

The REGISTER FORUM

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

Vol. 125, No. 8

Cambridge Rindge and Latin School

April 2013

GLOBETROTTERS

CRLS
STUDENTS
& TEACHERS
TRAVEL TO ASIA,
EUROPE, AND
CENTRAL AMERICA

NEW TRAVEL SECTION
PAGES 11-13

Photo Credit: Maya Ludtke

INSIDE THIS EDITION

Unions at CRLS
Page 2
Getting Rid of Class Rank
Page 3

Sports
Boys Volleyball
Is Back
Page 20

The College Essay Manual
Page 5
Editorial: "Slacktivism"
Page 14

Unions at CRLS: Cambridge Teachers and the Contention over Unions

By
Jonah Conlin
Register Forum Editor

“If people are having a problem, they come to us and we can help facilitate a resolution,” says Chris Colbath-Hess. “We’re the check and balance on the district; we’re the reminder, ‘Hey, don’t forget the people actually doing the work.’”

Ms. Colbath-Hess is President of the Cambridge Educators Association, a labor union that represents the teachers, parent professionals, clerks, and substitutes working with the district. “We’re here to advocate for good working conditions, which then means good learning conditions for students,” continued Ms. Colbath-Hess.

Currently, that representation comes into play when determining the terms of teacher contracts with district leadership concerning, at its most basic, hours, wages, and working conditions for next year. “We’re trying to provide more

mechanisms in the contract for teachers to have a more structured input and voice on the things that impact them,” explains Ms. Colbath-Hess.

Ms. Colbath-Hess acknowledges that an increasing number of federal mandates in local education have changed and, in some ways, diluted the role of unions. And, as tension grows between federal interests and teachers’ advocates, teachers’ unions have become points of contention.

In December of last year, Michigan became the

24th state to ratify Right-to-Work legislation. By ensuring against security agreements between workers and unions, Right-to-Work limits the negotiating power of organized labor, specifically in regard to collective bargaining.

This year, teachers at a number of Seattle public schools refused to administer the state standardized test. Teachers contend that the test fails to evaluate student learning, but Superintendent Jose Banda attempted to override their concerns with reprimands and sanctions.

Unions, on the whole, face sharp critiques for being too focused on unrealistic benefits, even being characterized as “political thugs” by New Jersey governor Chris Christie.

When asked about union benefits, CRLS teacher Patrick “Papa Bear” Barrett III grinned, saying, “Unions lack a fundamental ability to do math; they

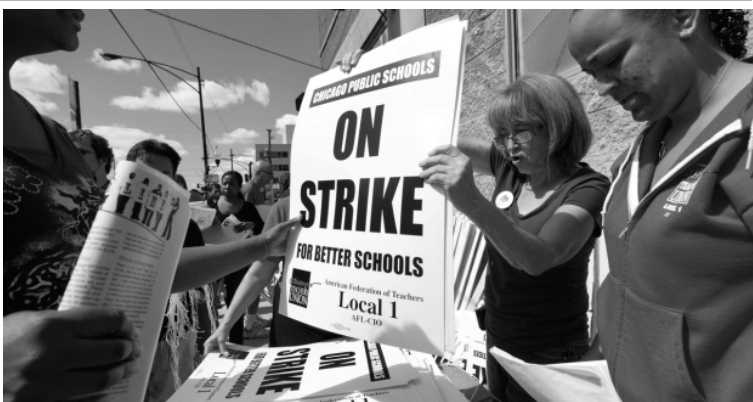
“We’re the check and balance on the district; we’re the reminder, ‘Hey, don’t forget the people actually doing the work.’”

want to drill the system [for money] even when they’re not a part of it.”

What soon-to-be-big-daddy Barrett is talking about is the pension system for teachers. In Cambridge, after 30 years on the job, teachers receive 80% of their maximum salary for the rest of their lives. “People think they’re paying for a lavish lifestyle with these

years. After receiving PTS, the teacher is protected by their union, and the district must present a just cause before he/she can be let go. “PTS has gotten a very bad reputation,” admits Ms. Colbath-Hess. She continued, “It came about because teaching, I think, is a very political position in any community.”

To the claims that



Union representatives in Chicago handed out protest signs at their strike earlier this year
Photo Credit: CBS News

benefits,” remarks Mr. Kaplan, a CEA building representative. He continued, “[but] 11% of our salary goes toward our pension, and the actual taxpayer puts in very little.”

Tenure, officially known as Professional Teacher Status (PTS), is a state of accreditation that teacher can reach after three

PTS protects bad teachers, Mr. Kaplan admits that “some fall through the system...but our focus shouldn’t be on laying people off; we should work with teachers.”

For the CEA, however, issues are often much more local. Even with the current contract negotiations, the CEA is focused on ultimately improving the education of Cambridge students.

“Unions right now are a model for how groups of people can work together to make an institution stronger. I think that what you learn from Seattle is that when teachers and the community come together and find a common voice and a common cause, it’s ultimately for the good of the students,” finished Ms. Colbath-Hess.

Teacher Spotlight: Amanda Hughes *English Teacher, Cat Lover, and Fashion Icon*

By
Hoon Hong
Register Forum Editor

RF: Please introduce yourself.
AH: My name is Amanda Hughes. I teach eleventh grade english.

RF: What was the impetus that led you to a career in molding the minds of urban youth?
AH: I didn’t initially study education in school; I studied theatre, design, and dramatic literature. I had a lot of jobs after college, but I discovered what was missing from my life was work that was both challenging and different everyday -- all the non-teaching jobs I had were pretty boring -- and human interaction. Many of my jobs did not give me a chance to help people or interact with people. I started volunteering at Boston Latin Saturday Success School; I was tutoring English there. It was really rewarding and I liked it because I liked helping kids and I liked talking about books and literature. So I thought that this is something that would be challenging and different everyday, and I can have a lot of fun but I can help people at the same time. I remem-

ber how teachers made me feel really special and great in high school and I hoped that I could do the same for kids here.

RF: What brought you to CRLS?
AH: Here is where I did my student teaching. I was a student teacher with Ms. Maloney in 2009. The following semester, I got a call when Mr. Burroughs retired and acted as the extended term substitute. Then I was hired the next year.

RF: What do you think is most appealing about CRLS?
AH: This is going to sound like the typical teacher response: the students are so interesting! I appreciate that Rindge students are quirky; interested in learning, community service, and the performing arts; and how dedicated and passionate they are, whether it be dance company, sports, or video creation. I think the energy is really positive. There are a lot of creative and interesting students here that teach me things and make my class fun to teach.

RF: What are your hobbies outside of school?
AH: I work at the American Reper-

tory Theatre part-time and I’ve been doing that for about eight years now, so I get to see a lot of theatre outside of school. I’m currently training for 5k and 10k races. I’m a HUGE foodie: I love trying new restaurants all over Cambridge. But most importantly, I love spending quality time with my cats, eating ice cream with my cats, and watching Netflix with my cats.

RF: Could you tell us a little more about your cats?
AH: My cats’ names are Sputnik and Splenda. My students are very familiar with them. I adopted them from an animal shelter a few years ago. They are quite spunky and fabulous.

RF: What--
AH: OH! OH! I love anything related to Abraham Lincoln! I like to visit Civil War battlefield sites, and learn more about history and Presidential trivia in general. Last summer, I planned this vacation to Kentucky that was very Lincoln-centric. I visited all the sites there and went hiking in the Cumberland Gap area. I can’t believe I forgot to mention this: I’m actually a student, I’m cur-



Photo Credit: Amanda Hughes
rently writing my second masters thesis at Harvard Extension School.

RF: Do you have any partners-in-crime?
AH: I’ve learned so much from fellow Senior Class Advisor Ms. Cesario. She is the most awesome business woman I have ever met. She just knows everything about how to plan events and how to be really strategic about engaging a large community. She knows how to get what she wants, and as her protégé, I’m learning a lot.

RF: How do you feel about evolving into a savvy businesswoman?
AH: I’m in no way on the level of “awesome hustler” that Jae is on. She’s like the Jedi Master and I’m like the Padawan.

CRLS Getting Rid of Class Ranking

By
Karen Chen
Register Forum Editor

In the past, students have been able to retrieve their class rank by simply logging onto their school Naviance account. However, in the coming years there is a possibility that students will not be assigned a class rank in the same manner as they have been in the past.

While class ranking has always been present at CRLS, many students do not think about their own ranking until junior year, when applying to college rises in importance.

Class rankings are calculated automatically from teacher-submitted grades through Naviance, and they determine the Valedictorian and Salutatorian of the graduating class, as well as scholarships and awards that students can receive.

During the February 5th School Committee meeting Superintendent Dr. Young moved to have the School Committee approve a policy where CRLS will not report a rank for students individually, with the exception of Valedictorian, Salutatorian and any scholarship or award which requires a calculation of class rank.

Senior and student rep-

resentative to the School Committee, Grant Baker, explained, “Class rank is an antiquated process and after comprehensive research both the School Committee and the CRLS School Council realized that the policy was stripping many students of opportunities.”

Under the new policy students will not be able to ob-

“...the policy was stripping many students of opportunities.”

tain their class rank except under limited circumstances, such as scholarships for students of a particular class rank. Students and their families will also be able to request their class rank with specific documentation, but ranks will not be openly reported as before.

“Class rank doesn’t even seem to matter anymore,” stated senior Evan Kuh.

...many [college] admissions officers have begun to discount the accuracy and importance of class rank as a factor in evaluating students.

According to CollegeBoard, due to the tremendous differences in curricula and grading standards at different high schools, many admission officers (especially at selective private colleges) have begun to discount the accuracy and importance of class rank as a factor in evaluating students.

During the February 5th meeting members of the School Committee voted to move the

proposal for the new class rank policy to the calendar for a second reading, in hopes that more students and parents would be able to give their opinions on the new policy.

Rindge is not the first school to suggest the idea of getting rid of class ranks. Many public high schools surrounding CRLS, including Brookline, Newton and Lexington, already don’t report rankings. In fact, according to a recent

report by the National Association for College Admission Counseling, more than half of all high schools in the country no longer report student rankings.

Many students agree with the policy that class rank will not be reported to students in the same way as before.

Senior Shameen Akhtar commented, “I’m happy with the new policy because class rank never seemed

useful for the students who weren’t ranked in the higher percentage of their class.”

The second hearing of the new class rank policy was heard at the March 5th meeting, where it was passed. Baker noted, “The policy was not in line with our school motto and administration realized that abolishing the policy would further the pedagogical goals of both CRLS and CPSD.”

Watch the Zone Questions Arise about Kendall Square Zoning

By
Mae Drucker
Register Forum Editor



Photo Credit: web.mit.edu

On April 8th, the Cambridge City Council passed a new zoning law. This law will have an enormous impact on the direction Cambridge will take in the future.

The zoning will allow the construction of almost a million square feet of office, laboratory and retail space, about 800,000 square feet for academic use, and about 240,000 square feet of residential space, according to the MIT Investment Management Company.

What does this mean for Cambridge? To put it generally, it means a lot of things. It means more space for housing and business. Many believe the added space will help stimulate the development of Kendall Square, which has grown swiftly during the past decade. However others worry about who will benefit from this growth.

Cambridge already is notorious for the lack of space and rising costs of living. With the fear that big businesses, like Amazon and Google, will potentially be the only ones able to afford space, the law includes the need not only for affordable housing but for affordable business space. The idea is to prevent big businesses from taking over and to give small businesses the opportunity to succeed.

Senior Ruby Johnson, who lives in the Kendall area, was also concerned about what this meant for her neighborhood, but was also excited about this meant for Cambridge’s growth.

According to the city, the new zoning will allow a residential high rise as tall as 300 feet at One Broadway, while increasing the maximum building heights at other locations to 150, 200, and 250 feet. The taller heights would be allowed closer to Main Street and the Kendall Square MBTA stop, and lower heights would be near the Charles River.

“I hate it. I used to be able to see the fireworks from my house, but now I can’t see any of them,” complained senior Kalyne Aufiero, a resident of East Cambridge.

Another benefit is that the law will eventually generate an additional \$10 million in tax revenue for the city each year, according to MIT.

But this law don’t only have the ability to affect Cambridge real estate, or it’s physical landscape. More business and people living in Cambridge might lead to more congestion and could ultimately change Cambridge’s demographics, socially and economically.

The Cambridge City Council and MIT have been working on this proposal since 2010, in high hopes that overall it will bolster Cambridge’s status as a progressive, growing city with a flourishing economy.

Project 10 East Coming Out Assembly

By
Karen Chen
Register Forum Editor

On Wednesday April 10, students and staff gathered in the auditorium during third period to attend a “Coming Out” assembly organized by CRLS’ gay-straight alliance, Project 10 East.

During the assembly students from Project 10 East explained LGBT vocabulary and performed a skit addressing the positive and negative results of coming out. A panel of three students and a guest were also there to tell their coming out stories.

Coming out stories ranged from stories about “how not to come out,” coming out to family members, and accepting LGBT family members. One student even came out to the entire audience as genderqueer, where you do not associate yourself with either gender.

After the coming out stories, students in



A panel of three students and a guest speaker told their coming out stories and later answered questions from the audience.

Photo Credit: Larry Aaronson

the audience were able to ask questions to the panel relating to their personal coming out stories and about life in the LGBT community itself. Students even used the opportunity to commend those on the panel for being able to share their stories to the entire CRLS community.

The assembly was a precursor for The National Day of Silence on Thursday, April 11. On that day, students and staff were able to choose to remain silent for an entire day to symbolize the silencing of the LGBT community.

