does this division in honors and AP classes have anything to do with the friends they make?

According to a Gallup poll, 17% of teens say they have a lot of friends from other racial or ethnic groups, while 50% say they have a few friends and 31% say they have no friends from other groups. 27% of non-white teens said that they have a lot of friends from other racial or ethnic group vs. 12% of white teens.

Students believe that CRLS is different than other high schools due to the city that it is in and its plethora of interracial friendships.

Mr. Parker's Fight Against ALS

One CRLS Teacher's Experience with 21st Century Multiculturalism

Continued from page 1

tion. Another possible cure might lie within stem cells, a medical area almost fabled in its prominence – or perhaps in the human genome, where researchers are attempting to trigger certain genes on and off for certain traits. Mr. Parker has been heavily involved with experimental treatments, and it's not out of the realm of possibility that one might be behind his current relative vitality. For a man who's currently outplaying his medical prognosis (the doctors gave him three years to live, a prediction that he's on pace to barrel through at the moment), Mr. Parker is remarkably sharp. There's no sign of the mental deterioration that ALS is supposed to inflict.

Mr. Parker refers to himself as a muralist and public artist, adding that he “focuses on the smaller things.” Indeed, he's carved out a niche for himself as an artist even outside of his occupation as a Rindge art teacher. After educational stints at Praireview A&M University, the School of the Museum of Fine Arts, Tufts University, and the Massachusetts College of Art and Design that ultimately yielded a BFA and MSEA, he's been involved in several murals and projects, a couple of which have adorned the Rindge campus before its recent renovation.

In addition to his painting, Mr. Parker is a man who's very in tune with his emotions and thoughts; even just behind his desk is a massive poster displaying his feelings and concerns in a brain map. And the way Mr. Parker tells it, he was faced with two clear major decisions in the aftermath of his April 2010 diagnosis. The first, he phrases metaphorically: he decided not to chase the rabbit. “At the dog track they have this fake rabbit, and the dogs start chasing it. When people hear about diseases, they'll circle the world trying to get the cure. What I decided is that I live in one of the best places to be ill and get a cure in the world,” he says.

The second decision, Mr. Parker notes, was continuing to work. “Instead of living off my bucket list, every day is about quality of life,” he says. “I interact with students, I'm out of my house every day, I function.” But even after he'd made the decision to not go on disability leave, teaching would be a daunting task: particularly a couple years down the road as the ALS condition made its presence clearer and mobility became more and more of an issue.

But for Mr. Parker, it was “a perfect storm for me to get sick.” The Cambridge Public School system is one renowned for its technological integration across schools, and Mr. Parker feels the impact of that more than virtually any other teacher across the district – an Eno board, a computer, and more. They're all crucial tools he has to utilize to teach – his lack of mobility isn't much of an issue when an entire lesson can be shown up on the board in the form of a Powerpoint with nothing more than a couple keystrokes. “If you've been at CRLS long enough, if you go back seven years, people were complaining about entering attendance manually,” says Mr. Parker. “Thirteen years ago, it would have been impossible to teach here [with this condition].”

And the puzzle pieces that have come together to make CRLS accessible even to the wheelchair-bound certainly aren't restricted to



One wall of student-created art in the back of Mr. Parker's classroom.

Photo Credit: Sun-Ui Yum

the classroom. Mr. Parker seized upon one example to display his point, the push-open buttons for doors across Rindge. “Not only can I have access to the front door but anyone – whether it's parents, a teacher, a student that might have come from an elementary school. Those door openers don't just say ‘Open the door.’ They say, ‘Come on in, all are welcome.’”

Mr. Parker refers to the support he's gotten to make teaching a viable possibility even given his mobility issues as a “21st

“Maybe [in the future], there are great teachers out there that will be able to say, ‘I'm going to keep teaching, I still have something to offer.’ That's true multiculturalism.”

century experience.” Diversity is displayed through race, and issues circling the LGBT community are what hit our daily headlines. But, in his words, “When we talk about multiculturalism, until I got sick I thought of race, culture, geography – not ability, mobility, those kinds of issues.”

Mr. Parker isn't the sole wheelchair-user in Rindge, and he's keenly aware of the importance of the school's accommodations and adaptations around him, especially having spent twenty years in over a dozen schools without seeing a single teacher in a wheelchair. “Again, it's really a 21st century experience to have a teacher with mobility problems that can come into school and teach,” he notes.

Midway through *Register Forum's* interview with Mr. Parker, a technician quietly interrupted in order to install a

remote that could open and close the doors of Mr. Parker's classroom. It couldn't have been a more fitting moment for him to enter the scene, even as an unintended participant – interview or not, CRLS was doing what it could to work with and help Mr. Parker. “There are a whole host of schools in which this wouldn't be able to happen,” he says. “Maybe [in the future], there are great teachers out there that will be able to say, ‘I'm going to keep teaching, I still have something to offer.’ That's true multiculturalism.”

