

# The REGISTER FORUM

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

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Cambridge Rindge and Latin School

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## Creature Feature

*Visual and Performing Arts  
Community Explores the True  
Meaning of "Perspective"*

By  
Kevin Xiong  
*Register Forum Editor*

How do we know what we know? In the past month, students in CRLS Visual and Performing Arts classrooms have explored this question through building four peculiar creatures and presenting them to various Cambridge Public Schools. The inspiration for the project dates back to 16th century Europe.

In 1515, Albrecht Dürer, a German painter and printmaker, created a woodcut of a rhinoceros based on another artist's description. Despite its many inaccuracies, for three centuries, Europeans accepted and reproduced Dürer's illustration as an accurate depiction of a rhino.

Today, we are over a decade into the 21st century, and the anatomy of a rhinoceros is no longer a mystery to modern humans. However, Dürer's rhinoceros continues to carry significance. How exactly did the other artist who inspired Dürer describe the rhinoceros he saw? How was Dürer able to create a woodcut based solely on the information he acquired? How did Dürer's woodcut affect other

*Cont'd on page 6*



*Ceramics, Theatrical Design, Robotics, and Dance classes designed creatures that aligned with elements of their curricula and presented them to students in various Cambridge Public Middle Schools during the week of Halloween. Theatrical Design built the creature pictured above. Photo credit: Larry Aaronson*

## Eid Comes to Cambridge

By  
Jacob Colbath-Hess  
*Register Forum Editor*

On Monday, November 7th students in the Cambridge Public Schools District had a day off. It was the first year that the CPSD observed the Muslim holiday Eid Al Adha.

Cambridge is the first public school district to give students the day off on a Muslim holiday in Massachusetts. Other schools districts who observe at least one Muslim holiday a year include Burlington, VT and Dearborn Michigan.

The decision has its origins in a school committee decision last year to observe the holiday. Committee member Mark McGovern brought the matter up for consideration, and as part of a larger initiative to take a more systematic look at what holidays are celebrated in Cambridge the motion passed.

"It makes a statement that we're not going to put

*Cont'd on page 5*

## CRLS Embarks on Self-Study *Reflection and Contemplation Undertaken in First Step Towards NEASC Reaccreditation*

By  
Owen McCartney  
*Register Forum Editor*

The accreditation process is not announced over the intercom, and it has not been brought up during Community Meeting. It is presently going on unbeknownst to the entire student population. In fact finding a CRLS student who even knows what the NEASC stands for or understands the recent history Rindge has with the organization and the story that goes with it is nearly impossible.

Yet awareness of

where Cambridge Rindge and Latin School has come from, and what route the path that led to today has taken is crucial to comprehending, and appreciating where we have arrived; the NEASC accreditation marks the latest chapter in CRLS's past.

Eight years ago, in the process of being evaluated by the New England Association of Schools and Colleges for accreditation Rindge was in a tough spot.

Citing concerns about a lack of cohesive leadership and organization; mission and expectations of student learning; curricu-

lum, instruction, and student learning assessment; and community resources for learning Rindge was placed on probation, meaning that if the concerns noted by the association were not addressed the school could lose its accreditation.

Losing accreditation would remove Rindge from the group of schools that the NEASC holds up as adhering to a standard far above the state and federal minimums.

Being placed on probation, and potentially

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# Even Reporters Go to School

## *RF Journalists Attend Prestigious Harvard Crimson Conference on Journalism*

By  
Gabriel Sánchez  
*Register Forum Staff*

On Saturday, October 22, 2011, Register Forum Correspondent Naomi Tsegaye, and Editor-in-Chief Gabriel Sanchez went to a conference held at WHarvard’s well-known newspaper, the Crimson. These members of the Register Forum acted as the representatives for Rindge; other school newspapers included Tabor Academy’s The Log (Marion, MA), The MacDuffie School’s The Magnet (Granby, MA), The River School’s The Rivers Edge (Weston, MA), to name a few.

The 6-hour plus conference included many seminars, lunch, and a talk by award winning, New York Times foreign correspondent Carlotta Gall.

Ms. Gall has worked in the Balkan Peninsula (Serbia, Croatia, Bosnia-Herzegovina, Macedonia, to name a few of the countries), the former Soviet Union, Central Asia, and most recently in Afghanistan and Pakistan. After an hour long talk and photo slideshow, in which Ms. Gall’s experiences as a correspondent in Afghanistan and Pakistan, the floor was open to a question and answer session.

According to the Harvard Crimson’s Journalism Conference website, the conference offered 14 classes (video, sports, photography, news, magazine, ethics, interview, design, business, blog, editorial, interview, arts, editor-in-chief, and pitch seminars). The Harvard Crimson staff that were members of each board (or group specializing in each particular

part of the newspaper), provided teachers for the conference. At the end of the conference, the Crimson presented Tabor Academy’s The Log staff with the Scholastic Journalism Award.

“I thought it was fun and interesting to learn about a certain topic I don’t normally focus on, and good to talk to college students and see their [the Harvard students] experiences on the school paper,” said Naomi after it was asked what was her opinion on the conference.

Looking into the future, the Register Forum hopes to send more Register Forum staff, editors and club members to additional conferences. If interested in joining the club, contact Mr. Matteo or one of the Register Forum editors. The club meets Thursdays at 2:45.



*The Harvard Crimson office in Harvard Square were the conference took place. Photo credit: Gabriel Sánchez*

# Respect the Jordan’s

*Understanding the Popular Phenomenon of Owning and Caring for Air Jordans*

By  
Keely Curliss  
*Register Forum Staff*

Connor Donovan, a junior, appears to be a pretty average kid. However, students who don’t know Connor are unaware that he is among a select group at Rindge who owns 50+ pairs of the well-known Jordan sneakers. “I’ve been wearing Jordan’s since I was 5 years old but didn’t start collecting till freshmen year. I consider myself a sneaker head but only to a certain extent because I put most things over sneakers.”