Prop 8, DOMA Hit Supreme Court

By
Julia Leonardos
Register Forum Editor

On March 26th, 2013, the Supreme Court began hearing arguments on whether or not same-sex couples should be allowed to marry. The arguments deal with the Constitutionality of Proposition 8 (a ballot proposition passed in California’s November 2008 elections) and the Defense of Marriage Act (a US Federal Law; approved by both the House and the Senate and signed into law by Bill Clinton in 1996). Both Prop 8 and DOMA restrict marriage to heterosexual couples.

The case concerning Prop 8 is officially titled *Dennis Hollingsworth, et al., Petitioners v. Kristin M. Perry, et. al.* Kristin M. Perry’s name represents the four plaintiffs challenging Prop 8’s Constitutionality — the other three are Perry’s partner, Sandra Stier, and another couple, Paul Katami and Jeffrey Zarrillo.

Both couples were denied marriage licenses after the passage of Prop 8 in California. Dennis Hollingsworth, the defendant, is a former Republican state senate minority leader and a

director of ProjectMarriage.com. ProjectMarriage.com was the official sponsor of the California ballot initiative in 2008 (both California governor Arnold Schwarzenegger and his successor, Jerry Brown, refused to defend the constitutionality of Prop 8.) Both in the initial court case and upon appeal, Prop 8 was struck down as unconstitutional.

The DOMA case is officially titled *United States v. Windsor*. Edith Windsor, the plaintiff, was forced to pay \$363,053 in estate tax following the death of her partner of 40 years. After the Obama administration declined to defend DOMA’s

ject. He feels that DOMA’s arrival at the Supreme Court is long overdue, and “will have no problems getting struck down.” The fate of Prop 8, however, is slightly less certain. “I think they’re going to be a little more sheepish about [Prop 8],” Mr. Byrne contended that because marriage between gays and lesbians has traditionally been a state issue, the court could rule that it is a state’s prerogative to decide who can and can’t get married.

Many CRLS students have personal connections to these court proceedings. Senior Maya Sommer offered a statement about

her experience to the Register Forum: “Prop 8 feels particularly personal to me because I’ve

grown up with two moms... The elimination of Prop 8 is the next step to LGBT equality in this world, so I am really hoping it gets struck down.”

Fellow senior Koby Shafer-Schweig agrees with Sommer, stating, “Having been raised by two mothers, I’ve been shaped in a very unique way. I believe same sex couples give more to their children than is realized, and their marriage should absolutely be justified.”

“I am really hoping [Prop 8] gets struck down.”

constitutionality in court, the case was taken up at the behest of House Speaker John Boehner by the Bipartisan Legal Advisory Group (BLAG), a standing organization in Congress. Again, DOMA was struck down as unconstitutional in both preliminary rounds in court, and now it has reached the Supreme Court.

So what will the court decide? Ed Byrne, diversity coordinator and faculty advisor for Project 10 East at CRLS, offered his informed opinion on the sub-

Class of the “13est” Is Off to College

By
Kevin Xiong
Register Forum Editor

April is the climax of the college admissions season. The Class of 2013 is currently celebrating its acceptances, evaluating financial aid packages, and deciding where to enroll.

“For the first time, I get to outline my own education, and that’s thrilling,” commented senior Mia Rybeck. “At the same time, making choices about the rest of my life is overwhelming because now we’re responsible for building our own meaningful lives.”

“It’s been a suspenseful ride,” summarized Senior Class President Mahmood Abu-Rubieh. “We’ve made it this far, and we’ll all continue on to set goals for ourselves and reach them. I can’t wait to see where we’ve all made it in ten years.”

According to the Massachusetts Department of Elementary and Secondary Education, last year CRLS sent 87% of its graduates to college: 61% to four-year colleges, 24% to two-year colleges, and 2% to other post-secondary academic institutions.

“At CRLS, we prepare students for lifelong learning,” Principal Smith stated. “We want students to be able to access all

of the resources available to them post-high school. College is an important part of this goal, but not all of it.”

Another option many students are considering is taking a bridge year. Recent Class of 2012 graduate Abby Lindsay, who spent her bridge year volunteering for a variety of important causes in a rural community outside of Quito, Ecuador, strongly recommended the idea of deferring college for one year.

“It takes you out of your comfort zone in ways you cannot imagine,” stated Lindsay. “I have grown to have a much better understanding of the world I live in and, more importantly, my place and role in it.”

Seniors do not have much time left to consider all the opportunities available to them after graduation. May 1st is the deadline by which students must reply to offers of admission.

Reflecting on the college process, Abu-Rubieh had a few words of wisdom for future college-bound CRLS graduates.

“I would recommend applying to schools with no regard to the price tag because you never know what a school will give you in terms of financial aid,” he suggested. “I would also recommend applying early, though you should make sure you are committed to that school.”

CRLS RESPONDS: Share a positive message with the CRLS community.

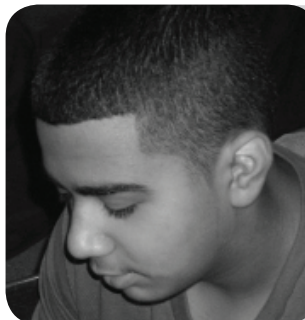


Andy Espiritu
Class of ‘14

“We knew Jahar as a mindful and humane person. My heart and prayers go out to all that were harmed, and I hope Jahar has a fair and just trial.”

Stella Yeung
Class of ‘16

“You never think about things this tragic happening to you and the ones closest to you, but I’m proud to say Boston handled everything beautifully.”



David Amado
Class of ‘13

“CRLS is and will continue to be a diverse and tight-knit community where everyone sets aside their differences and functions as one strong team.”

Hugo Rajao
Class of ‘16

“It’s rare to find a school that can stand by its values, but CRLS has. This community we refer to as a ‘family’ will stand right back up when push comes to shove.”



Sophie Green
Class of ‘13

“In times like these, it is so important that we remember what’s important. Stay strong CRLS, I love you all.”

Essah Chisholm
Class of ‘13

“The fabric of our CRLS community is being tested because of this tragic event. Stay strong and remember, united we stand and divided we fall.”



Mahmood Abu-Rubieh
Class of ‘13

“CRLS is a beacon of light in times of darkness. Only those within this tight-knit community will ever genuinely understand the power of that light.”

Violet Neff
Class of ‘12 (CRLS Alumna)

“No matter how far away I am, my heart will always be with Rindge. Stand strong as a family, the way you have this whole past week, and we will get through this together.”



Is a Top-Tier Education Worth Top-Price Tuition?

By
Niko Emack-Bazelais
Register Forum Editor

“For millions of young people, rising college costs are putting the American Dream on hold, or out of reach,” voiced Iowa Senator and Chairman of the Senate Committee for Education Tom Harkin.

Take two hypothetical students, one who received his or her education from UMass Amherst for a yearly in-state tuition of \$23,167 and another who attended Boston University for \$58,530.

Four years down the road, the student who attended UMass will have accumulated \$92,668 worth of debt, compared to the student coming out of Boston University with a debt of \$234,120.

While both are expensive, BU would leave the same Massachusetts student with 2.5 times more debt.

While these are only two schools of many, countless seniors are dealing with very similar dilemmas.

With commitment date May 1st just a few days away, *The Register Forum* took to the halls in this month’s investigative segment: is a top-tier education worth top-price tuition?

According to Bloomberg, in the past 30 years college tuition has risen 1,120%. The college game has rapidly changed:

“It’s fun to drop names, but everyone going to college will come out with the same education.”

schools are becoming more competitive, selective, but and expensive.

Senior Artur Saradzhyan explained, “Right now, I have the chance of going to a high-ranking liberal arts school; however, myself and many of my peers are probably going to end up at our local state school due to financial reasons.”

Saradzhyan later conceded, “While they’re both great schools, it’s just

unfortunate that money is standing in the way of my dream.”

Senior Ahad Zia explained, “College is just a name: if you look at the statistics, people going to higher-end colleges are earning the same amount of money as their peers who attended lower ranking universities.”

Zia continued, “If you go to school and work hard, you’ll be successful in life.”

In an article written in the *Wall Street Journal*, co-authors Chad Terhune and

Matthew Heimer explained that “among recent grads, public alumni earn annual salaries equal to 52 percent of their four years of tuition and fees; private-school kids bring in just 32 percent on average.”

Soon-to-be Northeastern Scholar Nahum Mesmer stated, “At the end of the day none of it really matters – it’s fun to drop names but everyone going to college will come out with the same education.”

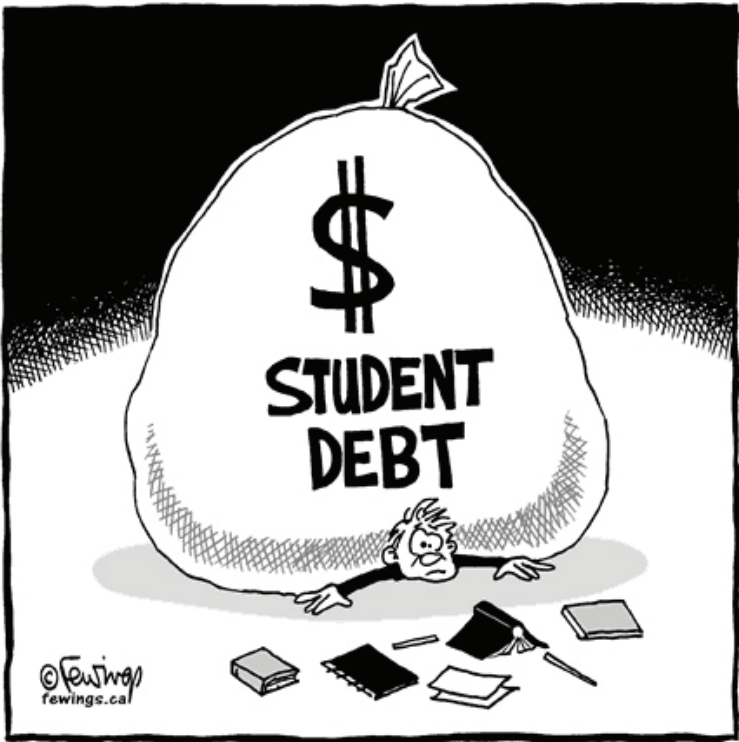


Photo Credit: youcaring.com

Senior Patrick Lesage put it plainly: “Debt is never something you want.”

While the data and scenarios don’t account for financial aid and scholarships, in a time where money’s tight, many students are not receiving the money

Union address, Obama stated, “Let me put colleges and universities on notice: if you can’t stop tuition from going up, the funding you get from taxpayers will go down.”

Perhaps in the future, college tuition will no

“Myself and many of my peers are probably going to end up at our local state school due to financial reasons.”

they need.

In the next four years, President Barack Obama hopes to lower college tuition by giving financial incentives to top institutions.

In his State of the

longer stand in the way of American students’ aspirations, and America can hold steadfast to the Dream it claims to idolize. For now, though, financial concerns will weigh heavily on student minds.

Read and Soble: Dynamic Teacher Duo Collaborate on College Essay Manual

By
Hoon Hong
Register Forum Editor

By fall 2013, CRLS students will have access to physical manuals for writing college essays. With the guidance and collaboration of Professional Development Teacher Coach Joan Soble, history teacher Lily Rayman-Read has spent months forging a manual from the fiery coals of her bountiful knowledge which she hopes will aid students in both cultivating and harvesting their personal experiences and thereafter transforming these experiences into masterfully-crafted papers.

The manual is a guide rather than a one-size-fit-all packet. Each step differs from person-to-person, making for a much more individualized process. “It’s not ‘here’s the packet, do the packet, now you’re done,’” says Rayman-Read, “It’s more so understanding that it is a process.”

Both Soble – a consummate professional and 34-year teaching veteran – and Rayman-Read – a sassy educator who formerly instructed young adults in the South Bronx – stress that students must understand that writing college essays can be a long, arduous process.

A student can go through many drafts of an essay before finding one will most accurately represent them. But what makes it most difficult is that many students may not know how to write an essay that effectively captures who they

themselves are.

Rayman-Read states, “A lot of students think that they can sit down and produce something that they can submit really quickly, but no matter how strong of a writer you are, you probably aren’t prepared for the personal essay, which is a different kind of writing.”

With its structure and sometimes-formulaic nature, many students can have trouble escaping from the mold of academic papers.

Freewriting on any topic important to the students themselves – or on any of the many prompts embedded within the manual – is the first thing the manual itself asks students to do.

This can allow them to happen upon more ideas that are also important to them. Moreover, freewriting allows students to break away from the sometimes overbearing and overwhelming hold of conventional English grammar.

Soble states, “Freewriting, is in part, about letting the more unconscious parts of one’s writing mind have some place to express itself.”

While this manual is designed with the future of our nation’s youth in mind, it also aims to help the teachers that may get asked by kids for help with their college essays. The freewriting part of the manual can be more individual; however, the remainder of the college essay writing process must include help from others.

Rayman-Read stresses the importance of getting help from someone in general: “Talking through this process with another person is so



Photo Credit: pbdink.com

much more powerful than reading [your essay] over one hundred times to yourself.”

However, there can be some minor issues with even finding help. With the block scheduling, some students may be left without an English teacher for the first semester of their senior years, a pivotal period for preparing papers. Thus, some students may not know whom to immediately turn to for help with college essays.

While English teachers may be trained masters of the language, Soble and Rayman-Read argue that the most important thing for students to keep in mind when looking for teacher help, is to get it from a teacher that they are close to.