It's not just the school that has stepped up to the plate to form a support system for Mr. Parker. Students, teachers, administrators: as he puts it, “I've gotten great relationships with

some people I didn't really know, some people I knew, some people who just come by once a month or every other month or every day to say, ‘How're you doing?’” The students who drop by during homeroom and lunch to chat with him are as crucial a boost as his accommodations.

Another reason for positivity is the recent Boston Walk to Defeat ALS. It may have only stretched two miles from South Boston's DCR Carson Beach, but in the organization's own words, it's “more than just a few-mile trek.”

The walk, held on the morning of October 26th, managed to raise nearly \$300,000 towards a cure and helping those afflicted with the disease.

Look at the list of Team Jameel's donors on his Walk to Defeat ALS

page, and you'll be bombarded with names of CRLS teachers, guidance counselors, and administrators. Mr. Parker credits much of the organization to Ms. Davis, a physical education teacher at CRLS that he refers to as his sister. “I think we had the biggest team there,” Mr. Parker laughed. Biggest or not, they've been extremely successful, having raised nearly \$5,000.

It makes sense, then, that with this type of support the importance of teaching and interacting with his students has only swelled in Mr. Parker's mind – in a rapidly changing world, the crucial nature of teaching in preparing students has become one of his primary concerns. He says, “Even though I just teach art, there has to be other components to devel-

oping the thinking and outlook of students so they're prepared for these next challenges.”

Even during this interview, Mr. Parker's teaching assistant slipped in to check on him. It's clear that the significance of his situation was vividly clear in his mind as he struggled to find a word to define teaching's role, before he and his TA lightly settled on “the ultimate honor.”

“When teaching creative and critical thinking, there's no better place than the art room,” he says. “The students that come to me and say, ‘I want to be a teacher because of my time with Mr. Parker’...that's a life worth living. Can't do that unless I'm here.” Perhaps it's fitting, even poetic, that Room 1608 is exactly where Mr. Parker still is thirty-one months after the diagnosis that shook his life by the scruff – still defying ALS, still doing what he loves.

“Those door openers don't just say ‘Open the door.’ They say, ‘Come on in, all are welcome.’”



INTERNATIONAL STUDENTS

Continued from page 1

communicating. I understand what my teacher is teaching in all of my AP classes.”

In the beginning of an international student’s high school career, they face many challenges. However, as they progress through their high school career, some of those students even go on to become Rindge Super Seniors, members of the National Honors Society, athletic stars, or get accepted to elite colleges.

As a junior at CRLS, El Salvadorian David Martinez took ESL 1, but moved to both ESL 2 and ESL 3 within a year. Staying in ESL programs helps these students to prepare for non-ESL English classes before graduating.

The ESL teachers work hard to make sure that students understand the material that corresponds to their grade level. Many of the teachers are from different countries, and have experience in everything from applied linguistics to marine chemical ecology.

The Teacher in Charge (TIC) of the ESL program, Ms. Outeiro, says, “In the ESL program, teachers shelter instruction so that their ELL students can access subject-area curriculum. The goal is twofold: provide content instruction and develop their English language proficiency.”

David Martinez adds, “I write a lot; while reading I have to write in journal to keep track of what I read. I annotate the text and write an essay for every book I read.”

But even though CRLS provides many opportunities for international students, many miss their schools back in their home country.

Somalian Sophomore Sekeriya Abdulle shares, “Even though I have a lot of friends with whom I eat lunch and chill. But I really miss my old friends and teachers and the weather of my country.”

EDUCATION

Weighing in on College: Why Higher Education?

By

Kevin Ward

Register Forum Staff

According to the Bureau of Labor Statistics, in October of 2012, 66.2 percent of high school graduates were enrolled in colleges or Universities. This means that well over half of high school students make the decision to pay money for additional years of education. But why do the majority of students around the world, and CRLS make this decision to attend college?

Students will be paying thousands of dollars for a chance that they might get a job; though according to the Huffington Post the overall unemployment rate for recent college graduates is 7.9 percent. Debt will be a concern regardless if one lands a job, so the question remains, “is it worth it?”

To clear up some of the gray, unexplained areas, surveys were conducted around CRLS to highlight their position on the purpose of college. A huge number of students gave positive feedback regarding several as-

pects of the college experience. In fact, 97% of the participants planned on attending school.

Results displayed quickly that college is extremely dynamic, and that the options and paths one may take are endless. One might assume that all high school juniors and seniors are on the same page, but the variety of different plans is astounding.