When you hear someone in the halls of Rindge talking about their “Js” they’re referring

*“I stepped on someone’s Jordans once, they got so heated, they made me wipe them off.”*

to their Air Jordans, a type of sneaker released by Nike the first time in 1985. According to Sports One Source, the Michael Jordan endorsed shoes, had earned \$1 billion profit in 2009.

The popularity of these shoes in this country is continues to be immense. The Jordan brand rules an impressive 10.8% of the shoe market.

With the price of these popular shoes comes a motherly/fatherly protectiveness. Junior, Tinischa Lahens, pointed to a particular experience, “I stepped on someone’s Jordans once, they got so heated, they made me wipe them off.”

A single pair of new Jordans can cost anywhere from \$50 to \$200 dollars, and with this type of investment it’s no wonder people take such good care of them.

But why collect something so expensive that is bound to eventually get worn out and dirty? Donovan explains, “I collect Jordan for two simple reasons. I love the way they look on my feet and they’re still extremely comfortable. I feel as if the sneakers make the outfit. I like to keep them reasonably clean and scuffless but they’re sneakers, they’re not made to stay in mint condition.” Senior Alaiyah Wilson added, “I just really like them, they’re fresh.”

While Connor’s approach to keeping these sneakers clean seems reasonable. Next time you accidentally step on someone’s J’s maybe you should remind them that they are just sneakers.



*Air Jordan DMP 6s, just one of many of the popular Jordan models. Photo Credit: Nice Kicks*

Would you like to make some **MONEY**?

Do you enjoy making artwork?

Would you like to sell the work that you make?

Are you interested in being part of the CRLS Crafts Fair?

If you are then please come by 3601 or 3602 and speak with Ms. Haverty or Jon Baring-Gould.

Jurying will take place on Wednesday November 9th.

All work must be submitted by this time. The Crafts Fair is on Tuesday December 6th in the CRLS main cafeteria.



# “Major Change In School Structure”

## A Look Into the New Cambridge Innovation Agenda

By  
Jordan Smith  
*Register Forum Editor*

The City of Cambridge has always been on the forefront of improvement, and is always looking for ways to not only keep up with the times but to see that current policies and procedures are as top notch as possible. It is only fitting that with the huge CRLS renovations, change in the middle schools had to follow the high school’s lead. “What we are looking at is a major change in school structure.” That is what Superintendent Jeff

Young had to say when asked what the new middle school project is. Cambridge currently is home to 11 middle schools, but come September 2012, that number will be cut to 4. The new sites will be fostered in-

*“What we are seeing is teachers being able to decipher exactly what middle schools students have come from as early as the first three weeks of school.”*

side of the current Peabody, King Open, Tobin, and King Amigos schools. Each new location will hold between 250-300 students from each respective schools immediate neighborhood.

According to Mr. Young, one of the most troubling things being seen as early as freshman year is the huge gap between what is being taught in different schools across the city. Young commented, “What we are seeing is teachers being able to decipher exactly what middle schools students have come from as early as the first three weeks of school.” Teachers are wasting a significant amount of time having to catch everybody up, and getting everyone onto the same playing field. Each of the 4 larger middle schools will now offer students the exact same curriculum that the student across town is getting as well. This will in-

sure a sense of consistency. With 7 current schools being vacated, what’s going to fill all the empty space? The city is going to base its special educated program out of the newly vacated schools. This move is what the city thinks is best for the special needs children. When asked about jobs, and how they are affected by this change, all the superintendent could do was say he was “pretty sure that the city can guarantee all current teachers a job for next year.” The plan for

teachers is taking them from their current locations, and just like the students having them go to the same new local school, thus following their students. Superintendent Young feels very passionately for this new project. This is something that Mr. Young feels will be around for many years to come. With the high school being newly renovated, now the middle schools being renovated, it’s only a matter of time before we see some sort of change hit the lower schools.



Photo Credit: Larry Aaronson



Photo Credit: Larry Aaronson



Photo Credit: Gabriel Sánchez

# The Slang Culture at CRLS

By  
Natalie Schmitt  
*Register Forum Staff*

The halls of CRLS are normally filled with excited, chatting kids. Everyone is yelling hello to their friends or flirting with the hottie from their math class, but what are they actually saying? Words like “Jackie” and “Aggy” have made their way into the CRLS student’s vocabulary. Slang at CRLS has always been confusing, because the words seem to pop out of nowhere and spread like wildfire, but what do these words actually mean, and how do the teachers view the students unique use of words? Slang, according to the Miriam Webster Dictionary, is defined as: “an informal

said, “one of our jobs as teachers is to teach kids when and where it is appropriate to use language, and school is one of those places where appropriate language needs to be used. Students need to figure out that school is not a place for slang and curse words.” Sophomore Martin Feld speculated, “I think that if your not a Rindge kid then there is no way of understanding our slang because there are just mad words used for different things then what they actually mean.” Some words might even have a double meaning “Cooked” for example could either mean something is completely crazy and irrational, or a state of mind where one is unable to make normal decisions or talk civilized. To a member of the CRLS community it doesn’t seem unusual to hear these words frequently throughout their day to day life, but to students from other schools many of these words don’t make any sense at all. Junior Grace Gulick, who transferred from BB&N at the beginning of this year, explained the difference she noticed between the language at BB&N and CRLS. “When people at BB&N used slang words they seemed out of place.

The use of these words seems more appropriate and acceptable in the CRLS community”. Slang is different all over the world, and Cambridge has proven to be very original in their creation of these words. The term “sherm” was originated from a song by rapper Big L, and originally meant “angel dust” or the extremely dangerous and destructive drug Phencyclidine, but the word was brought to Cambridge and its meaning was transformed to mean a person who is mentally lost or unstable or not quite right in the head. The teenage community of Cambridge has their own language and unique attitude to match its diversity. CRLS vocabulary will always be transforming and so will the English language.

