Teaching is More Than Just Showing Up
BY: Jesús A. Morales-Sánchez ’14; Photos BY Jim Brochin

Governor Malloy presented a proposed law named SB-24 at an event at Wilbur Cross High School. The objective of this law, according to him, is to reform the education system, including the teachers’ evaluation system for the benefit of schools in zones with a low economic level to close the achievement gap.

In several school districts, this reform has caused a great controversy among students and teachers due to the lack of participation by educators and other staff of different schools in developing the bill. On Tuesday, March 13th, Malloy gave a speech trying to explain the multiple advantages of this reform against the actual system, such as an increase in the money sent to schools in low economic zones as well as a greater support to vocational education.

Dee Marshall, a teacher at Troup School, said that educational reform is necessary, but people trying to pass SB-24 are disconnected from what really happens in educational buildings. She said "They base their ideas of what educators do during a school year, on common K-12 experiences they had." At the same time she mentioned she is "tired of teaching a test, instead of teaching how to take a test", referring to standardized tests that are basically the backbone of our schools curriculum (CAPT, CMT, etc). (Continue reading on pg. 4)
Forgetting Odd Future or tight jeans: KONY2012 is the new fad of the year. The KONY2012 campaign, an attempt to publicize the war crimes of Ugandan resistance leader Joseph Kony, has become wildly popular on the Internet. The advocacy group Invisible Children started the campaign in order to draw attention to Kony and his military force, the Lord’s Resistance Army. They released a short documentary about Kony that quickly received millions of views on video sites. But is the campaign as good as it’s made out to be? Of course, Joseph Kony needs to be stopped. He has committed systematic rape and violence. But Invisible Children and KONY2012 is going about it entirely the wrong way. The campaign “hints uncomfortably of the White Man’s Burden,” writes Yale political science professor Chris Blattman. He’s right: the feeling of acting as a savior to Africa is dangerously close to the kind of imperialism that has ravaged Uganda and other African countries the most. The policies Invisible Children advocates in the KONY2012 video are also naïve and misguided. Invisible Children supports direct military intervention, which means sending military forces seek out and kill Joseph Kony. Theoretically, intervention would be an easy way to stop the violence he has initiated. But this thinking is fundamentally flawed for two reasons. First, the US government has tried more than once, with limited success. Because his bodyguards and army are largely young children, any attempt to kill Kony would inevitably lead to the deaths of children. Surely, we can seek to improve Ugandans’ lives without resorting to that.

In the bigger picture, though, attempts to kill or even stop Kony are ignoring the large-scale cycle of political violence in African nations. Joseph Kony is not the sole source of trouble for Ugandans: the soldiers in the state-sponsored Ugandan army (which Invisible Children supports financially), for instance, are known to often rape women. Even the entire elimination of the Lord’s Resistance Army would not rid Uganda of larger problems like famine, disease, poverty, and political corruption. Yet the Western media has latched on specifically to the KONY2012 campaign, perhaps because the topic is almost romantized— we’re saving children from tyranny! Activism isn’t bad, and neither is foreign aid. But assistance to Uganda should be put in the perspective of the larger scale problems in Ugandan and African society. Stopping Joseph Kony will still leave Uganda with most of its major problems unsolved.
You don’t know people’s problems, so it’s not right to take advantage of the power you have to push them down; especially BLACK CULTURE. God didn’t make any of these races and cultures over nothing, so it’s full time we stop acting a fool of ourselves and stop discriminating. Newt Gingrich should have never have been in the government if those were his intentions.

- Shanese Wilson

Dear editor:

In my opinion Newt Gingrich is a racist that neither deserves to be president nor run forth the Republican nomination. I was never really into politics, but hearing Newt Gingrich say that black teens should have jobs as janitors woke me up. It made me realize that I should get into politics and pay more attention to how our country is run. The last thing we need in America is a racist example for American youths to follow. I feel like Newt Gingrich is trying to single out African-American kids as troubled kids or less fortunate kids. Since when is there a type of poverty such as “Black poverty.” Newt Gingrich said “If they had money they wouldn’t have to become a pimp, a prostitute, or a drug dealer”, I think that he is pretty much saying that without a job our kids will be drug dealers, pimps and/or whores. Now do we want a man like that as our president, a man that thinks it would be good for students in inner city schools and poor neighborhoods to clean bathrooms and mop floors? That’s not the man I would want as president and I hope that is not a man you would want for your president. I hope this wakes you up. Be sure to pay closer attention to the presidential election process.