Junior Abdulahi Dirir seems know exactly which direction he is heading. Since his

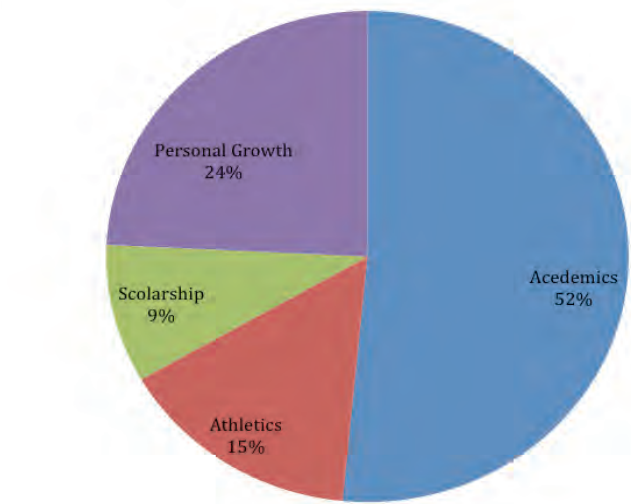
can be key.” Like many, Dirir hopes to find a high paying job through the years of education.

Sports also serve as a reason to attend a specific school whether it’s high D1 or low D3; athletics at the college level are an attraction for high school graduates everywhere. Many times sports serve as more than just a competition, they teach lessons, and can serve as another form of growth.

On the other hand, college simply may serve merely as a “growing experience.” Many students attend various schools to mature on their own. Students at Rindge have called it “the next step to becoming an adult.”

CRLS is undeniably a diverse school, and that diversity seems to be exactly what highlights all of the positives of college. While college does have many

different degrees and paths that you can take, growth and opportunity seems to be a common factor. Overall, CRLS had few complaints about the financial aspects, and seemed to focus on the positive aspects, looking forward to an opportunity for a more successful life.



Based on a CRLS poll, the chart above breaks down students’ reasons for going to college

freshman year Dirir as attended programs at Harvard and maintained an extremely high GPA to ultimately get into a top university. “Colleges recognize hard work, and a connection from a top school speaks to any employer” says Dirir. “Connections from well known universities

Mind the Gap

Achievement Varies Widely at Rindge and Beyond

By

Phoebe West

Register Forum Staff

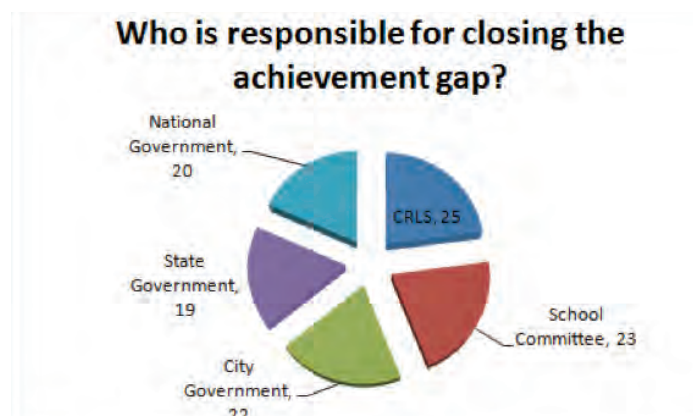
“I don’t think the gap can be eliminated, just minimized,” sophomore Charlotte Eccles expressed, showing a common opinion about the achievement gap. At Rindge the achievement gap has been a lurking problem for years. But with changes in curriculum, facilities, and standards, the question becomes is there an achievement gap at CRLS and, if there is one, what can be done to close it?

The official definition of the achievement gap is the observed disparity of performance between groups of students, especially groups defined by socioeconomic status, ethnicity, and gender. The measurements of this gap are per-

formance in standardized test scores, graduation rates, Advanced Placement, Honors, and College Prep class demographics and GPA.

According to the National Center for Education Statistics, “This graduation rate [for four year higher learning institutions] was 56 percent for males and 61 percent for females; it was higher for females than for males at both public (59 percent vs. 54 percent) and private nonprofit institutions (67 percent vs. 62 percent).” This disparity in achievement between males and females is also prevalent in high school GPAs.

The Massachusetts Department of Elementary and Secondary Education found that on the 2013 tenth grade English Language Arts MCAS test, only 20% of African-American/



Results from a Register Forum survey of 43 students regarding the achievement gap.

Black students and 34% of Hispanic/ Latino students scored advanced, compared to 60% of white 10th graders.

The Register Forum survey asked 43 Rindge students about the achieve-

“There isn’t just a flyer you can hand out to fix an issue like this.”

ment gap. The majority of students believed that there was an achievement gap at Rindge, although definitions of what it was varied widely, ranging from the difference between grade point average of different groups, to an intellectual

difference between Honors and CP students.