*“The newest addition to the CRLS student’s slang vocabulary is the word “Jackie”...*

nonstandard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech.” The newest addition to the CRLS student’s slang vocabulary is the word “Jackie”, which according to senior Adam Gourabou “is just another way of saying balderdash. You use it to doubt something or to disagree with someone. It pretty much means whatever you want.” History teacher Kathleen Fitzgerald



Big L, the man behind “sherm” photo credit: letrasm3



# Unsung Twins: CRLS’ Doppelgängers Make Friends

By  
Thomas Barrasso  
*Register Forum Staff*

Isaiah Carpenter-Winch ‘15 has only attended CRLS for three months and yet he is making new friends in a surprising way. At first glance he appears to be the twin of junior Ryan Tracy, but the two are unrelated.

Although Isaiah gets mistaken daily, he finds it surprisingly unobstructive in the process of forming his own identity. Both laugh at their situation, which is actually more common than one might imagine.

There are over 1,600 students within the 541,200 square feet known as CRLS, so it is no wonder students are finding their very own unsung twins: unrelated students that bare a strong semblance to each other.

As expected, real twins like juniors Alysha and Patricia Ribeiro-Bairos, explain that they are “often compared to one another,” at least “once a day even by

teachers.” This comes as no surprise seeing that they are genetically identical sisters.

For them “it’s nothing bad... we got used to it a while ago.” However, upon entering CRLS many unprepared students share the same fate. “It can sometimes get annoying when people tag me as Ryan on Facebook” notes Isaiah, “but people get to know me better because of it.”

Unlike the Ribeiro-Bairos sisters the confusion only happens one way: no one mistakes Ryan for Isaiah. This may be due to upperclassmen having more established identities. Interestingly, one student can be mistaken for another student in the same grade but not the other way around.

As senior Jonathan Gallego points out “people tell me every day that I look like Enoc Flores,” but when asked if the converse occurred to him Enoc ‘12 states that “no one has ever told me that I look like Jonathan.” Agreeing that

it does not bother them, they both find it amusing.

For some having an unsung twin comes with its perks and its penalties. Regarding her similari-

ties with junior Julia Leonardos, Layla Taremi ‘13 comments “I’m fine with it because everyone says we look alike and it is great on Twin Day,” but unfortu-

nately “it can sometimes be annoying, especially if she gets in trouble and teachers think that it was me.”

Its not just students and appearances that get mixed, even teachers sometimes suffer the slings and arrows of outrageous name confusion.

Computer lab instructor Ms. Bikofsky often gets confused for mathematics educator Ms. Bankovsky. She says, “It bugs me because it is not my name.” To her students she presents this simple solution, “just call me Ms. B.”

Surely as time progresses new students and faculty may find their very own unsung twins and will continue to jest at the fact that their appearance may not be as unique as they had first imagined.

While it may become annoying at times, often it is a great way to make a new friend. According to Reuters the world population has passed seven billion, an indicator that more unsung twins are on their way.



These two were “related” for the purposes of this 1980’s classic, but similar non-biological pairs can be seen walking the halls of CRLS.

## NEASC Accreditation Cont’d from page 1

losing accreditation represented a serious problem. In failing to meet four of the seven areas evaluated by the NEASC Rindge demonstrated need of extensive changes to rejoin the vast majority (around 95%) of accredited schools in the state.

Sadly this news did not come as a big surprise to CRLS faculty, students, administration, or the Cambridge community, which had been aware of the challenges faced by the high school and the struggles that the administration and faculty had faced in overcoming them.

But as one of only 12 public high schools placed on probation the evaluation by the NEASC was a wake up call, and reform began only months later. The principal at the time, Sybil Knight, remarked on the changes being made, “We’ve made steady progress on [meeting standards]... We’re going to be OK”

And she turned out to be right. Rindge pushed through the turmoil created in the wake of the dissolving of the house system by instituting the block schedule and started off on the road to recovery. And now eight years latter CRLS is being visited by the NEASC again, so exactly how far have we come? And what exactly does this process involve?

The accreditation process is comprised of two principal procedures; the self-evaluation done by a carefully selected group of faculty, and the evaluation done by a team of examiners sent by the NEASC.

Both teams evaluate the school by looking closely at a set of standards based on “the National Association of Secondary Schools’ (NASSP) groundbreaking document Breaking Ranks and Breaking Ranks II, and the principles of the Coalition of Essential Schools” according to the NEASC’s website.

As would be expected, the reports

of the two groups do not always line up, and according to superintendant Jeffery Young “it is convergence and divergence of the two reports that is [most] interesting”

Comparing and contrasting the way that insiders from CRLS view our school and external examiners view our academic community is of particular interest to Mr. Young, although he makes it clear that the biggest share of responsibility for making the accreditation process smooth and successful lies on interim principal Damon Smith.

He explains that his role in this process would be in taking part of working towards addressing any topics of discussion that arise from “the school holding a mirror up to itself,” such as taking care of budget issues or facility problems, which he has total

faith will be completely absent from all reports.

Superintendant Young’s confidence about the present outlook is clear, and he states “I have been hearing good things... the school community should be proud.” And in a final reflection on CRLS’s last eight years Young says “there was a time when the operational detail [of CRLS] may no have lined up with our values, but there has been necessary healing, and we have moved on to growth.”

The last eight years have not been easy, and the journey is not close to over, but looking back at this crucial moment coming around almost a decade later the progress is tangible, and it is an accomplishment easily appreciated by those who come visiting, and most of all, those looking at their school from within Rindge itself.





# German Exchange Students Visit CRLS

*Students Discuss the Responsibilities of the Hosting Experience*

By  
Leah Cohen  
Register Forum Staff

Hosting an exchange student can be an interesting, and sometimes taxing experience. CRLS is involved with exchange programs throughout year, where students can open their homes and share their lives with teenagers from other countries.