“When you have a strong relationship with someone who is helping you, he/she can tell you whether or not it sounds like you,” says Soble. “Whatever you write about, the way you write about it shows who you are.”

Restricted!

CRLS Students Discuss Barracuda Firewall

By
Arthur Schutzberg
Register Forum Staff

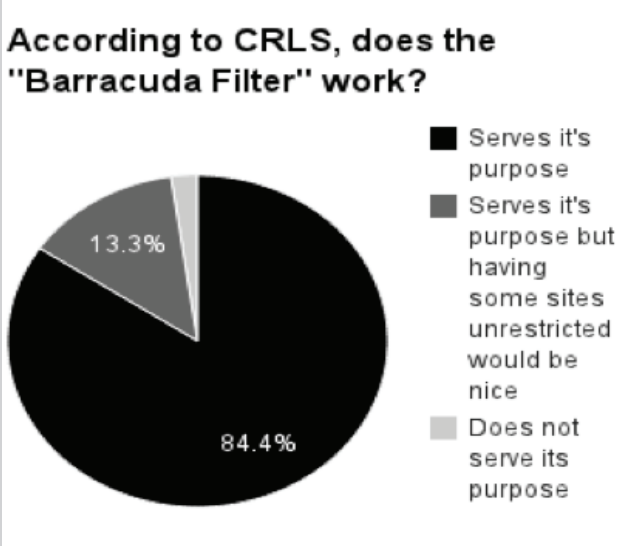
A recent study by Online Social Network indicated that an overwhelming 87% of students are online and approximately 65 million young people in the United States have accessed a social network.

If this social media plays a prominent part in students lives, why is access to it restricted at CRLS?

CRLS students have responded to the effectiveness of the firewalls on the computers which prevent access to YouTube and other websites that are deemed inappropriate for school activities.

The CRLS Handbook’s Acceptable Use Policy (AUP), which students sign off on every year, states that “The Cambridge Public Schools computer network is established for limited educational purpose...”

Senior Callum Nelson argues that “there’s no need for kids to be online unless their



teacher asks them to, and in that case the teacher will log on for them. I don’t really see any issues [with the filter] because I can’t think of a time when [it] prohibited students from doing what they needed to in school.”

Senior Caleb Shoihet agrees with Nelson in the sense that it is effective: making sure that students are responsible for what they are supposed to be doing. However, he claims that there are some flaws with the filters.

“I think [the filter] is bad because sometimes it blocks websites that students may actually need to use. For instance, I need to learn about B-Fields [AP Physics topic] and I’m a little confused. YouTube would really help me learn about it as a visual.”

In a survey of 80 students, an overwhelming 84% of students were recorded saying that the school filter was actually doing it’s job to keep kids on track while using the school computers.

Nine students responded that the filter is effective in preventing student distractions, but would like some websites unrestricted for educational purposes.

“The school library has compiled a lot of resources which don’t require bypassing the filter. I can do all my work on a school computer without being distracted by any of the websites I go on at home,” quipped junior Andre Dempsey.

For more information about the filter, as well as computer use at CRLS, contact the MIS Department found in room 2308.



Photo Credit: mark-sylvester.bolgspot.com

Reasons behind Cyberbullying

By
Desi Powell
Register Forum Staff

According to a study conducted at UCLA, cyberbullying creates a more severe and significant impact than traditional bullying.

Surveys Conducted at Josephson Institute found that out of a 10,000 survey groups 47 percent of students reported being bullied, but only 10% reported cyberbullying.

In a recently conducted *Register Forum* survey, nearly all CRLS students surveyed said that they believe social media sites like Facebook and Twitter create bullies.

All of those students admitted to using social media sites more than twice a day, but only about 30% of the surveyed youth said that they have experienced cyberbullying.

These numbers are consistent with the National Crime Prevention Council’s statistic of more than one third of students experiencing cyberbullying.

When asked why so many people would think social media sites creates bullies, senior Cassandra Augustine said “I think it is because we hear all these stories of children killing themselves over cyberbullying and we just assume that these sites caused it.”

To Suspend or Not to Suspend?

By
Kionna Jacobs
Register Forum Staff

In school and out of school suspension between the years 2010-2011 totaled more than 75,000, accounting for thousands of days lost in classroom time for students, many of whom are on the fringes of dropping out of school.

In high school, students who are suspended miss out on class time and get consumed with delayed homework, causing them to fall behind in class.

A survey, conducted for the *Register Forum* asked 88 students about their thoughts on suspension.

Results revealed that 51 out of 88 students believe that kids fall behind in class after being suspended. 40 out of the 88 students surveyed have been

When CRLS students were asked whether social media sites should take responsibility for cyberbullying 40% said yes while 60% said no.

“No, the sites were created with good intentions, they should not be held responsible for people abusing them,” Kalyani Siegell responded

Cyberbullying is seen as a greater threat than traditional bullying because of the anonymous behavior of the bullies and the inability to escape it in the privacy of one’s own home.

When asked whether social media sites created bullies or not, Alexander Thrush, a junior at CRLS, stated “They don’t create bullies, the bullies exist regardless of the social media sites, they simply make it easier for bullies”.

Traditional bullying is more prevalent than cyberbullying, but the nature of cyberbullying is much crueler which creates a more negative effect than traditional bullying.

Cyberbullying’s effect on the bullies is also depersonalized so they might not always understand the effect their bullying is having on the victim. The bully is nowhere near the victim and can’t see what effect they have on them until it is too late.

“...the sites were created with good intentions, they should not be held responsible for people abusing them.”



suspended, 36 of whom said they didn’t learn from their suspensions.

After analyzing this poll, it suggests that students aren’t learning from suspensions. When asked if they learn anything from suspensions, 17% of students replied “No” while 8% replied “Yes.”

Is suspension a good disciplinary action for students in high school?

Senior Samantha Sauld said, “No, it’s like a mini-break from school and you get to chill out at home rather than come in and do work.”

On the contrary, sopho-

more Celeste Singh believes “It causes pressure on a student to make up the work and most likely, they will not place 100% effort to finish.”

Similarly Senior Douglas Camello boldly states, “Suspension leads to drug abuse, unemployment, and a bad economy.”

There seems to be some difference in opinions among some of the CRLS community, splitting between students who enjoy suspension as a mini-vacation from school and others who believe it’s negatively affecting students’ education.

Is Homework Necessary?

Students Share Opinions on Importance of Homework, Effects on Learning

By
Christian Colon
Register Forum Editor

During the week of April 1st, 2013, *The Register Forum* conducted surveys on several different topics that CRLS students could relate to.

53 surveys were conducted on this particular topic about homework and its effectiveness as a learning tool. Out of 53, 18 were seniors, 17 were juniors, 12 were sophomores, and 4 were freshmen.

The poll results were analyzed, showing a noticeable correlation between grade and whether or not students found homework helpful in learning subject material.

“Without homework, we forget what we learn in class. It’s an easy way to raise your grade and it’s great practice for college,” says Roselore Mar-

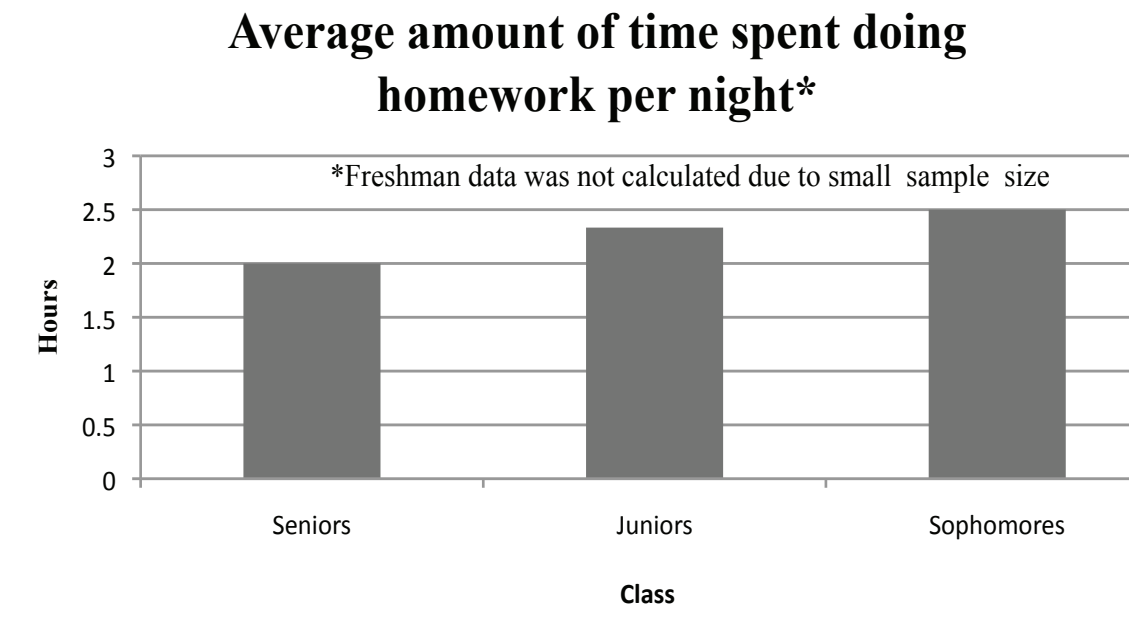
seille, class of 2013. 24 out of 53 students polled claimed that homework is important for effectively learning a subject, 12 of which were seniors (out of a total of 18 seniors polled).

Surprisingly, there were many sophomores who agreed with the seniors. A total of 8 out of 12 sophomores said that homework is important for learning and understanding a subject completely.

“I believe that homework is necessary, especially Honors and AP [homework], because it’s where you practice the knowledge that you receive in class,” says sophomore Aicha Belabbes.

When looking at responses from the juniors, the vast majority responded by saying that homework is only somewhat or not at all important for helping students learn.

“I think that if a student doesn’t understand the



classwork, then homework is unnecessary,” stated junior Lakeisha Douyon.

In 2004, statistics released by NAEP (National Assessment of Educational Progress) showed that students who were 17 spent two or more hours doing homework performed over 10% better on the reading portion of the national assessment compared to students who spent less than one hour.

A similar trend was observed with the mathematics portion of the test, showing a 20% lead in scores for students who al-

ways did their math homework, versus students who never did their math homework.

The same sample of CRLS students were also asked how much influence homework assignments should have on one’s grade. Roughly half of the students polled said that homework should have a lower impact on grades.

“Homework takes away from my options outside of school. I just had to quit my job because I need to sit at home and do more of the same thing I spend 6 hours of my day doing,”

responded junior Carter Doyle.

Many would agree that homework is a huge burden, especially if one has other obligations to tend to afterschool that may require more immediate attention than the assignments.

In conclusion, it seems that students can appreciate the academically reinforcing qualities of homework until it begins to interfere with personal obligations and social activities outside of school, which are arguably the most important aspect of teenagers’ lives.

Student Achievement in Our Nation

Is This a Problem to Be Worried about?

By
Eyoel Yeshitla
Register Forum Editor

According to a 2007 “Students and Homework” article, 40 percent of new college students had to take remedial courses upon entry of their new college.

In a survey of 89 CRLS students, 82 found their courses here at Rindge to be rigorous enough, while only 7 felt their classes could be a bit more challenging.

When asked how important going to college was to them, almost all students ranked it a 5 (very important).

Student achievement over the years, according to national polls and nationwide exams, has seemed to decrease or remain stagnant.

Demand from government to do some-

thing about this epidemic does not appear to be getting any smaller.

But schools have nowhere to turn as they are out of options.

Even the theory that “more homework is better” also seems to be under question, as results from the National Assessment of Educational Progress (NAEP) reveal that state test results have shown little change in the past decade.

CRLS students also had strong feelings when asked about the subject of homework.

Students complained how they get too much work to complete outside of the hours they already attend during school.

In addition, they shared that the idea of homework was pointless in general, while others believed that homework was helpful and not a waste of time.

Is homework helpful, harmful, or pointless?

“I think that homework is helpful because it gives you a better view on a lesson you might have learned and if you know everything it shows that you understand,” shared junior Yeshi Tasew.

According to a local report from Irving Texas, during the 2010 – 2011 school year, the school districts stopped counting homework assignments. After six weeks over half of the high school students were failing.

When asked who she felt was at fault for not achieving, students or teacher, junior Yeshi Tasew stated, “I think that it’s the students for not achieving because if you’re not motivated to learn then you can’t achieve anything.”

Sophomore Lorenzo Dario Dupree had this to say about the same question: “It depends on what is being achieved, academically speak-

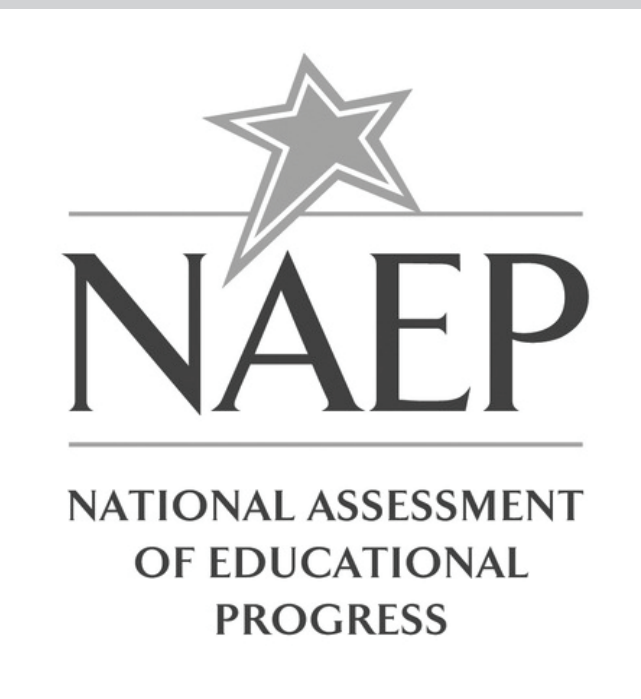


Photo Credit: nces.ed.gov

ing it can be the fault of both, but it’s very much related to the situational aspect of the achievement in question.”