-Michael Cohens

There’s no doubt that this school is awful. It’s always unorganized, the teams are always losing, we’ve got some of the most pointless classes and boring teachers in all of New Haven, and it seems like around every corner during class, you can find someone coming your way in a hallway.

Of course, that’s only what the students who don’t partake in any of these actual programs see. The teachers, administrators, and students that work behind the scenes know the truth. They all know that Cross is the opposite of what most of the student population says. If you were to step into the office and take it all in for just a second, you’d realize that Cross really is organized, or at least tries its best to be. The phones are constantly ringing, the faculty is discussing professional matters, stacks of papers are being sifted through and looked over throughout the day. Tons of students walk in to sign out, get passes signed, find out the latest information on any happening events, and even get applications to take college classes. The office is trying its best to maintain order in the school.

You might assume because you happen to turn into a new hallway on the way to the bathroom and see a student walking in their direction, that that student is skipping and that the security guards aren’t even attempting to do their jobs. Maybe you should step back and think: Hey, maybe this kid actually got permission from a teacher to be out in the hallway. Maybe they’re going to the bathroom or running an errand and that’s why the security guards haven’t stopped them. Maybe some classes should take trips to the hallway to see that the security guards do their jobs. If they happen to catch a student or a group of students walking in the hall without a pass, they’ll stop them. They won’t let them go by as if they’re doing nothing wrong. They’ll go as far as escorting them to the office or ISS.

The security guards aren’t the only ones doing what they’re supposed to do. The teachers do a pretty great job. The point of the teacher is to engage the students so that they can teach them what they need to know, not to put on a show for the class’s entertainment. In every school you go to, there is always going to be at least one teacher who a group of students is not going to like. Wilbur Cross isn’t the only school with “boring” teachers. As a matter of fact, we’ve got some amazing teachers. They teach us well enough that we understand what we’re doing on tests and are willing to stay after to help us out if we need it. Furthermore, Cross offers a broad range of classes that could potentially help to guide us in our career path. The classes here range from Auto-tech to AP Chemistry to Chinese. While not all of our teachers here are amazing, some truly stand out to students.

As for the teams, there’s actually hope. The problem is that most students focus on the big sports – like basketball, softball, volleyball, football. While it’s great that students go out to support the big teams, they sometimes fail to realize that there are other teams in the school that are actually faring pretty well. For example, on the last Thursday in January, the girls Indoor Track team became the 2012 West Sectional Champions. Back in the fall both the girls and boys soccer teams made it to states and the boys’ freshman basketball team is currently making a name for themselves. No one would know this, however, because they put all their focus on the big teams. Take the time to focus on the “less important” sports every once in a while, as well as all of the other things that the student body tends to criticize, and realize that this school is actually great, despite its flaws.

BY Kiana M. Hernandez ‘14
Poor people don’t know what true work is. Poor people are lazy, incompetent workers who dislike showing up to their workplace on Mondays, if they even have one. But don’t worry, it’s not the working poor people; it’s the rest of the poor. Because of this, children of poor people who do not work should go to work cleaning toilets and mopping floors at schools. At least, this is what Newt Gingrich has been feeding his followers and the press.

I’m sure I know what you’re thinking. “Is he insane? Is he an idiot? He’s joking right?” To be honest, when I first heard Gingrich saying this, I was in a state of shock. I wondered to myself, “Is that man mentally unstable? What a jerk! He doesn’t realize how wrong he is.” Even now, I think to myself about how selfish and arrogant this man sounds. How could someone running to be in the running to be the leader of this country possibly think that this would help? If anything, this would just take away from the few jobs that the poor have a chance to grab anymore in this tough economy. He’s basically saying that poor adults don’t matter, because they aren’t going to support their children anyway so, in turn, why not give the jobs to the poor kids so that they can both learn good work ethic and earn themselves some spare money to keep themselves going? When put that way, it sounds like a sweet gesture. However, when one carefully looks at what he said, one can see that he was not exactly considering all of the possible circumstances.