From October 17 to November 3, 29 students from a high school in Germany visited Cambridge. They spent two weeks living with host families and shadowing their host students at CRLS once or twice a week. The days they did not go to school were spent on field trips in Cambridge and the Boston area.

They went to the Science Museum, on a whale watch, along the Freedom trail, and more. Jane Scorza, the coordinator of the trip, observed, “This exchange was different from most programs I conduct because German is no longer taught at CRLS. However, the Cambridge community enjoys exchanges and the German students were particularly well received.”

Exchange students can learn a lot from the experience. Pauline Evers, a 14-year-old German student, remarked, “This school is so big, and diverse! And in Germany, we never ask questions without raising our hands.”

Pauline also asked repeatedly “Does it get boring to have the same four classes every day?” She and many of the other exchange students were fascinated to see a differ-

*“I wanted to make sure they got a view of America. We’re a little bit like ambassadors. These opinions can go far and wide when the kids go back.”*

ent education system than they were used to.

They noticed interesting differences between life in Germany and life in America. Pauline giggled, “Americans always eat with one hand under the table.” Many things in America were new to her. She was shocked after hearing a joke made about Nazi Germany, because “At home, people scream at you if you joke about Nazis.”

Hosting an exchange student can be a scary but interesting experience. Ron Hoffeld, a CRLS host parent, reflected, “I had the usual worries that as kids, they wouldn’t be safe. And I wanted to make sure they got a view of America. We’re a little bit like ambassadors. These opinions can go far and wide when the kids go back.”

Ron felt a lot of responsibility for the experiences of the two boys he hosted. Zoe Hoffeld, a junior, enjoyed the program but expressed natural anxieties about hosting exchange students: “I would definitely do it again, but it was hard, not really knowing them. What would happen if we didn’t get along?”

Izzi Stephens, a freshman, also appreciated the program despite its challenges: “It was hard to share your life. You could never be alone. But it helped me examine my life through another person’s eyes.” Both students found the program valuable, but hard.

The clash of culture can even lead to tension, and one CRLS student mentioned. No matter what side of the exchange, sharing culture yields new challenges and new impressions.

For information about the return trip to Germany or future exchange programs, email Jane Scorza at jscorza@aol.com, or search ‘Student Foreign Travel’ on the CRLS website.

# Cambridge Schools Observe Eid



CRLS students celebrate Eid Al Adha with a potluck in the Media Cafeteria on Tuesday, November 8th.  
Photo Credit: Larry Aaronson

*Eid Cont’d from page 1*

all Muslims into the categories that some people put them in. They are not all enemies,” said McGovern in an interview with the AP.

The decision, which was made at a time when debate over a proposed Mosque two blocks from Ground Zero in NYC, caused several school committee members – including McGovern and Nancy Tauber, to receive hate mail and threats.

“I t makes you think that it’s probably an important thing for us to do because, how else are we going to erase the hate if we don’t talk about the issues?” Tauber said.

“The United States of America is not going to come crashing down because the Cambridge Public School District [celebrates Eid]. This is not a national security issue,” added McGovern.

The decision was made in order to accommodate the large number of Muslim students in the Cambridge District, and because the district already gives Jewish and Christian students days off for some of their most important holy days.

The decision has sparked much local media coverage, including articles

in the Boston Globe, and coverage on NPR and Fox News. Last year, CRLS was featured on the Colbert Report segment “Tip my hat/Wag of my finger,” with CRLS receiving the latter.

One of two major Muslim feast days —the other being Eid al-Fitr — Eid celebrates the willingness of the prophet Ibrahim to sacrifice his son at the command of Allah, and how Allah then stopped him and instead gave him a lamb to sacrifice.

Each year Cam-

ber.

The luncheon’s purpose was twofold: firstly, to enjoy the holy day; and secondly, to raise awareness among students and faculty about what Eid is and why Muslim’s feel its important to celebrate.

“We want to explain the meaning of the holiday, and to clear up any misconceptions people may have about sacrifice,” said Ismail Uddin, a sophomore, and a member of the organizing group. “Eid celebrates how Ibrahim sacrificed the thing

he valued the most to prove his loyalty to Allah.”

The group, which is

*“The change is the culmination of a student-led campaign to increase recognition of Muslim students at Rindge, in line with our motto of ‘Opportunity, Diversity, and Respect.’”*

bridge will celebrate one of the two Eids, depending on which one falls within the school year.

The change is the culmination of a student-led campaign to increase recognition of Muslim students at Rindge, in line with the school’s motto “Opportunity, Diversity, and Respect.” Some of the students who led the effort include Humbi Song ’09, Farah Kashem ’09, Dunia Kassay ’11, Nadhira Muhammad ’11, Hichem Hadjeres ’11, among others.

A group of current Rindge students, in a continuation of the student-activism exhibited in getting the holiday recognized, held a celebration in school on Tuesday the 8th of Novem-

ber. now based in physics teacher Mr Nigdelioglu’s room where they met after school in the three weeks leading up to Eid – also spread leaflets explaining the holiday and left Baklava in teacher’s and school committee member’s dropboxes.

“Last year I couldn’t celebrate [Eid] because I had to be in school and I missed the morning prayers.” Ismail continued, “Without the prayer’s you’re not really celebrating Eid.”

The group expressed their gratitude towards the school committee, and all of the students and teachers – past and present – who made their celebration of Eid this year possible.



# Creature Feature

Cont'd from page 1

people's understanding of what rhinoceroses looked like?

Inspired by the story of Dürer's rhinoceros, the Harvard Art Museums formed a partnership with CRLS' Visual and Performing Arts Department to address these questions and evaluate the power of observation and perspective.

"CRLS' 'Amazing Creatures' Project is being held in conjunction with the Harvard Art Museums exhibition, Prints and the Pursuit of Knowledge in Early Modern Europe, which presents various artists and scientists collaborating to communicate knowledge about the natural world," explained Dr. Koury, head of the Arts Department.

"This project and the museum exhibition both explore the question 'How do we know what we know?'"