The students surveyed also gave 17 different resolutions that they thought could close the gap. The most common were giving incentives to students who are doing well, motivating students more and just raising awareness of this grave problem. Some were less enthused. Sophomore Colin Lee expressed his wariness of resolving the gap saying, “There isn’t just a flyer you can hand out to fix an issue like this.” On the survey students were also split on whose responsibility it is to close the gap.

This is not to say

that there have not been efforts made to close this gap. New curriculums such as the Common Core are proposed in order to not only push students but also help students be more prepared and successful. The Innovation Agenda also attempts to close the gap by further regulating middle school education. When asked, senior Federico Roitman expressed, “There are some kids who do get ahead while unfortunately some do fall behind, but one thing that is great about Rindge is that they offer a lot of programs to combat this.”

When asked how to resolve this problem Conor Naughton, a junior, simply stated, “It’s really tough.” Because the achievement gap can be seen in so many contexts and has effects on so many groups of people, the answer to how to close it is just as complicated. If the survey suggests anything, it suggests that it is everyone’s responsibility to close the achievement gap.

Get With It Already, America

The Deeper Limits of Modern Race and Ethnicity Surveys

By
Phoebe West
Register Forum Staff

It seems that on every form and every test you need to check off a box saying what race or ethnicity you are. As a person of European and African descent, I am outraged by this fact. In the year 2013, these boxes are no longer an accurate representation of who we are.

The options for race usually are Hispanic or Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.

This would be fine if people identified as only one of these things, but many of us are not homogeneous and cannot define ourselves by one box. So what can we do?

Although some applications give the option to check more than one, the vast majority of those I have encountered do not. To address this problem, new categories have been added to try to define those of us who are multiracial, although they have their own problems.

And there are a lot of us, according to the American Academy of Child and Adolescent Psychiatry. In the US, over two million children have parents of different races, and this number is predicted to continue to grow in the coming years.

To address this a “Mixed” option has shown up on surveys and tests. By definition, the term mixed can represent any person who is more than one race.

The problem that comes with this is that the people who check this can have any combination of races. By checking “Mixed,” you cannot be specific; you are only giving a very superficial representation of your background to the survey.

The second, and more problematic, added option is the “Other” category. Every person has a lineage, so why should they have to alienate themselves by having to choose other? “Other” has such a negative connotation. Furthermore, from a statistician’s perspective, this is also detrimental because like mixed, you are seeing a wide array of backgrounds.

By checking “Mixed,” you cannot be specific; you are only giving a very superficial representation of your background...

So why do we need these in the first place? I do understand that getting these statistics are a way to try to collect data on the progress that this country

has made. But with that said, if we are trying to move past centuries of racism in this country, making people confine themselves to one category of who they are does not seem like progress to me.

I urge everyone to not force himself or herself into a box because it’s okay to identify as more than one thing. It’s 2013 and it’s time to own up to our progress and expand the definitions of race.

More Student Artwork Needed Around School

By
Simon Jablokow
Register Forum Editor

The recently renovated Cambridge Rindge and Latin buildings are impressive. The resources provided to the students are extensive to say the least, and Cambridge spends thousands of dollars on each student annually.

There are computers and smart boards in nearly every classroom. There is a library inside of the school as well as the Cambridge Public Library seconds away from the front door.

Yet, when I come to school everyday, I don’t fully feel as if I am at school. Instead, I get the sense that I am at work in a corporate office. The halls and some of the classrooms have an institutionalized feel to them,

with only one wall painted one of a select group of colors and the rest the uniform white. However, this could easily be overlooked if it wasn’t for the disturbing lack of

student art, or any student work around CRLS.

Most teachers try and combat the feeling by putting up projects and other work, as well as posters or other forms of artistic expression that represent what will be taught in the class. For a short time in those classes, the feeling of intense structure abates and I feel free to learn not for a reward, but to truly educate myself for the future.

Art puts one at ease and promotes free thinking and freedom of expression. The halls of Rindge once held quite a bit of student work, so why should a renovation cause a change in the way the school feels? I feel a

strong sense of commitment and caring from the majority of the teachers and administrators at the school, and I feel that student art and student work being displayed around school would truly represent that caring. It

Displaying art that was produced by students would provide a strong sense of commitment to education.

would certainly represent a commitment and appreciation for education far more than that of the recent installations mentioned in last month’s edition of the *Register Forum*.

Displaying art that was produced by students would provide a strong sense of commitment to education. It is important to stress to students that their learning, and not a judgment of performance, is the paramount goal of the school. Publicly showing and appreciating the work of students would create a much stronger feeling of community than any assembly could.