Teachers.net Gazette writer Bill Page, authored an article titled “When Is Student Failure The Teacher’s Fault?” where he stated, “increased student achievement requires a corresponding improvement in classroom instruction.”

Within the past 2 decades, but especially since the passage of the No Child Left Behind Act in 2001, the academic achievement level of U.S. students has been a problem in the U.S.

When Trevor DiTrani, junior, was asked to share his views on this topic, he believed the problem lied within the school systems.

“It’s because we live in a culture where you don’t work that hard, and because we have a lot of bad school systems.”

To learn more about our school systems and student achievement please feel free to visit: <http://www.studentachievement.org/>



Photo Credit: classroom.brenhamisd.net

Nature’s Recycling: The Impact of Composting on CRLS

By
Erin McLaughlin
Register Forum Correspondent

“Most of the time I am worried I will compost incorrectly,” remarks sophomore Rachael Harkavy, “So I just throw my waste in the trash. Just to be safe.”

Cambridge Rindge and Latin and the Cambridge Public School District are one of the most forward thinking school districts across the country, for CRLS implemented its very own composting unit linked with the City of Cambridge’s “The Works” department. Yet, according to a survey conducted by *The Register Forum* polled April 3rd and 4th, many students at CRLS are still unsure about what types of materials should be placed in the compost bin.

According to The City of Cambridge’s Public Works Department, “Composting is nature’s way of recycling and is one of the best and easiest things you can do to reduce waste and grow healthy and sustainable gardens and houseplants.”

Recycling is the reproduction of old materials to create something new out of the same material, be it plastic, glass, or paper. Composting is recycling for organic materials, and it enriches soil and keeps organic waste out of landfills or incinerators.

The different bins are conveniently located around both the Media and Main Cafeteria. Above each sign is a label: “Liquids,” “Recycling,” “Trash,” or “Compost.” These signs distinguish which of the four bins the students’ waste belongs in.

However, when asked why she only sometimes composts, senior Victoria Hornstein admits, “I always feel rushed when I am around the barrel. It’s just easier to throw it in the trash sometimes.” Whereas senior Nadine Doiron says, “I don’t really care about making others wait, because I want to do all I can to help make Cambridge a better place.”

In a recently conducted *Register Forum* survey, only 30% of students at Rindge say they compost every day at lunchtime, and about 30% of students say they are confident in distinguishing between what is and is not compostable.



Photo Credit: www.recycle.edu

Many students are unsure about what is and is not compostable, and with that students may refrain from using the school’s compost.

Items you can throw in the compost at CRLS are food that has not been finished or eaten, napkins, tea bags, lunch trays and some local food trays. Non-compostable items include: plastics, waxed paper, liquids, wrappers, tin foil or aluminum wraps.

Senior Amanuel Kidane believes, “[Composting] positively affects Cambridge because it makes the environment cleaner and safer, not just for the present but also the future.”

A Different Perspective: Examining the Positive Effects of Hunting

By
Kerri O’Connor
Register Forum Correspondent

In 2003, 34% of all United States hunting permit applicants admitted to hunt for the sole purpose of hunting trophies, whereas 8% of all applicants intended to hunt for scientific research.

In a poll done in early April 2013, 65% of CRLS students recognized that people should be allowed to hunt across the country. However, in that same poll, 56% of students argued that hunting should not be done as a recreational sport.

“Americans should hunt for food, not for fun. We don’t need our food supply to be cut short by people who want to shoot for recreation,” said senior Kylie Correia

Correia added, “Hunters should use as much as the animal as they can when they kill it.”

Although many Americans have been concerned with the hunting’s effect on the environment, as well as gun control, the benefits of hunting go unnoticed by most.

As stated by the Life 123 Organization, pro hunting groups, like the National Rifle Association (NRA), contribute much needed tax dollars to wildlife conservation groups through the purchases of hunting permits. They calculated that more than 38 million Americans hunt and fish each year.

Occupations are another benefit of hunting that is continually overlooked. According to the Hunting Business & Marketing Organization, hunting creates on average of one million jobs.

When asked about pro-gun organizations, junior Chris Thomas stated “Pro-hunting groups can talk about the benefits of hunting, like population control of certain animals. States can also assign specific locations to hunt in with strict hunting codes for people to follow.”

CRLS students feel strongly that the United States should limit the number of hunting licenses that it gives out each year, as reported by the survey given in April 2013. In 2010 alone, 621,094 hunting licenses were sold, polled by the Hunting Business & Marketing Organization.

60% of CRLS students said they themselves would not go hunting if given the chance.

LEED Certification *What Rindge Is Doing for the Planet*

By
Lakeisha Douyon
Register Forum Correspondent

Cambridge has taken the initiative to be part of the solution to Global Warming. CRLS is part of the government funded program called Leadership in Energy and Environmental Design (LEED). LEED is an internationally recognized green building design.

The United States Green Building Council has certified 13,500 LEED buildings in the US alone. In Massachusetts, there are 497 LEED certified buildings. But, are CRLS students aware of these different, eco-friendly buildings?

“I think that it’s a good step towards making a change on the Earth, even if it is a small change,” says Arasia Ricot, a junior at CRLS.

Most students have

similar views on the subject, but most of them do not have a very good grasp on the idea of green buildings. 41% of students do not know of energy efficient buildings yet, Cambridge alone has 59 LEED buildings or projects.

Have you ever been in a classroom and suddenly

detected to preserve electricity.

Will MacArthur a freshman at CRLS stated “I think it’s good that the city is saving money and power at the same time.”

LEED certified buildings often use less power and money yet, 35% of students do not even know that CRLS is silver certified, the third highest level. And 29 out of 43 do not know what LEED is.

“I think it’s a great idea, we want our planet to be healthy. So it’s great that Cambridge is going to step up and help the environment” says Kervens Michel, a senior at CRLS.

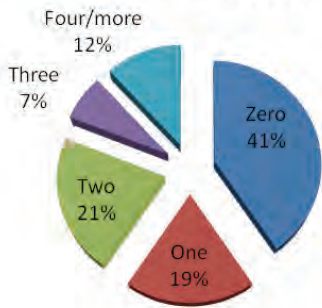
A LEED certification is a great honor, and saves money and energy, so why is it that CRLS students do not know that the building they come to every day is certified?

“It starts with us to save the planet,” said junior Mercedes Wallace.

Were you aware that CRLS is a green School?



How many different green building do you know?



The lights will turn off after a while if there is no motion

Bad Religion?

Reflecting on How Separation of Church and State Affects Public Schools

By
Valentine Mudzuri
Register Forum Staff

Specifically, the line “one nation under God” can be perceived as unfair to those who don’t believe in a God.

For years, tensions between religion and public school have spurred national debates. Many argue that the Pledge of Allegiance, which is announced every morning at CRLS and in public schools across the country, is a reflection of an unconstitutional merging of religion and public school.

79 CRLS students were asked if they agreed with the “separation of church and state” policy as it applies to public schools. More than 70% of students interviewed responded with “yes.” When asked if schools are biased towards

Do Students at CRLS Agree that Separation of Church and State Applies to Public Schools?

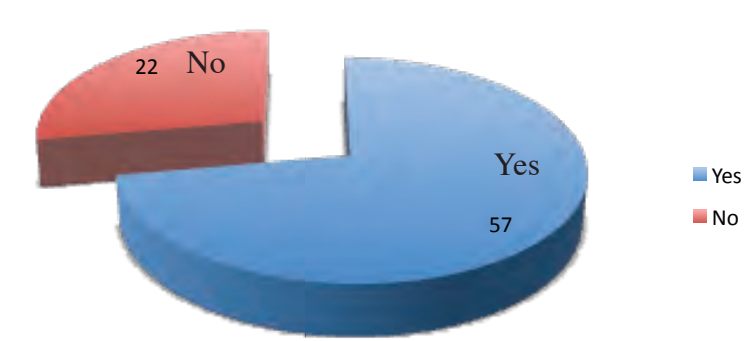


Photo Credit: concordiatheology.org

one religion, senior Ramzy Abu-Rubieh stated that there are “no biases, because everyone is equal,” when asked the same question.

According to the Center of Public Education, “school systems may not endorse (or appear to be endorsing) religious activities in school sponsored activities.” However, it is not completely unconstitutional to teach religion in school. According to an article on adl.org, “public schools may not teach religion, although teaching about religion in a secular context is permitted.”

This allows teachers to teach religion solely for educational purposes, without promoting it to the students.

Interestingly, public school students are not prohibited from practicing their religion in school. According to the First Amendment, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.”

Among the students surveyed at CRLS, religion seems to have little effect on students and faculty. Although this may not necessarily be an accurate representation of the student body, most appear to be content with the current state of religious equality.

However, it is not completely unconstitutional to teach religion in school.

Nuclear Threats from North Korea U.S. Ponders Appropriate Response to Rhetoric

By
Robert Goodman-Schneps
Register Forum Staff

“Missiles are on standby,” declared Kim Jong-Un in a recent address to the North Korean people. For weeks the North Korean dictator has been threatening South Korea and its allies, the United States

With news from North Korea becoming increasingly intense, students at CRLS discuss their concerns and ideas on the matter.

When asked, the majority of students wrote that they had not been following the news but that the idea of a nuclear threat was very worrisome.

Analysts say that the chance of North Korea hitting the U.S. with a missile is very unlikely, but hitting a U.S. ally or military base seems to be a possibility.

Sophomore Katy O’Loughlin stated, “The U.S. needs to be ready and prepared for an attack from North Korea.” To that end, the U.S. has been positioning more troops and anti-artillery guns around North Korea to be prepared for the worst.

“If our government could try to peacefully solve this problem, it would be the best way to profit both American citizens and North Korean citizens,” continued O’Loughlin.



North Korea’s Supreme Leader Kim Jong-Un waves to a crowd.

Photo Credit: www.telegraph.co.uk

From 50 CRLS students polled on the issue about 96% did not believe that the U.S. should go to war.

However, when asked why, junior Neil McCann stated, “I don’t think we should strike preemptively, but if we are attacked we should respond.” The majority of responders mirrored this sentiment.

When asked about a solution to this issue junior Ted True said, “It seems like all North Korea wants is to seem [like] a nuclear country, letting them that could be dangerous due to the considerable threats made towards the U.S.”

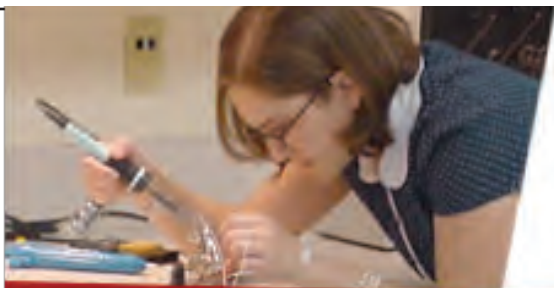
The nuclear threat is serious, however, as such weaponry can cause massive destruction and contamination. Just the residual radiation from a nuclear attack can last for years, and continue to affect people with radiation poisoning.

Junior Mohammed Sadique warned against potential dangers, noting that “a nuclear attack would change the lives of thousands.”

Although the military situation in North Korea might be mysterious, it is clear to see that students at CRLS do not support another war.

Whether it is an effort to protect our allies, overthrow a dictatorship, or respond to nuclear threats, it seems that students at CRLS are looking for peaceful resolutions.

“The U.S. needs to be ready and prepared for an attack from North Korea.”



RINDGE SCHOOL OF TECHNICAL ARTS

RSTA Students Reflect on Internship Program at East Cambridge Savings Bank

Esther Jules

While training for the bank teller position I have gained lots of life skills. I learned about how important it is to act professional in a business setting. My experience opened a whole different world of banking for me.

In terms of being a professional, I learned that what you wear has a lot to do with the impression that you make. I also learned that it is crucial to come in on time everyday.

The ECSB internship is a great opportunity to take advantage of because you get to improve your communication and professional skills. I think this program is a great prac-



Standing: Esther Jules, Verlande Raphael, Roselore Marseille. Sitting: Natnale Mengesha

Roselore Marseille

Throughout the internship I have gained a great amount of personal and customer service skills. I have learned to be efficient, professional, and benevolent in and out of the work place. The internship was extremely productive because we learned something new every day.

If you are interested in business, and possibly majoring in business when you enter college, not only will this program look good on your resume, but it will put you a step further than those pursuing the same options as you. It will also prepare you for real life experiences.

I hope to have the opportunity to apply these new skills when I go off to college or get a new job. Although the internship takes a great amount of responsibility and skill, this experience will not only teach you how to be professional, but expand your working skills and make you better prepared for anything you plan on doing in the future.

Verlande Raphael

During the summer I had opportunity to participate in a training organized by East Cambridge Saving Bank. This training prepares students to work as student banker during their senior year at the CRLS Branch.

The life skills I learned were how to communicate with others and

work as a team. I learned a lot about professionalism in the office and all the responsibilities associated with being a bank teller.

It was a wonderful experience for a teen like me to have an idea how the real world will looked like outside of the school.