Four CRLS classes – Ceramics, Theatrical Design, Robotics, and Dance – developed their very own creatures. Each creature



Puzzled students, teachers, and staff gather and observe the Robotics creature as it wreaks havoc in the hallways of a Cambridge Public Middle School. Photo Credit: Larry Aaronson

captured an aspect of its class' topic and curriculum.

"It was a great to be a part of a creative project, unlike the ones we usually

do in robotics competitions," revealed Mustafa Abbas, a senior in the Robotics club. "This challenge pushed us to make a robot that was both artistically presentable and that

incorporated robotics and moving parts. But what was highly rewarding was actually going and meeting

middle school students."

CRLS students from their respective classes visited various Cambridge Public Schools with their creatures during the week of Halloween. CRLS media students also documented the project and conducted interviews at the elementary and middle schools visited. Some of the K-8 students only got a glance of the creatures, whereas other students observed them first-hand in their classrooms.

"Bringing the robotics creature to the middle

school was an incredible experience," said Bandhan Zishanuzzaman, another CRLS senior. "For the middle school children, this creature was something

the creature's movements and looks. Many petted the creature and wanted to control it, hoping they could spend more time with it."

"We explored the differences between direct and indirect observation," explained Dr. Koury. "Some students at the elementary schools only managed to catch a glimpse of the creatures or hear about them

second hand. Other students had the opportunity of seeing them up close and were able to record their observations through writing and drawing."

"It was great seeing all the Fletcher Maynard middle school students' reactions," expressed Adrianna Hughes, a senior who helped create the dance class' creature. "I think this project really shows how people can have different interpretations and perspectives, even when they're all seeing the same thing."

The "Amazing Creatures" Project will conclude with an exhibition at the CRLS library the evening of November 17th. The exhibition will feature video clips, the elementary school students' drawings and written descriptions, and even the four creatures themselves. Save the date! Contact Dr. Koury or stop by the library on the 17th to learn more.



The Ceramics creature in its predatory position, showing off its sharp teeth and glistening scales. Photo Credit: Larry Aaronson



Cambridge Public School students experience excitement and fear as the Dance creature does a demonstration with a student in front of a middle school classroom. Photo Credit: Larry Aaronson



# CRLS Drama Department Breaks New Ground

*Rindge’s Version of John Water’s Musical “Hairspray” Seeks to Truly Honor Diversity*

By  
Turney Mckee  
*Register Forum Editor*

This coming December, the CRLS Theatre Department is putting on its latest production, its own version of the 1988 John Waters classic, *Hairspray*. The Register Forum has spoken to directors and actors in order to gain insight on why this specific production was chosen.

One of CRLS’s many strengths is it’s incredibly diverse student body, however in the opinion of Monica Murray, the director of the show, the theatre department has been inconsistent in reflecting that. In her words, “one of the many positive things of this production is that it spotlights the diversity of Rindge.”



Photo Credit: Larry Aaronson

This is not limited to a variety of students of different races; the play appears to have bridged a variety of gaps throughout the school. The cast of the play consists of seasoned actors in addition to a significant number of highly interested, but previously inexperienced individuals.

When asked how he is enjoying his newfound passion, CRLS senior Michael Peterson, stated that “This is my first play, it has shown me how hard it is to do a play, especially *Hairspray*. The topics that we tackle relate to racism, which is weird because we live in Cambridge”.

Peterson appreciates the challenge of dealing with topics that he, along with his cast-mates, might not be aware of on a day to day basis. Additionally, the massive 62 person cast incorporates actors as well as members of the CRLS Dance Company. Aidan Dunbar, cast member and dance afi-



Portions of the cast experiment with some Charlie Brown-esque dance moves  
Photo Credit: Larry Aaronson

cionado, confessed to be a performer at heart, regardless of the venue. “I dance a lot, mostly street performing on weekends, but it’s pretty cool that I get to take my moves off the streets and on to the stage.” The CRLS Drama Department appears to be breaking new ground with *Hairspray*, and as a result the excitement is not limited to the new additions. Ms. Murray expressed legitimate enthusiasm over the makeup of the cast, as it offers an opportunity to explore “how teenagers interacted in the

60s”. Ms. Murray has opted to forgo putting a modern spin on the classic, and students can get excited for a classy production in-

*“One of the many positive things of this production is that it spotlights the diversity of Rindge.”*

tent on honoring the times.

However honoring the times can get a bit tricky. *Hairspray* is a play focusing on Jim Crow-era Baltimore and the margin-

alized members of society. As a direct result, this complicates practice schedules, as various demographics of the cast are, quite literally, segregated. Veteran actor Taylor Vandick admitted that she was very impressed that the cast as a whole was able to understand that, due to the nature of the play, rehearsals may at times reflect the very social regulations that they are trying to denounce.

CRLS students can look forward to seeing the play on December first through fourth.

## In the Spotlight: Monica Murray

By  
Kevin Xiong  
*Register Forum Editor*

**RF: How long have you been teaching?**

MM: I’ve been teaching for 10 years at CRLS, but I’ve taught for 22 years in total.

**RF: How does it feel to be the director of the school play, *Hairspray*?**

MM: It’s an honor! I get paid to be creative, loving, and involved in the lives of these wonderful young students. Theater is a beautiful art form, because it’s about replicating human life and behavior. Whether it’s a musical like *Hairspray* or a play with a heavier tone, the goal is to stay honest to the story.

**RF: Why do you choose to teach high school students?**

I taught in elementary, then middle school for five years each, but I always wanted to teach in a high school. I value high school students because they are starting to break away from authority. It’s an exciting and hard time; they’re struggling with identity and beginning to look at life through an adult lens.



Ms. Murray has been teaching Film Studies, Elements of Theater, Acting and Play Study, and Advanced Acting and Directing at CRLS for 10 years. You can find her in the basement floor of the Arts Building, or contact her via her school email.