Aside from creating a sense of community and appreciation, student art around the school would simply be pleasing to the eye, and most likely positively affect people’s moods. Work could be easily and nonpermanently installed so that a rotating series of past and current student art can be utilized and showcased.

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Established in 1891 as the C.M.T.S Register

Opening Doors for Fans with Fantasy Football

By
Evan Kuh
Register Forum Staff

As a new football season rolls around, millions of Americans gather around their computers to participate in a fantasy draft. Fantasy sports consist of a group of friends who create a virtual league in which each person picks various players from all of the different teams around the league in an attempt to build the ultimate “team.”

Some argue that the idea of caring so deeply about a virtual team is silly. At one point in time, I too would have brushed the idea off as a joke - until the beginning of the 2013-14 NFL season.

As eight guys gathered in my living room in early September, I could feel the excitement coursing through me. Not having much knowledge of players beyond the roster of the New England Patriots, I picked who I knew and relied on guidance from ESPN for the rest.

Each week I would play a different team in my league. I was crushed in the first game, a heart-breaking adventure in

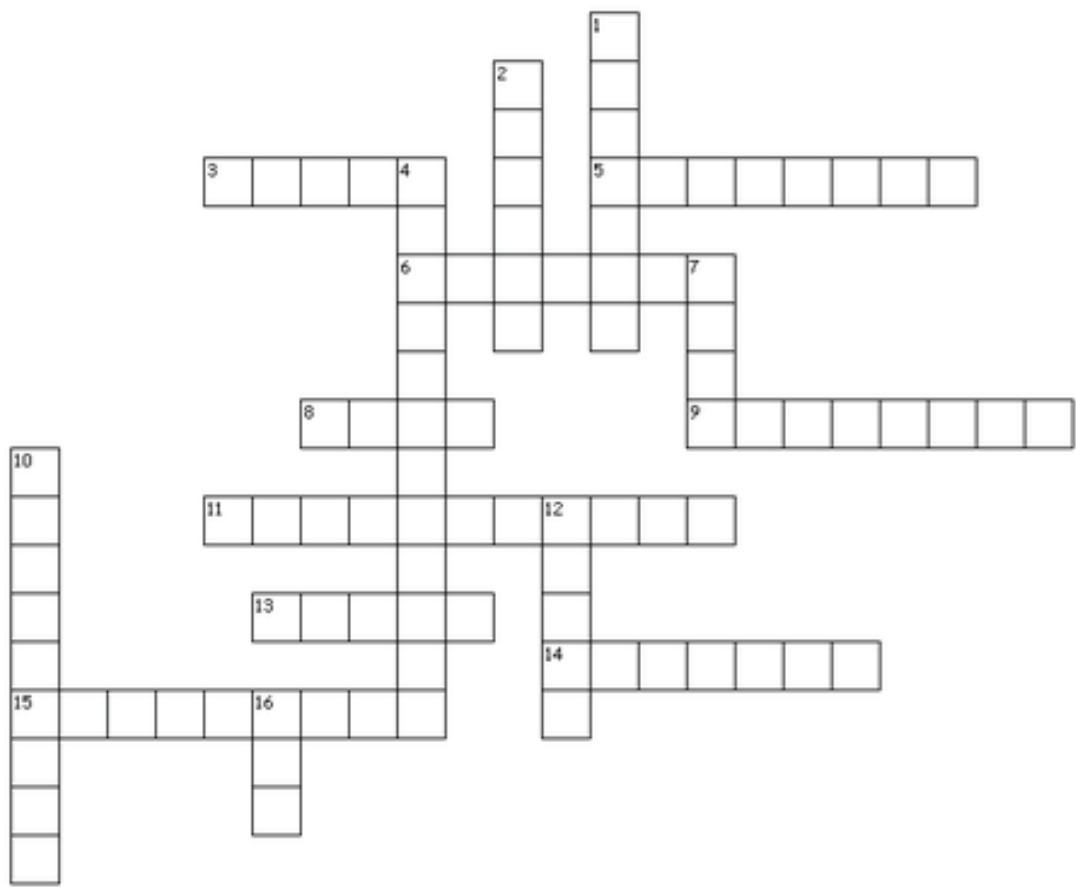
which I found myself down from start to finish. As week two came and went, I suffered a similar fate in getting pounded by my next opponent.

However, my luck all changed in week three. After reading up on the scouting reports and player evaluations I set my roster and sat glued to the television. Then right in front of my very eyes something amazing happened--I won! I’d just gotten my first fantasy football win ever.

In those few moments of joy, I was able to understand what fantasy football was all about. The excitement of putting my team’s fate in the hands of others sends a shiver down my spine, but I cannot look away.