Natnale Mengesha

By participating in this program, I have learned many skills that are essential in the banking world as well as the professional business world. I have learned the importance of being professional and presenting myself as a professional. I also learned how to interact with people in a

very professional manner in the business world.

This program did not just teach me about banks; it also taught me a lot about the world of professional careers. Anyone who has any interested in learning about jobs at a bank shouldn't miss this opportunity.



Marie Danielle Nicole Orancy

My experience at ECSB was very nice. It taught me about being a teller and gave me an inside look on how a bank operates. I loved every single minute of it. I learned that working at a bank takes effort and character.

I would definitely recommend this

course to students because it's fun and you gain experience that you will definitely use in the real world such as punctuality and responsibility. The program is good for students who want to have a career in the banking industry or would like to have a full or part time job right away.



Sherley Despage

I have gained many practical skills that would help me in life at the East Cambridge Savings Bank senior internship program. I also continue to improve my skills here at the CRLS High School Branch. I would definitely recommend this internship because it is a class where you

learn about money and the basics of real life situations.

I would definitely recommend this course to my junior friends here at CRLS. I would simply ask them to try something new because this is definitely a very practical skill.

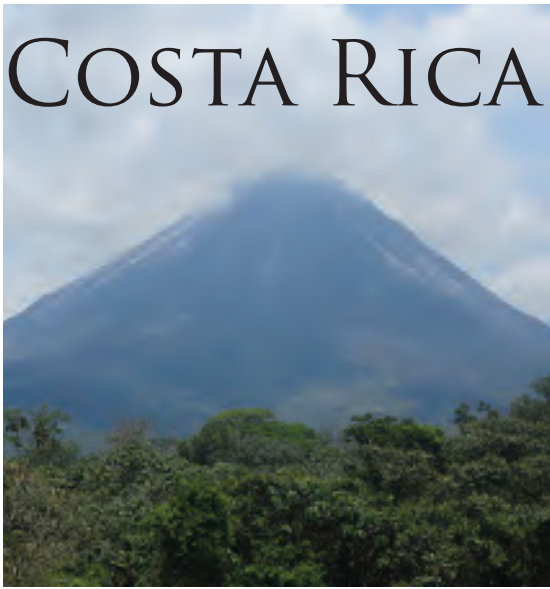


Yorchee Clara Joseph

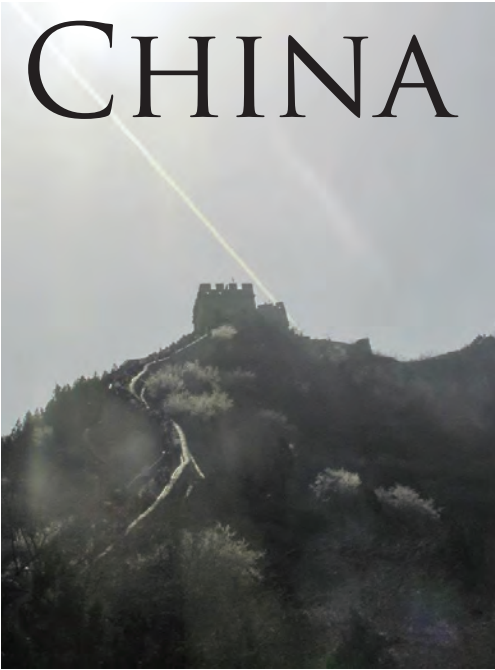
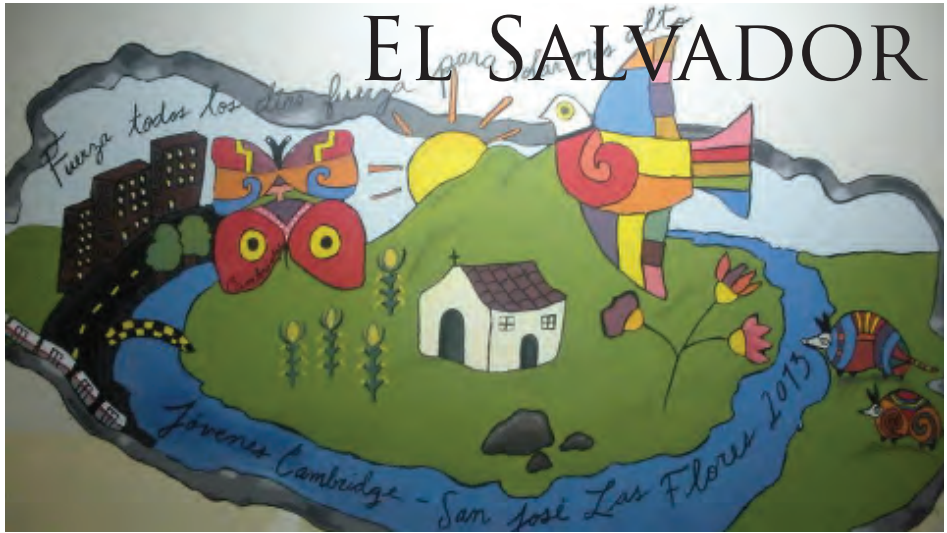
I was fortunate enough to experience what working at a bank feels like. I loved it very much because it gave me the opportunity to work with others and learn some valuable lessons about business in general.

I would recommend this class

to other students because it is really fun and you learn a lot of things you might not have learned at any other school. It helps you gain more knowledge while working with productive mentors Danny Alvarez and Lisa Pacheco, both former CRLS graduates.



COSTA RICA



CHINA



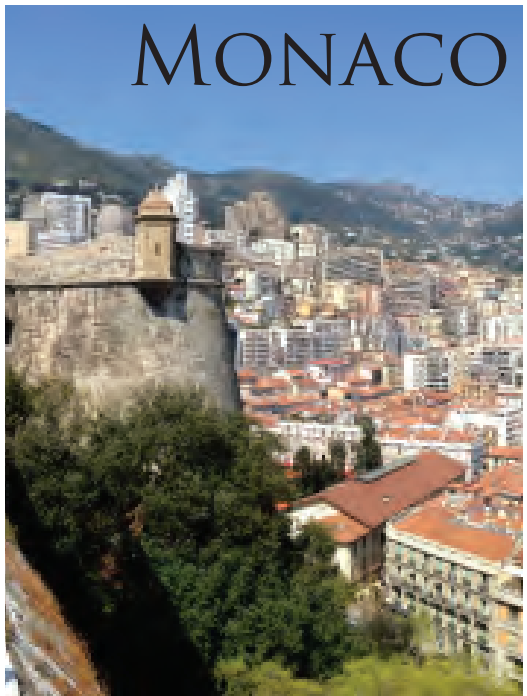
ENGLAND



FRANCE



ITALY



MONACO

Photo Credits (from top to bottom, left to right): Ben Austin, Katherine Hoffman, Maya Ludke, Tenzin Kunchok, Phoebe West, Ariel Maloney, Chris Baker

More GLOCAL!

CRLS Glocal Winners Travel to Costa Rica

By
Ben Austin
Isabella Gray
Aida Muratoglu
Register Forum Correspondents

“One of the secrets to happiness is the ability to help others,” former Vice President Al Gore told us and seven fellow Rindge students at the Global Student Leaders Summit in San Jose, Costa Rica.

The summit, hosted by Education First, was a conference for youth environmental leaders. At the summit we listened to inspiring speeches from glob-

al environmental leaders: Al Gore, Alvaro Umana, and Severn Cullis Suzuki. Each speaker had enlightening and empowering speeches that opened our eyes to not only the problems of the environment, but also the innovative solutions.

Prior to the conference, we traveled across the Arenal, Pacific Coast, and Central Regions of Costa Rica. On our first full day, we visited IN-Bioparque, a national park

showcasing the rich biodiversity that the country is so well known for. Within minutes, we achieved one of our goals of the trip: seeing a sloth!

One of the activities we were looking most forward to was zip lining through the rainforest. On day three, we did just that. The long wire leading into

“One of the secrets to happiness is the ability to help others...”

a unknown forest was intimidating to say the least, but we overcame our initial fears and



Glocal Winners at La Paz Waterfall in the Arenal region of Costa Rica. Photo Credit: Andrew Miller



Photo Credit: Isabella Gray

embarked on the experience of a lifetime. Later that day, we visited a seventy five meter waterfall that showed us the beauty of pure nature.

Day six consisted of community service project on Paolo Seco, a small island in the Arenal Region. We were put to work reforesting mangrove trees: potting, shoveling, and getting muddy. Mangrove trees are essential to the ecosystems of the island, as they not only protect hundreds of species from endangerment, but they hold the soil in place, preventing further deforestation.

The accumulation of all we learned and witnessed

on tour was the Global Student Leaders Summit. For us, the highlight was watching former Vice President Al Gore’s keynote speech. He reminded us of the truth that we so often forget or push aside -- the current state of the climate is a severe one.

His passion for the environment was not only focused on channeling an anger about the current path

He reminded us of the truth that we so often forget or push aside...

our environment is on, but inspired with the hope that there is a solution -- if only we can come together as a planet. It is our duty as humans to conserve what we have left and set aside our selfish motives to stop climate change.

London Calling

CRLS Students Venture to England

By
Maria Alejandra Trumble
Register Forum Editor

On Saturday April 13th, thirty-eight CRLS students along with six chaperones flew to London, embarking on the school’s nine-day April Vacation trip, “Curtain Time in London.”

“I will remember this trip as one of the best things I got to do while I was in high school,” stated junior Federico Roitman. The trip’s average cost per student was \$3,000, lessened by the group’s many fundraising efforts, which yielded a total of \$10,000. Additionally, “students could apply for a travel fellowship through Friends of CRLS,” explained the trip’s group leader and CRLS English Teacher, Ms. Maloney.

This is the second time the school has offered this trip. This year’s group attended productions of *Wicked*, *The Mouse Trap*, and *Spamalot*, visited the Globe Theatre, Jane Austen’s hometown of

Bath, and Stonehenge. “There were street performers everywhere, the food was really good, and architecturally the whole city was incredible,” said Roitman. Going on to describe the performance of *The Mouse Trap*, Roitman raved, “it’s a murder mystery written by Agatha Christie, and it was one of the best shows I have ever seen!”

In 2011, along with chaperones and theater teachers Monica Murray and Mr. Cramp, senior Phoebe Reuben traveled to London for this theater based trip through CRLS. Reuben remembers it fondly, “I really just loved walking around the city, we lucked out with a week of beautiful weather, and I had a lot of fun walking through all of the gardens they have there open to the public.”

“I love that there are so many travel opportunities for students at CRLS, and I hope that students try to take advantage of as many as possible -- or at least plan on traveling later in life,” concluded Ms. Maloney.



Big Ben! Photo Credit: Phoebe West

Further than Chinatown

CRLS Chinese Students Travel on Joint-School Trip to China

By
Sun-Ui Yum
Register Forum Editor

Despite flight schedule complications, the joint Boston Latin-Westford Academy-CRLS trip to China went excellently, giving all students involved exposure to a unique and drastically different culture.

The trip got off to an inauspicious start when the scheduled first flight was canceled due to snow in Toronto.

Despite the looming possibility of a one-day departure delay, CRLS Chinese teacher Zuwei Shi and his Boston Latin counterpart Nancy Yang managed to negotiate a new schedule involving a flight to La Guardia and a coach bus

transfer to JFK.

Luckily, the early difficulties were hardly omens for further complications during the remainder of the trip, in no small part due to the efforts of the teacher chaperones and the three tour guides the students were accompanied by – Vivian, Lotus, and Jackie.

The trip afforded its participants a valuable opportunity to experience Chinese culture while practicing their language skills. Senior Benjamin Rucker was particularly eager to strike up conversations with passerbys, even getting a phone number from an old couple.

Rindge Chinese teacher Mr. Shi stated, “There were two sides to the experience. We really



(top to bottom): A dragon boat launches from a Beijing harbor; juniors Tenzin Kunchok, Caia Lee, Mia McCarthy, and Sun-Ui Yum and freshman Sam Stubbs pose in a Shanghai market.

Photo Credits: Maya Ludtke; Tenzin Kunchok

immersed ourselves in the Chinese culture in order to practice our language skills, and we also helped one another and learned new life skills, becoming more mature to work together more effectively and cooperatively as a team.”

Safety had become a potential issue given the tap water quality in China and the spread of the bird flu in Shanghai. However, Mr. Shi’s vigilance regarding hygiene and Purell did much to negate the danger.

The trip took the students through Beijing, Xi’an, and Shanghai over a period of eight nights and seven days. Students visited notable world-famous landmarks like the Great Wall and the Terracotta Warriors

while also participating in culturally unique activities, such as rickshaw rides through the outskirts of Beijing and delicious Peking Duck dinners. Freshman Sam Stubbs described the whole experience as “surreal.”

It did not take long for the students on the trip to realize just how different a city like Beijing could be from other major cities in countries like America. In drastic contrast to a city like New York, which is divided into several boroughs (Brooklyn, Queens, Manhattan, and the like) of varying wealth and building styles, Beijing presented a much tighter juxtaposition between prosperity and poverty, placing massive malls

next to decaying slums.

In the words of junior Anna Klug, “After truly seeing the slums in China, I am so much more grateful that I was adopted because my life would have been so much different than now.”

Although the students were glad to be home, particularly given the eventful week in Boston they had missed away from their family, many of them expressed feelings of regret that the trip had come to an end.

Senior Kevin Yeung commented, “The most valuable experience to me was being able to hang out with past and new friends while learning, seeing, and experiencing China as a country.”