Photo Credit: Larry Aaronson

**RF: What’s something that no one knows about you?**

I’ve probably seen *Gone with the Wind* about 20 times. I grew up going to the movies because my family owned a few movie theaters in Seattle. My mother was also involved in theater, and my father was a musician.

**RF: Whom do you admire the most?**

John Ford, an American film director – he treated his people really well, got a lot of respect from artists, and was kind to the people he worked with. He was a true artist: he had a style and was cutting edge. Oh, and I love Meryl Streep.

**RF: Do you have a personal motto?**

What goes around comes around, and what you give is what you get. This has been validated through own experiences.

**RF: What is one message or lesson you’d like your students to take away from your class?**

To thine ownself be true, and kindness is key.

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

I am proud to be a member of CRLS. I’ve taught in 5 different school systems, and this school is very special. I’m honored to be a part of it.



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# What Does Your Face Say?

By  
Ana Raposo  
*Register Forum Staff*

The Human Face. It’s made up with different lines, shapes, and indents. You see yours every day. You see practically a million of them in one day. But do you ever wonder what that face can tell you about that person? When trying to make a new friend, have you ever wanted to have the power to see who a person really is simply looking at their face?

Aristotle, the famous philosopher, first indicated physiognomy, the study of face reading, in the 4th century BCE. He made frequent references to theory and literature concerning the relationship of appearance to character. From that, many other aspiring philosophers put their input into the study. But some didn’t always agree with the practice.

Famous scientist, inventor, artist, and philosopher Leonardo Da Vinci stated “I do not concern myself with false physiognomy...there is no truth in them and this can be proven because these chimeras have no scientific foundation.” He did however believe that lines caused by facial expressions could indicate personality traits i.e. “those who have deep and noticeable lines between the eyebrows are irascible.”

When looking at a face, you see the basics, a mouth, eyes, ears, chin, etc.

But when using the art of face reading, each little part of your face has its own category. Your eyes are your worldview, naturally. They can tell you everything from how open you are to ideas to where you mostly put your focus. The ears, tell you about how that person learns. That falls under listening to themselves and others or how fast someone learns. Your nose is your ambition. It can tell you everything from your family con-

nections to your need for having people around you. Your chin expresses your ambition in life. And lastly your mouth is your expression. It tells you what you how much fun you have and what kind of decisions you make.

“I was surprised that many of the readings were somewhat true” Senior Mariana Rodrigues expressed after getting her face read. She

*“Aristotle, the famous philosopher, first indicated physiognomy, the study of face reading, in the 4th century BCE. He made frequent references to theory and literature concerning the relationship of appearance to character.”*

also expressed that she wanted to learn more about it and its origin.

Student Teacher Erin Sutton stated

“for the most

part, they made sense, and it was fun”. Teachers and students agreed with some of the readings but some agreed with Leonardo. “I agree with most of them but I consider the interpretations too vague, too properly summaries a person. Because experience play as a bigger role on one’s development instead of a person’s natural feature,” Special Ed Teacher, Ryan Aylward communicated after getting his face read.



# Looking Good Online: Students Should Excercise Caution

By  
Clay Whitley  
*Register Forum Staff*

Facebook, Twitter, Tumblr, and other social networking sites are on the rise, and most Rindge students use them in some form or another. While they may be a useful tool for connecting with friends and keeping up to date with what’s going on, they are also a way for potential employers and colleges to get an insight on who you are. In fact, according to a 2010 survey conducted by Kaplan of College Admissions Officers, over 80% of top schools utilize Facebook to recruit students.

Students should exercise caution when posting things online, as anyone with an Internet connection has the potential to see it.

However, the Internet is also a very useful tool for creating a positive online presence that can influence colleges in your favor.

A good rule of thumb for a student to ask themselves when posting something online is, ‘would I be comfortable if my grandparents saw this?’ Once something is put on Facebook or any other social networking site, it no longer belongs to you. Anyone can see what you have posted, once it goes onto your wall.

However, there are ways to conceal much of your online activity from unwanted eyes. Mr. Tubinis, a Guidance Counselor for

School R, advises, “Common sense is your best bet, make sure your privacy settings are locked down.”

It’s a popular belief that changing one’s name is one strategy to avoid those who are searching for a student’s

*“According to a 2010 survey conducted by Kaplan of College Admissions Officers, over 80% of top schools utilize Facebook to recruit students.”*

profile. According to SeattlePi.com, among other websites, good ideas include changing your privacy settings to friends only; this will make sure that only your friends can only view your photos.

Avoiding colleges and employers online isn’t the only solution. There are a couple useful tools for doing this, a personal (appropriate) public blog, a professional

Facebook account, a public twitter account and a LinkedIn account are all ways of going about this.

LinkedIn is a site that not many students are aware of, however outside of high school life, it becomes an ideal site to network with potential employers, and professional contacts. It has over 120 million users; creating a profile is simple, students can upload a résumé, and connect with (and get recommendations from) people they have worked with in the past. A LinkedIn profile is often the first thing that will pop up on a Google search of a person’s name.

Making yourself look good online can be a bit of a tedious task, but it’s well worth it in the end. How a student looks on a search results page is often as important as the experience on their résumé.



# RSTA Students Install Anti-Discrimination Awareness Posters Throughout the City

By  
Michele Watson Maxwell  
RSTA Commercial Design Teacher

During the past five years, CRLS students in the RSTA Commercial Design program have been utilizing their design skills to take a stand against discrimination.

The Anti-Discrimination Awareness Poster Campaign offers Commercial Design students the opportunity to use their design skills to create public statements with the express intention of promoting diversity and ending discrimination.

During this project students use design as a mechanism for social change. They make public statements against a type of discrimination in the form of a poster. The goal of this project is for students to become self-reflective around the ways discrimination permeates our society. By finding creative design solutions students will begin to identify ways to help combat discrimination.

The RSTA Commercial Design program has been creating Anti-Discrimination Awareness posters with the intention of promoting diversity and ending discrimination for the past five years. Unfortunately funding had not been available for the dissemination of these posters throughout Cambridge until now.