Fantasy football has allowed the popularity of football to grow and, in the process, captured the attention of millions of other fans, like myself, who will scream at the computer screen when a virtually unknown 5th-round pick drops a pass. The ability of fantasy football to create passion is what makes it great, allowing a rather passive fan to become as deeply invested as one who has been watching for 30 years.

FALCON CROSSWORD



ACROSS

- 3) Two Million Children
- 5) Fantasy
- 6) Football Team Loss
- 8) “We’re winning the ____ next year and every year after that, nothing else to say.”
- 9) Golf
- 11) *Arrested*
- 13) Losing in First
- 14) 84.3% of public schools are monitored by
- 15) “I love Netflix! I love TV! I love life!”

DOWN

- 1) 29.2 Million Subscribers
- 2) 65 Students Participated
- 4) We’re Watching You
- 7) 3-4-1
- 10) Opportunity, _____, and Respect
- 12) ALS
- 16) Fresh

THIS WEEK IN HISTORY

November 25th:
1667 - A deadly earthquake rocks Shemakha in the Caucasus, killing 80,000 people
1949 - Ted Williams wins the American League Most Valuable Player award
1963 - John F. Kennedy’s funeral
1983 - World’s greatest robbery of 25,000,000 pounds of gold in Heathrow, England

November 26th:
1865 - *Alice in Wonderland* published
1867 - Mrs. Lily Maxwell becomes first woman to vote in a British parliamentary election - women’s suffrage later declared illegal
1941 - President Franklin D. Roosevelt signs a bill that establishes the fourth Thursday in November as Thanksgiving Day

November 27th:
1924 - In New York City, the first Macy’s Thanksgiving Day Parade is held.
1960 - After trailing 38-7 late in the 3rd quarter, the Buffalo Bills tie the Broncos at 38-38
1973 - The US Senate approved Gerald R. Ford as the nation’s 40th Vice President following the resignation of Spiro T. Agnew after pleading guilty to income tax evasion.

November 28th:
1821 - Panama Independence Day: Panama separates from Spain and joins the Great Colombia
1919 - Nancy Astor, American-born wife of Waldorf Astor, became the first woman in British history to be elected to and take a seat in Parliament
1995 - President Clinton ends the federal 55 mph speed limit that began in 1974 as an energy-saving measure during the Middle East oil embargo.

November 29th:
1980 - Ken Horne, the original AIDS patient, dies
1934 - The Chicago Bears beat Detroit (19-16) in 1st NFL game broadcasted nationally
1944 - John Hopkins Hospital performs 1st open heart surgery
2001 - Beatles member George Harrison dies of cancer
1963 - The Beatles release *I Want to Hold Your Hand*
1947 - The UN votes for the partition of Palestine and the creation of Israel