Sisters-Hermanas

CRLS Connects with Salvadorian Sister City

By
Mae Drucker
Register Forum Editor

The city of Cambridge is well-known for its diversity and history of supporting social justice. One interesting and lesser-known piece of that history is that for 26 years it has had a sister city relationship with San Jose de Las Flores in El Salvador.

Over April vacation, five CRLS students traveled to El Salvador to visit San Jose de Las Flores with two CRLS alumni, Cathy Hoffman and Rachael Wyon, who are now peace commissioners and part of the sister city delegation.

The relationship between Cambridge and Las Flores originally occurred in order to show solidarity with the people of Las Flores when the civil war in El Salvador

between the people and the government was initiated.

According to Sophia Santos, a junior who traveled to El Salvador, “The purpose of the trip was so that we could learn about the struggles that occurred during the war and therefore be inspired to get involved in the Sister City relationship and have it be passed on to us since we’re the newest generation.”

The group left Friday, April 12th and returned on Sunday, April 21st. For the first couple of days the group stayed in San Salvador, the capital of El Salvador, and then stayed in Las Flores for the rest of the trip.

“We did lots of things, such as have meetings with the mayor and important community roles about the war there and what’s been going on,” explained Santos. “We talked with elders about their



Sophie Santos playing a game with children of San Flores.

Photo Credit: Catherine Hoffman

personal stories during the war which were unreal! We also went to elementary schools and the high school. We got to make a really nice mural with some of the neighborhood kids, too.”

Junior Tessa Tracy summarized her time in Las Flores by saying, “This relationship has empowered both of our communities. We visited various community projects, learned about gang violence, and

spoke with people about their personal experiences in El Salvador’s civil war.

“This trip was definitely a learning experience, it got me thinking about the importance of unity and community. After experiencing the unimaginable, the community is still organized and progressive. I found the story and warmth of San Jose Las Flores inspirational, and I hope I will be returning soon.”

A Generation of Slacktivists

Examining Social Media’s Effect on Social Movements

By
Julia Leonardos
Register Forum Editor

As Proposition 8 slowly chugs its way through the Supreme Court, agitated Americans, along with their opinions, have taken to the Internet. On Tuesday, March 26th alone, 2.7 million more people changed their profile picture than did on just the previous Tuesday.

While Facebook cannot track exactly what it is users are changing their profile picture to, it is reasonable to assume that those ubiquitous red, pro-gay equal symbols are the driving force behind the mass profile picture changes.

There’s a name for this kind of behavior, and that name is “Slacktivism.” Yes, slacktivism is a made-up word that unites the words “slacker” and “activism.” And every time a Facebook user changes his profile picture to a red equals sign, he is contributing to the slacktivist culture that currently oppresses the youth of America.

Slacktivism is the driving force behind Internet sensations like the “Kony 2012” and “Occupy” “movements,” which (though their respective successes can be analyzed to varying degrees) were both criticized for their reliance on social media and their subsequent laziness and lack of direction. However, slacktivism doesn’t usually result in

movements that are as large and cohesive as Kony 2012 and Occupy.

Slacktivism occurs when you change your profile picture to a pink ribbon for a week to “raise awareness” about Breast Cancer. Slacktivism occurs when you post a photo of a starving baby with the caption, “Like this photo to save the child.”

“Slacktivism.” Yes, slacktivism is a made-up word that unites the words “slacker” and “activism.”

Slacktivism occurs when you tweet with the hashtag “#stopdomesticviolence,” it occurs when you post a video about war in Somalia, and it occurs when you update your status to say, “I am Treyvon Martin.”

Why, then, do we continue to do this? It is certainly clear that liking a photo or posting a video is not going to end global crises like hunger, cancer, war, racism, or domestic violence.

When we’re at our best, we do these things to “raise awareness” or “demonstrate support.” At our worst, we do these things to make our Facebook personalities more attractive or to follow a trend. But none of these methods—whether you like the “Amnesty International” page to receive updates about their work or

just to appear socially conscious to your friends—will do anything to stop injustice.

The reason we continue to do these things is because the Internet has duped us.

Since its introduction way back when, the commonly disseminated myth that the Internet could be used as an engine of democracy and social change has suffocated our culture. Rampant pro-Internet attitudes, coupled with social-media’s own endless triumphalism, have been so deeply ingrained in our minds and spirits we no longer attempt to question or fight them.

I’m sure you are conjuring up sentiments of such western-social-media-revolution darlings as the Arab Spring in Egypt and the so-called “Twitter Revolution” in Iran. While it is certainly true that social media played something of a role in the organization and proliferation of these

At our best, we...“raise awareness” or “demonstrate support.” At our worst, we... make our Facebook personalities more attractive or we follow a trend.

uprisings, but they were not the primary platform upon which social justice was wrought.

(In Egypt, the Mubarak regime, as author Evgeny Morozov puts it, “did not know a tweet from a poke”—it was simply Mubarak’s own internet



A variation on the Human Rights Campaign’s standard logo.
Photo Credit: Human Rights Campaign

incompetence that was, in fact, his downfall.)

In general, to attribute the successes of these uprisings to these social media platforms is to discredit the passion, dedication, and perseverance of the brave men and women who wrestled their way out from behind their laptops and went out into the world to make change. Further, it ignores the great extent to which the Internet can be used for “evil”—oppressive regimes can learn to navigate the canals of social media just as

anyone else can—and have used it to propagate false images of themselves, spy on their citizens, repress speech, and withhold information.

These myths that glorify social media and give the Internet the power to overtake tyrants is nothing but detrimental. Slacktivist culture is feeding the already raging belief that my generation of Ameri-

cans is lazy, unmotivated, or even apathetic.

It is true that we are not of the same mentality of our mothers and grandmothers who threw their bras in trash cans in front of the Atlantic City Miss America Pageant. We are not citizens of the same America as our fathers and grandfathers who burned their draft cards. And we are not of the same world that caused the generations before us to flood the steps of the Lincoln Memorial, demanding equal rights for all citizens, regardless of race. However, simply because we are not of the same mindset, America, and world of generations past does not mean we are lazy, apathetic, and unmotivated.

We are faced with great injustices and we are in a position to do great things, but we must shake off the oppressive cloud of slacktivism before we can even begin to consider what it means to create real, tangible change in the 21st century.

Swiper No Swiping: Stop Supporting Purchase of Stolen Goods

By
Sasha Forbath
Register Forum Editor

For years, stealing has been a huge problem at Rindge. Since a large percentage of the student body now have iPhones and laptops, students are no longer just losing a few dollars from their wallet, but items that are worth a few hundred dollars.

During the first week of April an unidentified person entered the girls locker room and using lock cutters broke into multiple lockers, stealing seven iPhones and hundreds of dollars.

Stealing is so prevalent at CRLS, because there is a huge black market for stolen products. If students stop buying stolen items eventually these thieves will no longer have a reason to steal.

It’s not only the thieves who can be blamed for this problem but also anyone who chooses to buy cheap products from friends, knowing that they were most likely stolen.

If the student body together decides they will no longer buy these stolen items then thieves will no longer have a market.

It is sad to think that more friends have gotten something stolen than not. The problem is that it is hard to catch these thieves since people often don’t realize they’re missing possessions until long after the thieves have escaped.

For this reason it is hard for the school to figure out how to punish these individuals if there is no evidence of their guilt.

Faculty and students both are in consensus that this stealing epidemic needs to be addressed, the question is how.

While I don’t have an answer, I know



Swiper the Fox from children’s show Dora the Explorer.
Photo Credit: darkinheritance.blogspot.com

that if the student body bans together and agrees to stop supporting this corrupt market then fewer products will be stolen.

It’s up to us Rindge, so next time somebody tries to sell you something that’s unreasonably cheap think twice before buying it.

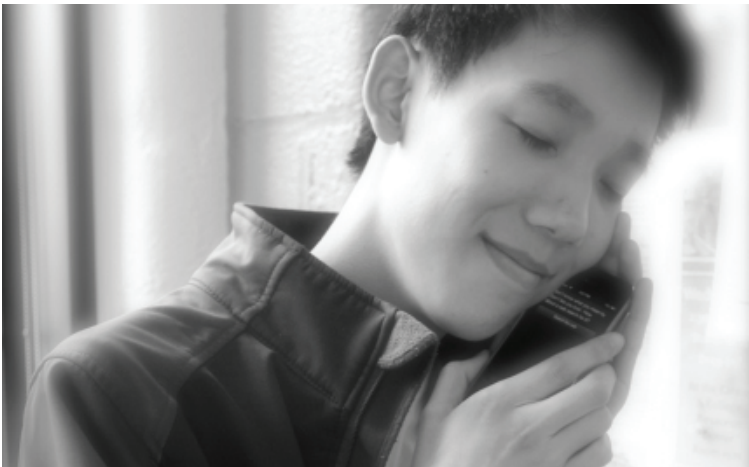
I Knew My iPhone Was Trouble When It Walked in

By
Kevin Xiong
Register Forum Editor

It’s been four months since my brother introduced me to her. It was love at first sight. I couldn’t help it. I was vulnerable, lonely, desperate. I had just ended a five-year relationship with my old Samsung and didn’t expect to be so quickly seduced by the sleek, shiny, hands-on experience of the iPhone.

Shortly after our first encounter, however, I realized our relationship wasn’t going to work out. She began to freeze, vibrate arbitrarily, shut down before we even tried to talk things out. Even Siri got sassy on me: “Don’t you have anything better to do [than to ask me how much wood would a woodchuck chuck if a woodchuck could chuck wood]?”

But then I realized it wasn’t just her – it was me, too. I was sending mixed messages, being both careless and overbearing in our relationship. For example, I would often drop her on the cold hard ground (my last T-Swizzle reference, I promise), only to follow this careless act with a period of repentance in dramatic slow motion. I’d react like



a mother robin would upon seeing her unhatched, freckled, blue sphere of potential life roll out of the nest and crack on the concrete below.

Then I’d proceed to inspect her for scratches, dents, and cracks, stroking her gently, apologizing. And I’d cry a little inside, wondering what happened to the boy who used to feel indifferent about his material possessions, the boy who used to not care if his old Samsung wandered out of his pocket, slipped out of his grasp, or got lost (three times) on the Red Line.

Then it hit me. My phone and I were not actually in a relationship. I had bought into Apple’s delicately constructed illusion that my phone was a breathing, sentient being. It also began to creep me out that, when referring to its bestselling smartphone, Apple never uses an article.

It’s never “the iPhone can store this many songs,” or “the iPhone can make you spend this many weekends on your phone instead of out with your friends.” Instead, it’s “iPhone has a sexy new look,” “iPhone can speak to you,” “iPhone has a four-inch Retina display with so many pixels you could zoom in on a baby sloth’s bum and see microscopic algae growing.”

Sure, the iPhone can tell me the weather, summon pineapple pizza, and allow me to watch algae grow on sloths, but it’s given me the aforemen-

Then it hit me. My phone and I were not actually in a relationship.

tioned luxuries at the expense of something else. It’s changed my behavior. It’s changed the amount of time I stay “connected” with my friends; made me fearful of my dependence on material

REGISTER FORUM

Cambridge Rindge and Latin School
459 Broadway, Cambridge, MA 02138
(617) 349-6648
crlsregisterforum@yahoo.com

Editor-in-Chief
Kevin Xiong ‘13
Managing Editors
Karen Chen ‘13
Mae Drucker ‘13
Maria Alejandra Trumble ‘13
Around School Editors
Jonah Conlin ‘14
Julia Leonardos ‘13
Education Editor
Chloé Marsanne
Arts and Entertainment Editor
Sasha Forbath ‘14
Games Editor
Hoon Hong ‘13
Editorial-Opinion Editor
Niko Emack-Bazelais ‘13
Sports Editor
Mario Vasquez ‘13

Faculty Advisor
Steven Matteo

Established in 1891 as the C.M.T.S Register
“Listening to every voice,
printing what you need to hear”

objects; transformed me into a compulsive home-button clicker, always looking for an excuse to check the time; turned me into a hypocrite in my war on consumerism; and forced me to question where our increasingly tech-dominated market is headed.

Are we so busy that we need talking personal assistants in our phones? Are we so lonely that we feel a constant need to be on

the Internet and Facebook? What does this say about the quality of our real-life interactions, if we’d rather text others when we’re out with real, breathing, sentient people?

iPhone, it’s been real, but it’s time I start treating you the way you deserve to be treated – with indifference. You are no longer human to me, and we are never ever getting back together.

Whoops, sorry I broke that promise I made earlier.

Do It for You: Defining Our Notions of Success

By
Kahlil Oppenheimer
Register Forum Correspondent

I remember walking into CP World History 2 as a freshman. I remember receiving ‘C+’s in Freshman Health and English 10. I remember snidely telling my Spanish 1 teacher I would happily go to the dean’s office after disrupting the class, just for a bit of validation and attention. I remember sharing in English 9 that two of my brothers had been expelled from CRLS within two months of enrolling, and that both were in jail at the time. I remember regretting that very decision as soon as I looked up and saw glances cast down or aside to avoid meeting my own.