Last year, a grant proposal was submitted to the Friends of Cambridge Rindge and Latin High School (FOCRLS) review committee. The grant was awarded the maximum funding available and students began preparations for disseminating these semi-permanent displays (which include a set of 15 posters) throughout the elementary schools, City Hall, the High School Extension School, and the Superintendent’s office.



Level II and III Commercial Design students visit the superintendent’s office during the poster installation process.

inating these semi-permanent displays (which include a set of 15 posters) throughout the elementary schools, City Hall, the High School Extension School, and the Superintendent’s office.

The FOCRLS Faculty Grant both energized and enhanced the existing curriculum by

*“The RSTA Commercial Design program has been creating Anti-Discrimination Awareness posters with the intention of promoting diversity and ending discrimination for the past five years.”*

continuing to challenge and engage students in higher level thinking around social design problems. By having the Commercial Design students disseminate the posters throughout Cambridge, students were able to see first hand the impact that their Anti-Discrimination posters

have upon their schools, community, and city.

Recently, with the help and organization skills of Melody Brazo (Welcoming Schools Cambridge School Climate Coordinator, Citywide LGBT Family Liaison Cambridge Public Schools) and the support of Dr. Michael Ananis (RSTA Executive Director) students completed the first three school site installations at the Cambridgeport School, the Baldwin School, and the Fletcher/Maynard Academy.

The plans are to complete the rest of the installations throughout the city this fall.

## Coldplay’s *Mylo Xyloto* Review

By  
Maia Holloway  
Register Forum Staff



British rock band, Coldplay, has come out with their fifth album. *Mylo Xyloto*, released October 24th, was a heavily anticipated album by fans.

One fan stated “I think *Mylo Xyloto* is one of the best cd’s I ever listened to.” After over a decade of success, Coldplay still maintains a strong fan base.

*Mylo Xyloto* is a concept album about two lovers ‘Mylo’ and ‘Xyloto’, who live in an oppressed environment, then join a gang called ‘The Lost Boys,’ and they fall in love soon after.

Although Coldplay’s previous albums have been more acoustic, this album has an electronic feel with programmed beats and more synths. There are some R&B influences in the “Princess of China”, which features Rihanna.

But fans of Coldplay’s older material shouldn’t be discour-

aged! Coldplay still shows traces of their Radiohead-esque roots in songs like “Charlie Brown” and “Us Against the World” which go back to their usual acoustic sound with hardly any programing.

Even though the song “Paradise” has programing in it, the lyrics are similar to many of the older Coldplay songs like “Violent Hill” and “Shiver”. “Mylo Xyloto”, “M.M.I.X.”, and “A Hopeful Transmission” are all under a


minute and are instrumentals. *Mylo Xyloto* honestly doesn’t have any bad songs.

It just has songs that may confuse some fans that were looking forward to songs like “Clocks”.

The album has undoubtedly been a success. *Mylo Xyloto* is Coldplay’s third album to reach number one on the Billboard.

Even though this album has received a lot of commercial success, I’m giving them a three out of five. The music wasn’t as soulful as the earlier albums like *Parachutes*.

That said, the lyrics still bore the band’s artistic touch, and Chris Marin’s vocals are as good as ever.



# SENIORS

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# Denounce the War, Not the Soldier

By  
Turney Mckee  
*Register Forum Editor*

On October 25th, this editor had the pleasure of attending an event at Sanders Theatre. Cambridge Reads, an organization based out of the Cambridge Public Library, attracted literature-savvy members of our community with a presentation from acclaimed author and filmmaker Sebastian Junger.

Junger, along with the recently deceased photojournalist Tim Hetherington, spent over a year with the 173rd Airborne Brigade Combat Team in the Korengal Valley of Afghanistan. From his experiences, he wrote his best-selling account, *War*, and made an Oscar-nominated documentary entitled *Restrepo*.

I had seen, and enjoyed, *Restrepo* prior to seeing Junger in action, however even so I was completely unprepared for what I was to hear.

He began with a personal anecdote detailing his Hemingwayesque experiences in Spain as a young man. He spoke about how he was drawn into a bar brawl centered around a plastic Viking hat, where he defended two young Span-

ish men whom he had met minutes before. Within a half hour, all parties involved were drinking wine from said hat while singing traditional Spanish songs. The story was intended to illustrate the volatile nature of youth and violence, and its intrinsic relationship to brotherhood.

Junger did not spend his 2 hours denouncing war and those involved. His intention seemed to be to ignore the politics entirely and focus on the emotional stress placed on the soldiers. The stories that were told seemed to reflect a common theme: while humans certainly share an intense aversion to conflict, there also seems to exist an intrinsic attraction.

To illustrate this, Junger recounted a story about a soldier with whom he spent time with back on American soil. The young man was clearly struggling to readjust to normal life, however when asked whether or not he would return, he readily stated that he would without a moments hesitation.

In order to understand the implications of this decision, one must have some perspective on the Korengal Valley. There is no more dangerous region in Afghanistan. Within 24 hours of the outpost Restrepo being constructed, the



Sebastian Junger (Left) and photojournalist Tim Hetherington at Operation Post Restrepo, in the Korengal Valley in Afghanistan Photo Credit: Film Monitor

## REGISTER FORUM

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soldiers were involved in 13 firefights; significantly more than the vast majority of units face in their whole deployment. The Valley is home to 20% of the combat in Afghanistan, in addition to 75% of the bombs dropped by NATO forces. Restrepo has neither running water or a generator, and as a result, for the month that one is stationed there, bathing is an impossibility and meals consist entirely of MREs.

Why would anyone ever want to return? That was a question that Junger, the soldiers, and myself found themselves asking.

And the answer? Brotherhood. Junger made it very clear that during the months that he spent at Restrepo, he observed that every single man there had a role to play, and all of his compatriots blindly trusted him to pull his weight. This was true brotherhood.