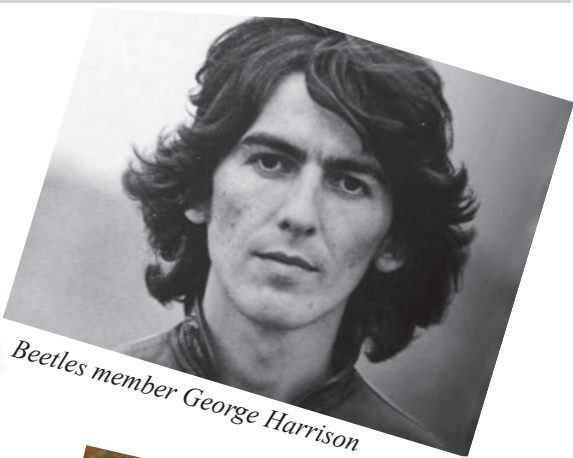
Former President John F. Kennedy



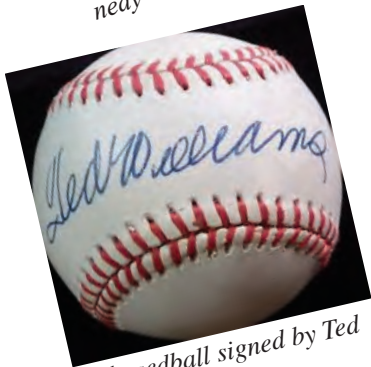
Nancy Astor



Probe Mariner 4



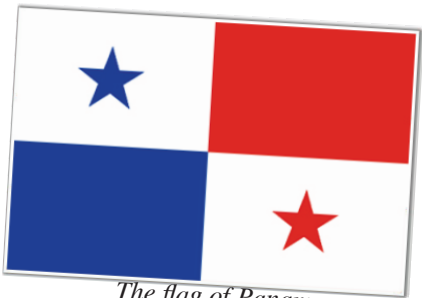
Beatles member George Harrison



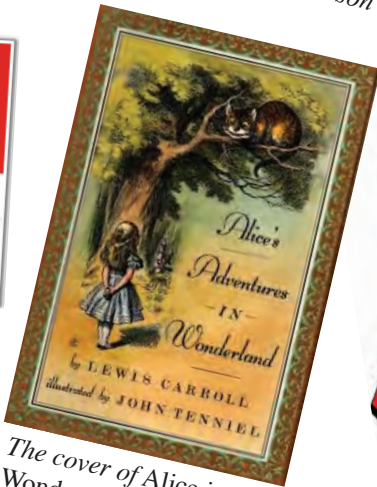
A baseball signed by Ted Williams



Macy's Thanksgiving Day Parade



The flag of Panama



The cover of Alice in Wonderland



AIDS Awareness Ribbon



Ted Williams's baseball bat



GOLF

By
Rafael Goldstein
Register Forum Editor

Huge steps were taken by the CRLS golf team this year: after not recording a single win in the 2012 season, 3-4-1 was a satisfying record for this co-ed team. This year’s varsity golf team was filled with freshman, leaving quite a good future for the team.



Freshman standout Bill Preytis said at the end of the season, “The team has a good future and I look forward to the next three years on the team; I learned a lot this season, especially from my teammate Will Bussink.” The team appeared to share many great experiences and laughs throughout the season.

Junior Jackson Damon, after being asked about how the team turned it around, added, “We were motivated from our disappointing season which ultimately gave us a big push.” The players on the team stressed the importance of hard work and determination, as many players took time out of their summers to practice and push themselves to be that much better.

When asked about the future of the golf team, star junior Philip Gaines shared, “We’re winning the chip next year and every year after that, nothing else to say.”

Having four freshman starters is a very bright point of optimism, and the golf team hopes to improve on their record next year and turn themselves into an elite team.

CREW

By
Tomek Maciak
Register Forum Correspondent

On October 19th, the first varsity crew team finished 57th in their competition in the annual Head of the Charles Regatta, the largest regatta in the world. CRLS finished a stunning twenty-four places above Buckingham Browne & Nichols School, known for its financial dedication to its own crew program.

The team had a challenging start to its season thanks to injuries and varsity departures. However, the seniors on the team are preserving the team’s optimism and eagerness for success.

Senior Jonah Conlin said, “This season has been about recovering from a really turbulent year; now that we’ve had that time, I think we have the opportunity to succeed in the spring.”

The team is led by the experienced Coach William “Bill” Becklean, an Olympic gold medalist, Yale graduate, and former President of the Cambridge Boat Club.

Sophomore varsity member Nate Dempsey has cited team spirit as the real cause for the team’s impressive seventh place finish in the Massachusetts State Public Racing Association Championship (MSPRA), declaring, “Crew is a family...[The best part is] you get to spend 20 hours with friends.”

The team now looks forward to working through the winter season to build on the fall’s groundwork.



FOOTBALL

By
Rafael Goldstein
Register Forum Editor

This year, the CRLS varsity football team proved once again they can compete with the best in the league, even without last year’s departed standout junior quarterback David Maaghul.



Posting a 3-5 record to accompany a 7th seed in Division 2 North for the state tournament, they suffered a tough last-second 27-28 loss to a tough Reading team in the first round. Although losing in the first round of a tournament is always hard for a team, it sure was rowdy season.

Senior Cameron McMillian reflected, “It was a rebuilding year; that being said, a rebuilding isn’t about winning immediately and always. It’s about creating a place where success breeds success; it’s about creating a program.”

This year might have not been the most successful, but the players and coaches that will be returning next season seem to be very enthusiastic about the future. The Rindge football team of 2013 and beyond is a very different team than the one that struggled to capture any wins a few years ago.

“We’ve got an incredible amount of talent and an amazing coach to help make this team great,” said freshman quarterback Emmett Stevens. The football team still has 3 more remaining exhibition games including their annual Thanksgiving matchup, so show up and support!

FALL FALCON SPORTS ROUNDUP



THE REGISTER FORUM
ATHLETE OF THE MONTH
Myeisha Worrell



By
Bence Szechenyi
Register Forum Editor

Junior Myeisha Worrell, the middle hitter on the girls varsity volleyball team, is a self-described “seeker of greatness”. Since she started playing volleyball in her sophomore year, she has worked very hard. She rapidly improved, reaching the varsity level at which she plays today.

“My most important trait as an athlete is the ability to learn from my mistakes,” Worrell told our *Register Forum* correspondent. “That is the only way to improve.”

Teammate Emily Hays disagrees with Worrell. She said her strongest characteristic is her leadership and sportsmanship. “Myeisha is a pleasure to play with, she dominates on the court and is an encouraging teammate off the court.”