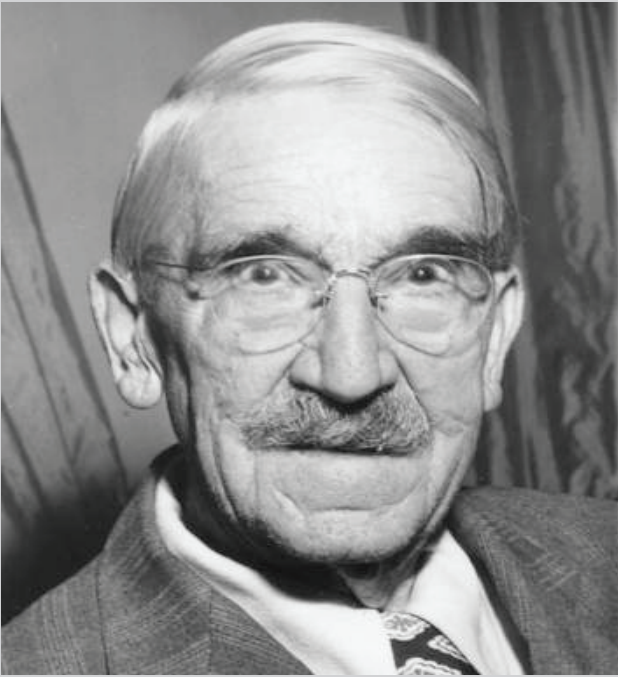
But, somewhere along the way, I began doing stuff for myself. I wrote because I wanted to, read because I wanted to, researched because I wanted to. I felt free from the weight of rubrics and grades and what everyone thought I should be doing: I fell in love with learning.

I still often can’t express myself the way I mean to, but I keep writing—articles, essays, stories—to think, to process, to wrap my head around what I believe. I’ve also become fasci-

nated with math and computers. I teach BC Calculus (as an assistant) and study computer science at the Harvard Extension School. And the only thing I love more than going to live jazz or bluegrass concerts is picking up my trombone or guitar and creating music of my own.

This fall I got into college with substantial scholarships from University of Vermont and Northeastern University. I am proud and happy with whom I have become. I am happy to read for fun again, happy to stay up until two in the morning writing a paper that was never assigned and will never be graded, and happy to feel driven by nothing more than my own curiosity. I’m happy to be in love with learning and no longer afraid of school.

Like a lot of people, I had a rough start—hell, I don’t know that things ever got easier. But I’ve started to find my way, and I didn’t have to define my self-worth through grades, test scores, social acceptance, college, or whatever to get here. Whether you’re a sophomore being told you have to take APUSH or Calculus, a junior being told you have to take x APs or do x “extra-curricular” activities, or a freshman being told you have to maintain x GPA by seniors who are weary veterans of the same imagined war—

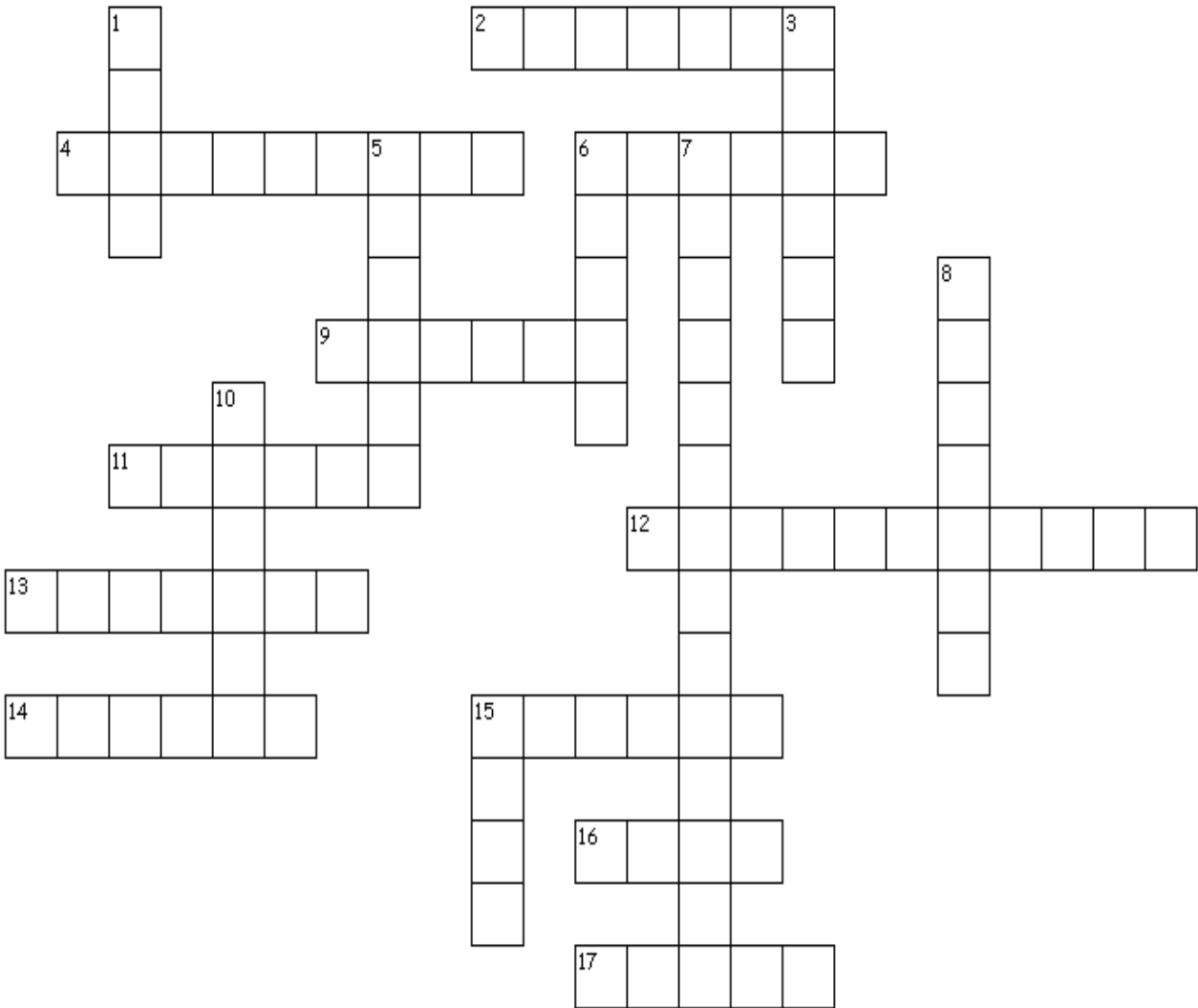


John Dewey was the forefather of independent inquiry.
Photo Credit: blog.syracuse.com

find your passions and follow them. If you love American history and would spend your weekends reading and researching, take AP U.S. History. If you enjoy using math as an objective lens of the world around you, take AP Calculus. If you have no idea what you love or enjoy, experiment.

We are all brilliant enough to find ourselves, and I wish I had found myself sooner. Whatever you end up doing, do it for you.

Falcon Crossword



Across

- 2. Colleges play this game
- 4. NBC Show
- 6. *Like Water for Chocolate*
- 9. Shakespeare
- 11. *Breakfast at Tiffany’s* novella
- 12. “Are you an activist?”
- 13. El Salvador
- 14. Teacher in the Spotlight
- 15. Meal beloved by many
- 16. College Education dilemma
- 17. Notable Cambridge Artist

Down

- 1. May 18th
- 3. Costa Rica
- 5. Apple takeover
- 6. Shanghai
- 7. *Off the Wall*
- 8. New system for the 2014 graduating class and beyond
- 10. *Rabbit, Run*
- 15. Adept CRLS Athlete

Sudoku

			6		7
7		9		1	2
2		1		3	9
			1		3
1	9	5	8		3
		7		5	
		4	6	9	
		8	5		6
6			3		

		6			3
			8	9	5
5		3			
2		4	7		
6		1	3		4
8	3				5
3		6	4	7	9
				1	

			5	6	2
5	6				3
		3			9
1				7	
6	8			5	
	9	4	1		
9			3		
	5	8	9		
			8	2	5

Sudoku provided by: <http://www.websudoku.com/>

Crossword provided by: <http://puzzlemaker.discoveryeducation.com/>

CRLS STARs Wordle



What do YOU think are the biggest issues at stake... in the U.S.?

The STARs Political Action team believes the first step in fixing any problem is to spread awareness. In order to do so, we asked CRLS students what issues they feel are important. To combat issues in the U.S., why don’t we individually and collectively do something about them? If you have ideas for positive, proactive change, advocate for issues you care about, propose changes to city officials and community organizers, write a letter to our members in Congress, sign a petition at Change.org, join a movement or even start your own!

New Landmass Finding Reveals More about Planet

By
Shubhan Nagendra
*Register Forum
Correspondent*

A new study has found pieces of a continent underneath the Indian Ocean dating back to 2000 to 85 million years ago.

Freshman Ben Rosand says, “It’s really cool that there is a whole landmass just hiding under the ocean. It is amazing to think that there is a whole time period just buried there. If they discover the actual landmass, maybe it will lead to other lost places being discovered.”

This land mass, named Mauritia, is believed to have been between India and Madagascar during the theorized existence of a single mass continent, Rodinia. But as India started to drift away from Madagascar, Mauritia would have started

to break up and eventually disappear due to the waves.

CRLS Marine Biology teacher Mr. McGuinness is fascinated by the prospect of discovering more and more about our planet. He says, “It is fascinating that we don’t know so much about our planet. New things just show up all the time.” He also thinks that this is a “clearer picture of how our planet has changed overtime.”

Researchers, such as Professor Trond Torsvik from the Univeristy of Oslo, suspect that island nation Seychelles might be a piece of Maurtia. Torsvik states, “At the moment the Seychelles is a piece of granite, or continental crust, which is sitting practically in the middle of the Indian Ocean.”

However, some people question why this research is even relevant to

us. Nimai Sookraj, a freshman at CRLS, asked, “What are they going to use the land for? Isn’t it kind of useless?”

But as the great journalist Walter Lipmann once said, “There is nothing so good for the human soul as the discovery that there are ancient and flourishing civilized societies which have somehow managed to exist for many centuries and are still in being though they have had no help from the traveler in solving their problems.”

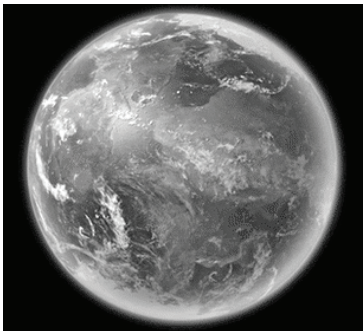


Photo Credit: <http://www.bbc.co.uk/news/science-environment-21551149>

Creating the Perfect Baby *Scientists Use of Technology to Modify Babies*

By
Mary Caroline Regan
Register Forum Staff

According to the Morbidity and Mortality Report, in 2003, 48,756 infants were born using assisted reproductive technology. Junior Phoebe West reacte, “In a way that’s both comforting and disturbing. I can’t decide if technology is helping or making life less natural.”

Scientists are using ‘Pre-Implantation Genetic Diagnosis’ technology, which is used to identify and prevent birth defects, to alter a baby’s genes.

The alterations by the parents can be anything from choosing the baby’s hair color to making the baby incredibly athletic.

In 2009, the Fertility Institute in Los Angeles allowed parents to choose the baby’s hair and eye color.

When 100 CRLS students were surveyed on the subject, 50% said that they believed the practice was ethical in some cases. Only ten out of one hundred



Photo Credit: www.sot.net

surveyed believed it was entirely ethical to genetically modify babies.

Senior Karina Buruca felt that the practice isn’t ethical and said, “The child doesn’t have a choice in life, they’re made to be who the parents want, which is disrespectful.”

In opposition, Gentry Demchak, also a senior, said that genetically modified babies are “the babies of the future, they’ll bring progress to society!”

Ten out of one hundred surveyed believed it was entirely ethical to genetically modify babies

Many approve giving money to support this technology since it has been used to prevent genetic diseases such as Tay-Sachs and Down Syndrome. One man, James Hughes, a transhumanist, believes that the technology is “in the same

category as abortion, if you think women have the right to control their bodies, then they should be able to make this choice.”

Generally students seemed very torn about the issue, and more than a third of the students surveyed had never heard of genetically modifying children before.

When interviewed about the subject, Tyler O’Keefe, a senior, said “You never know what people will do, because as much as people deny it, appearance means a lot to people.”

Overall, students at Rindge are split about whether or not they think the practice is beneficial. Many of them though, do believe the practice will affect Rindge at some point in the future.

Public Health Week



The John Woodson Foundation Award Ceremony at the Cambridge College.
Photo Credit: Larry Aaronson

By
Sasha Forbath
Register Forum Editor

On Thursday April 3rd at Cambridge College the Robert Wood Johnson Foundation held a ceremony honoring Cambridge as one of the six healthiest cities in the nation.

At the event students from the Culinary Arts program in RSTA from CRLS catered the event. They were selected to help prepare and serve food at the event with help from their teachers and cooks at the cafeteria.

The school served healthy food and winners of the award were determined based off a wide range of criteria including accesibile bike paths, quality of school lunches, and public fitness and nutrition programs.

Among 163 applicants, the Robert Johnson Foundation narrowed down the finalists and made eleven site visits.

Cambridge was chosen as a winner along with New Orleans and Minneapolis.

Director of Community Health and Well-

ness at Cambridge Health Alliance, Stacey King, explained, “This award recognizes years of collaboration and civic engagement around community health.”

Julie Willems Van, Associate Scientist at the School of Public Health and Medicine in Wisconsin, thought that programs unique to Cambridge, like City Sprouts and the Male Fitness League, completely set the city apart.

Another key speaker at the event, Wilson, told the audience, “It’s not just saying you’re about collaboration but about collaboration being in your DNA. Cambridge oozed with what we were looking for. We look forward to the beacon and inspiration you’ll be to others throughout the country.”