While I could not begin to truly understand the thoughts raging throughout the minds of the soldiers in Afghanistan, on American soil, and even in the audience, there was some truth in what Junger had said. To know that you have a purpose, to know that you're needed, is intoxicating.

It is undeniable that war as a terrible thing. However the experiences and sentiments of the individual soldier are significantly more challenging to gauge. Perhaps civil war general Robert E Lee put it best when he opined that "It is well that war is so terrible, or we should grow too fond of it."

# The CRLS Falcon: Perhaps Lacking a Bit of Originality

## Prolific Athlete Enoc Flores' Two Cents Regarding a Major Flaw in our Mascot

By  
Enoc Flores  
*Register Forum Correspondent*

Rindge students, take a quick second to picture where you see yourself ten years from now. No matter where you pictured yourself it was most definitely not here. We will only take memories, pictures, and possibly CRLS gear to help us remember the four years we at times enjoyed and at others barely managed to push through.

We should all be able to graduate and leave CRLS knowing that our experience was unforgettable and one of a kind. The pictures and memories of friends, extra curricular activities, and prom will be unique to every student. All these well-preserved thoughts and objects will nonetheless help us recall our past experiences.

However, when you throw on your high-

school gear there will be only one image that summarizes who you were, our falcon logo.

The falcon with out a doubt is a perfect fit for CRLS, but is the actual logo of the falcon unique enogh for such a unique community? Unfortunately, our current image of the falcon is not the only one of its kind.

We share the same logo with the NFL's Atlanta Falcons football team. Ever since the first day that I was officially part of the CRLS family I have never felt that CRLS was one hundred percent original, that still bothers me today. Knowing that a year from now I will be out sporting my high school colors with an imitated falcon on them is intolerable.

Spending junior year wearing a helmet in football and a uni in both wrestling and crew with the same, copied, falcon on my equipment has been more than enough already. There is no excuse for not being creative, and making your own mascot.

This change could only be a good one, especially for the underclassmen and fu-

ture students at CRLS that compete against other schools in extra curricular activities.

Being able to show up on game day with a unique picture of our falcon will give outsiders an idea of what the black, grey, and white colors are all about. We embody respect, diversity, and opportunity into our campus, which sets us apart from everyone else.

Soaring upward and onward together we can make this opportunity a great one to prove we can embrace creativity. Therefore I ask all the students and staff at CRLS to partake in a vote to choose whether or not to change the actual image of the falcon that we represent.

Every athlete, and every student at this school is a representative of the City of Cambridge. Thus, we should all have an opinion concerning this issue because it will have a long term affect on CRLS. Everyone should at least think of voting because a change as big as this one is a crucial one.



# Teamwork in Good Form

## Boys Varsity Soccer Overcomes Adversity, Injuries, Makes States

By  
Sun-ui Yum  
*Register Forum Staff*

“The Boys varsity soccer team kicked, ran, and hustled their hearts out to a 9-6-2 record.

Led by their three captains, Otis Booz, Isaac Yablo, and Jonathan Kramer-Roach, the team has overcome early injuries to key players and a rough start to qualify for the state tournament

“We’ve faced a lot of adversity in the form of injuries and some bad luck in big games,” says captain Otis Booz (senior).

Fellow senior Byron Cohen agreed, saying “We haven’t always had the personnel to play to our potential.”

Defender Aidan Dempsey (senior) was sidelined by a ACL injury, and Booz was also out for most of the season due to a back injury.

However, Booz says, “To me, that’s a testament to our ability to work hard for one another and work well with one another.”

Emile Sternbach (sophomore) echoed a similar sentiment, saying that the injuries have made “all of us...step up.”

“The fact that we’ve had a rough season and we were able to turn it around at the end and still qualify for the tournament is quite impressive,” says junior Lance Mayo.

In the words of captain Jonathan Kramer-Roach (senior), “The season has been kind of like a set of pushups; there were a lot of ups and downs, but in the end it just made us stronger.”

“We all connect well and get along great,” captain Isaac Yablo (captain) says. Junior Bernardo Ponte noted that the “talent, chemistry, and atmosphere

between the players was extremely good at the beginning of the season, and still is”.

Recently, the team demonstrated that brotherly connection with a 2-0 win against Winchester, the third ranked team in the state, in their final game.

When asked about

moments from the season that stood out, Robbie Buderi (senior) brought up a 4-0 mid-season win versus Everett, naming the game as “the point where we started to play with much more intensity, and have much more success.”

The Falcon’s season was sadly ended in a 1-0

loss to Billerica in the first round of the tournament. Junior Ryan Tracy admitted that the loss was “hard and a bit shocking at the time,” he also expressed that there was a lot to learn from the experience.

“It’s important to learn that you have to keep fighting,” added Tracy.”




The boys varsity team on their new home turf at Danehy Field. Photo Credit: Larry Aaronson



Students and players celebrate Rindge’s first victory of the year, a 36-28 win over Medford Photo Credit: Larry Aaronson

### BOYS VARSITY BASKETBALL SCHEDULE

- 12/22 WACHUSETT REGIONAL
- 01/06 SOMERVILLE HIGH SCHOOL
- 01/10 MEDFORD HIGH SCHOOL
- 02/03 EVERETT HIGH SCHOOL
- 02/06 DORCHESTER HIGH SCHOOL
- 02/07 MALDEN HIGH SCHOOL



# Falcon Fact

By  
Sun-ui Yum  
*Register Forum Staff*

On November 24th, 2011, the Cambridge Rindge and Latin Boys Varsity Football team will face Everett High School for their annual Thanksgiving game. The game starts at 10:00 AM at Everett High. The Falcons are 2-7-0 on the year and the Crimson Tide are 9-0-0. The Falcons won their last game with the Somerville Highlanders 28-6. Make sure to come out and support the Falcons!



The falcon offense prepares to snap the ball, while the Medford team looks on. Photo Credit: Larry Aaronson