Worrell is also excellent showcase of the CRLS spirit. She was brave enough to start playing volleyball a little bit

later than most teammates, but improved rapidly. She displays the benefits of hard work, having quickly become a highly-skilled player.

Her success story shows that at CRLS, you can become successful at anything you want as long as you are willing to put in the work.

In volleyball the middle hitter is a deadly offensive weapon, key to killing points quickly. Despite her important role on the team, throughout the interview Worrell showed great humility, repeatedly taking the focus away from her achievements and putting the team into the spotlight.

“It was great to be a member of such a talented team. We all like each other and we all want to work as hard as it takes to be successful,” said Worrell.

The team had a successful season, winning the Greater Boston League as well as qualifying for the state tournament. Worrell however, is not satisfied with the GBL trophy. She wants bigger and better things: “You will see us next year, taking the state chip!”

FALL FALCON SPORTS ROUNDUP

BOYS SOCCER

By
Bence Szechenyi
Register Forum Editor

High expectations were placed on the boys varsity soccer team this year. They had young talent, such as Brazilian freshman Guilherme Cirino as well as tried and true players like captains Emile and Jeremy Sternbach. The squad was well-rounded with talented players in almost every position; no wonder the school expected a great year from the team.

The season got off to a good start, winning their first three games. The team had trouble keeping their strong form, struggling to win games in the Greater Boston League. After a difficult rest of the season, the squad was faced with a crucial last three-game home stretch. They had to have a winning record out of the last few games in order to qualify for the state tournament.

At this point the team had to gel together, and showcase their abilities under a large amount of pressure. They managed a 1-0 victory in a nail-biting last game in front of the home crowd at Russell field

“We really...were able to showcase how much we got better as a squad.”

Defender and CRLS senior Ian Lee takes the ball up the field.

Photo Credit: Jenny Kwo

against Chelmsford.

Jeremy Sternbach expressed pride in his team’s accomplishment, saying, “We really persevered through the tough times and were able to showcase how much we got better as a squad.”

After the nerve-racking last game, the

team went on to win the first game of the state playoffs, a feat that had not been managed by CRLS in four years. They lost in the second round to Somerville, but it was an impressive season nonetheless for this CRLS team.

The team now turns their attention to next year where they hope to improve on this year’s performance, led by the new captains: Manuel Bonder, Ray Benzan, and Jeremy Astesano.



Girls Cross Country team during a meet at Fresh Pond.

Photo Credit: Larry

Boys cross country is one of CRLS’ most successful sports. In past years they have done well enough to attract the attention of New Balance, who offered to sponsor the squad with uniforms and discounts on gear. Most of the school has come to expect good results from the team.

“We all have trained very hard this season,” said sophomore Sam Stubbs. “It all paid off in the end with our

CROSS COUNTRY

record.” The team’s undefeated record earned them the number one seed going into divisional playoffs.

The playoffs were on October 9th. However, they struggled to meet the level that they had showed all season, placing

fifth in the playoffs. Although this was a disappointing result it was still good enough to qualify them for a spot in the all-state championships.

Girls cross country also had a good year, with one runner making it through to the All State tournament. Captain Ariela Schear commented on the growth of the team by saying, “the highlight of the season

was watching the returning veterans and the many new additions to our team really come together and improve as a whole.”

When asked if she was pleased with the season, Schear said, “Yes, on the most part. I think we could have done better, but you can always do better. So all things considered it was a solid performance.”

The Rindge girls varsity team entered the year determined to improve after the talented team had a posted a solid 9-9 record in 2012 and qualified for the state cup. With talent present in the squad the players and fans were jubilant for the start of the season.

Unfortunately, the team did not set off to the perfect start. As captain Mo Nelson put it, “We got off to a rough start, the effort we were putting in on the training ground and in matches

GIRLS SOCCER

was sadly not reflected in the score lines.”

But the spirit of the squad was not broken. The team was able to push past the difficult losses and rally in the second half of the season. They went on an incredible run of form, winning enough games to qualify for the State Cup tournament. Many fans, like *Register Fo-*

rum photographer and avid Falcons fan Larry Aaronson, expressed a sentiment that they played some of their best games in the home stretch.

Captain Phoebe West credits the comeback to the amazing resilience the team demonstrated: “We showed a lot of heart. Everyone worked hard and it paid off in the end.”

Although the season ended with a 6-0 loss against a strong Masconomet side, the season is a story of strength and resilience. They refused to give up, motivated by their shortcomings to push forward towards a successful conclusion of the season.



The Girls Soccer team knows how to defend!

Photo Credit: Larry Aaronson