Wilson continued to explain that she hoped the winners of these awards would become models for other cities around the nation. She expressed that her hopes were that eventually all cities could build public health departments as strong as the one in Cambridge.



Nathan for You

Why You’re Probably Not Watching One of the Funniest Shows on TV

By
Liam Greenwell
Register Forum Correspondent

If you are a fan of cringe-inducing TV shows like *The Office*, *Tosh.0*, or *South Park*, then *Nathan for You*, a new show on Comedy Central, is, well, for you. *Nathan for You* is not the first show to use awkward situations for comedic benefit, but it masters the form even less than half way through its first season.

It starts with a simple premise, one of many popular reality shows: bring experts into struggling businesses and let them use their skill to save the day.

However, Nathan Fielder, the titular star of the show, is not an expert.

While he did graduate from “one of Canada’s top business schools with

really good grades,” as the intro to the show

Not many things on TV these days make me laugh out loud.

notes, it quickly becomes apparent that Nathan has quality ideas that everyone else wasn’t smart enough to put into action. From making “poop-flavored frozen yogurt” for a struggling frozen yogurt shop in the season opener to creating the hardest rebate to redeem in existence, Nathan displays both naïveté and sheer genius to startling extents.

This is where *Nathan for You* gets really funny: watching him implement various business plans that fail miserably or succeed more than you expected makes you gaze at the screen in amazement (and crack up at the same time). The best part about this is that, while his various ideas are meant to entertain, all businesses used in the show are real and the business plans are actually put into

effect.

But don’t be deceived -- however clever his antics may get, *Nathan for You* is a comedy show. In between every episode’s two business ventures, Nathan carries out an assortment of other skits that are mostly non-sequiturs (but never fail to generate plenty of laughs). Some of these include interviewing at a real estate firm saying only what a nine year old feeds him through an earpiece, catching vandals with vulgar promotional posters, and creating a fake dating reality show called The Hunk.

Not many things on TV these days make me laugh out loud, but *Nathan for You* is certainly an exception to that rule. The reason *Nathan for You* is so different from a lot of other tele-

vision shows these days is the fact that Nathan himself isn’t afraid of difficult situations – he makes people say no to him, and the comedy benefits from it. For example, he makes the restaurant owner say no to putting him in her will, and the debacle becomes the highlight of the episode.

Nathan for You delivers a lot that other shows don’t dare to, mainly because of the willingness of Nathan himself to sacrifice gracefulness in the name of laughs. While not all of the segments relate to one another, that doesn’t stop Nathan Fielder from delivering a smart, funny, and loveably awkward show that keeps you wanting more the whole way through.

Nathan for You airs Thursday nights at 10:30 p.m. on Comedy Central.



Photo Credit: Comedy Central



Fashion Saves Lives

Sisters on the Runway Raises Money for Domestic Violence Victims

By
Julia Leondardos
Register Forum Editor

On May 10th, the CRLS chapter of Sisters on the Runway will be holding their first annual fashion show to raise money for victims of domestic violence.

Founded in 2005 by three high school students in Montclair, New Jersey; Sisters on the Runway is a student-run organization committed to the prevention and awareness of domestic violence.

A chapter of the organization was founded at Rindge by current President Layla Taremi last May. Each year, every chapter hosts an evening of food, talent,

prizes, and fashion; and all of the proceeds go to a local domestic violence shelter of the chapter’s choosing.

The CRLS chapter will be donating their funds raised to Transition House, Cambridge’s domestic violence agency that provides emergency shelter, transitional and supported housing, and youth prevention education to the community.

The show is May 10th from 6-8 p.m. at the Microsoft N.E.R.D. Center in Kendall Square. Raffle prizes and auction

items will include a signed Red Sox baseball, a gift certificate to Flora restaurant, tickets to a Regattabar performance, two spots in a cooking class with Jody Adams, and more. Tickets are \$5 for CRLS students.



TRANSITION HOUSE



Falcon Crossword Puzzle Answers

- | | |
|-----------------|--------------------|
| Across | Down |
| 2: Waiting | 1: Prom |
| 4: Community | 3: Glocal |
| 6: Common | 5: iPhone |
| 9: London | 6: China |
| 11: Capote | 7: Michael Jackson |
| 12: Slacktivism | 8: Ranking |
| 13: Service | 10: Updike |
| 14: Hughes | 15: Booz |
| 15: Brunch | |
| 16: Cost | |
| 17: Zinky | |

Senior Prom: Your Qs Answered!
*Everything You Ever Wanted to Know
but Were Afraid to Ask...*

By
Juicy J Leonardos &
Jonah Conlin
Register Forum Editors

What Every Girl Should Know:

Yes ladies, it's the most wonderful time of the year: prom. And with prom comes dancing, dresses, dates, and, most importantly, drama.

But this year, try not to get caught up in the "who's-going-with-who" whirlwind and the "she-bought-the-same-shoes-as-me" hailstorm.

To make prom as stress-free as possible for all my ladies out there, here are Juicy J's Top Ten Tips for a Turnt-Up Prom:

1: Double-sided tape is your best friend. Whether you're going off-shoulder, one-strap, or strapless; double-sided tape will solve all of your problems.

2: Stay away from super thin stiletto-style heels. Shoes with a thinner heel will be difficult to walk or dance in; and worst of all, they'll get stuck in your pre-prom hostess' lawn.

3. On that note, bring a pair of flats. You never know where the night will take you.

4. Sometimes high schoolers can be boring. If you're looking for some scintillating, intellectual conversation while at prom, chat up the teachers, administrators, or even Principal Smith himself!

5. Don't ditch the thrift shop. Secondhand stores are a great place to pick up prom accessories, shoes, or even dresses on the cheap.

6. Your body is beautiful. Don't let prom dress shopping trample your self-esteem—find a dress that you feel great in!

7. Do your own thing. Paying undue attention to other people's prom business is tacky.

8. Remember: the party bus is greater than the limo. I repeat: the party bus is greater than the limo.

9. Don't be mean. If you asked someone to be your date, or if you gave someone a "yes," don't ditch him or her later on. To quote Bon Qui Qui, that's just rude and disrespectful.

10. Last but not least, the most important tip is to just chill out, have fun, and turn up—the Juicy J way.

What Every Guy Should Know:

1. Don't worry about it – it'll all figure itself out. Don't have a corsage? It's just two flowers on a string. Nowhere to take pictures? Live in the moment and forget that tradition. Still trying to get yourself a date? Dates just bring you down, lonesomeness is where it's at.

2. Tuxes are over-rated. While everyone else is rushing to rent a polyester getup, slow things down by classing things up with a suit.

3. Sky's Out, Thigh's Out – odds are, the sky will be out the day of prom. So why not pack away a pair of shorts for when the opportunity arises to ditch those thigh constrictors and unleash the thighs. But remember, if they're not Chubbies they're not shorts.



Gentlemen preparing for prom a few months early!
Photo Credit: Grace McCabe

THE REGISTER FORUM
ARTIST OF THE MONTH

Mara Zinky



By
Alejandra Trumble
Register Forum Editor

Senior Mara Zinky has been active in the school's art scene since Freshman year, immediately joining tech and visual art classes offered. Since then, she has become the theater program's Student Technical Director and Lead Scenic Artist. Outside of theater she also has taken piano classes and is currently enrolled in AP Art.

"I've always been impressed by Mara's ability to balance a lot of stressful tech and leadership with her other commitments, including Varsity Swimming," admires senior and Stage Manager Sula Malina.

In her work as Student Technical Director, Zinky's responsibilities range from designing sets to teaching others new painting techniques and how to work all of the equipment.

"The list is really never ending," jokes Technical Director Joanne Farwell, "I have memories of Mara working in the back ally of the theatre working on set pieces right up to curtain on opening

night."

Fellow "techie," sophomore Harriet Small, explains, "Mara acts as a sort of hub to take all of our crazy in and add some of her own and then translate the whole mess into something cohesive and beautiful."

This year alone Zinky has designed the CRLS Drama Falcon logo, brought the difficult traditional box set on tour for the Drama Festival Piece "Honeymoon Motel," and completed an art portfolio concentrated on Cambridge's Walden Pond. Most recently, Zinky is helping Malina direct the spring production of "Trial by Jury" by Gilbert and Sullivan.

"She's the most professional person I know," raves fellow senior and AP Art student Colm Fitzpatrick. "She can handle anything that life throws at her."

Mara Zinky has contributed hours on end to multiple facets of the CRLS Arts Department and has been accepted to DePaul University's Theatre Design Program in Chicago. This is why she is *The Register Forum's* Artist of the Month.

UPCOMING EVENTS IN MAY
VISUAL & PERFORMING ARTS

DANCEWORKS	THURSDAY & FRIDAY, MAY 2-3	7:00 PM
PIANO RECITAL	TUESDAY, MAY 7	6:00 PM
VISUAL & PERFORMING ARTS CELEBRATION	WEDNESDAY, MAY 8	7:00 PM
36TH ANNUAL PHOTOGRAPHY EXHIBIT & PRIZE DAY	THURSDAY, MAY 9	5:00 PM
ONE-ACT PLAYS	FRIDAY, MAY 10	7:00 PM
SISTER'S ON THE RUNWAY FASHION SHOW	FRIDAY & SATURDAY, MAY 10-11	6:00 PM
SENIOR PROM	SATURDAY, MAY 18	7:00 PM
A CAPELLA JAM	THURSDAY, MAY 30	7:00 PM
NEST FEST	FRIDAY, MAY 31	A & B LUNCH

The Champs Are Back!

Boys V-ball Look to Defend State Title

By
Mario Vasquez
Register Forum Editor

Spring is here, and the champs are at it again. The CRLS boys volleyball team is coming off a great season, having won the 2012 MIAA State Championship in a back-and-forth thriller at Milford.

Soaking in the glory of their new championship merchandise during the off-season, these young men are returning to pick up exactly where they left off and hit the ground running.

“We need to continue to produce and develop good players to maintain a successful program with a high level of play. I know for a fact that we have the capability of achieving that,” stated a confident head coach, Kelly Leary, as a new season arrives.

On Thursday, March 28, the Falcons took their

talents to Boston Latin School for their season opener, showing great signs of wanting to repeat as state champions.

Senior captain Jalen Penrose led the Falcons to a victory with an astonishing 27 attacks and 19 kills. Having shut out BLS in three sets, the Falcons were able to start the season the way they had hoped to.

2012’s Scholastic Player of the Year Jalen Penrose isn’t only a captain, he is also a Division One recruit. Having been able to choose from a handful of schools, Penrose decided on Pennsylvania State University, after being offered a full four year scholarship.

When asked about his aspirations for the new season, Penrose expressed, “It’s important that we don’t let last year’s run get into our heads, making us feel like we’ve got nothing to worry about this time around.”



Senior Rodolfo Bonates sets the ball at the home opener. Photo Credit: Larry Aaronson

He later added, “I can’t stress enough about how important it is for our team to bond like we have in the past making it easier to play the game.”

Senior co-captain Rodolfo Bonates is also being recruited for his talents. Recently committed to Sacred Heart University, Bonates remains focused on his final season with the Falcons.

On Wednesday, April 3, the Falcons were able to pull out a win at their home opener. Topping off Lincoln-Sudbury in four

sets, Senior Aser Abrha led the team with a whopping 19 serving points.

This season, the Falcons are considered a young team. There are twelve returning players and five seniors on the team.

The younger players will definitely be repeatedly tested throughout the season with more responsibilities, knowing that other teams are targeting the first-ranked team in the state.

As sophomore An-

derson Censcar noted, “Having these kinds of seniors is really securing, and I know it’ll definitely help

us win another state championship,” Censcar later said, “I’ve already learned so much from them in these past few weeks...”

Nevertheless, this year’s edition of the boys volleyball team offers gleams of hope for the future, and for right now.



THE REGISTER FORUM

ATHLETE OF THE MONTH

Ruby Booz



By
Julia Leonardos
Register Forum Editor

Often described as Serena and Venus’ long-lost triplet, Ruby Isabelle “The Rubinator” Booz is both a menace on the tennis court and a shining jewel in school. Since her birth, Ruby’s kind and loving parents have taught her to do her best at everything she attempts.

Additionally, Ruby’s two star-athlete older brothers have provided her with tough competition and lofty athletic aspirations. All of these elements have helped mold Ruby into the gritty, skillful, and dedicated athlete that she is today.

Even Ruby’s hard-to-impress tennis captain Nadine Doiron is impressed by Ruby’s tennis skills. “She’s an amazing athlete, and a great team player,” Doiron stated, continuing, “she was working so hard the other day, she almost passed out!”

Qalaini Aimes, Ruby’s teammate, agrees with Doiron’s assess-

ment. She stated, “I’ve known Ruby both on the soccer field and on the tennis courts. She is a hardworking, determined, and amazing person both on and off the court.”

Ruby first picked up a racket at the tender age of five. She grew up with tennis-playing parents and took to the sport naturally. Since her freshman year, Ruby has been a key player on the varsity tennis team.

Now a sophomore, Ruby has managed to maintain her role on the team while balancing both the heavy workload and increased recreational activities that come along with being a tenth grader.

Even Ruby’s close friend, Jake Heller, was compelled to speak about Ruby’s astounding athleticism despite the fact that he is not on the girls’ tennis team. Heller states, “Ruby is a quick and agile athlete. She plays with finesse.”

On Wednesday, April 10th, the tennis team won their match against The John D. O’Bryant School. Ruby played singles and won all of her games and both sets.