Did he consider the fact that maybe some poor people are disabled or sick, and had worked before their illness or disability, and now cannot? Did he consider the fact that maybe the family is undergoing tough times in which the parents have just been laid off due to the horrible economy? Did Newt Gingrich stop and consider that maybe, just maybe, the poor children are poor because one parent is deceased and the other one is struggling to make ends meet? Did Gingrich stop to consider any of this? Most likely not.

He is a mess! He’s got a twisted mind and ought to drop out of the race. He simply does not deserve to be in the running to become the next Republican presidential nominee. Unbelievably enough, America disagrees.

According to polls, Gingrich’s popularity rose for a time after he said these things. That not only worries me about the outcome of the primaries and the 2012 presidential election, but also about where the American mindset is slowly headed.

(Continued from front page)

There were different reactions during Malloy’s speech about the SB-24. Teachers from schools all around the New Haven area were together, either supporting or against the proposal. Of course, Wilbur Cross teachers were not the exception. In fact a great number of teachers assisted at the event. Multiple speakers were selected from the audience, including teachers, Yale undergraduate students and two students from Wilbur Cross. After the speech, each one of the speakers was supposed to ask a question that governor Malloy would answer. With each of the speakers, the tension in the auditorium increased, releasing several expressions of approval and disagreement towards Malloy or the speakers. A case where emotions exploded was when Arianna Scasino, a freshman from Wilbur Cross, asked Governor Malloy, "How is this proposal going to directly affect my education?" Malloy replied, "There's a 163 page document you can read." This answer unleashed a massive response of disapproval by the whole audience, and initiated such a strong argument between Malloy and the audience, that exactly at 8:00 pm, he abandoned the podium and left more than half of the speakers waiting for their chance to express their doubts and concerns about the SB-24 project.

Arianna Scasino, one of the students from Wilbur Cross who was selected as a speaker, says that the reason she assisted at the event was because her father, a city employee from New Haven, and ex-custodian at Wilbur Cross, came to support the teacher’s union. When she was asked about her opinion of the SB-24 proposal, she emphasized, “I still don’t know how it is going to help directly as a student… And I consider that is not fair to evaluate teachers on a single standardized test. Some students just don’t care. How are [the teachers] supposed to teach if they don’t have students that are willing to work?” After that, she added: “Students should be the ones evaluating teachers.” During the interview, she admitted feeling terrified, not just by the fact that she had to ask something to Governor Malloy in front of hundreds of people in the auditorium, but because of the yelling. “Some of [the audience] was well behaved, but some others were, like, crazy. They were yelling, cursing and all that stuff,” Scasino added. Undoubtedly, the most emotional moment in the event was when she presented her question to Malloy, and she described her thought of the way Malloy answered:

“He didn’t respect my age, because he was telling me about some 163-pages packet, and I’m a freshman, I don’t read that. Then he said something about CEU’s or whatever. And I don’t feel like he really answered my question.” Finally, standardized testing came into the conversation. And she concluded by saying that standardized testing should not be the only way of evaluating students’ knowledge. “I know all the content, but during the test, I just block out,” she admitted.

Other students who were present at the speech also gave their opinion about the issue. Jake Wilcox, a sophomore at Wilbur Cross, said he assisted at the event because he wants to know what’s happening with his education and get involved in scholarly activity. He said that during the event, governor Malloy said a lot of provocative things that enraged several adults in the auditorium. Jake said: “Teachers shouldn’t be evaluated by the score of a test, but a total change in education is necessary.”

David DeNaples, a history teacher at Cross, said that the reform carries with itself lots of really good things, although it needs some changes. “…The spirit behind [the SB-24 proposal] to increase the education opportunities for the poorest of Connecticut’s children, great idea! The way they are going about attacking that goal is not so great.” He says that people behind this project should listen to New Haven teachers who have been leading school reform since three years ago. He said that the answers of governor Malloy during the event were basically dollars, statistics and quantities, because he, like many of the people that he listens to, does not have personal experiences working in classrooms.

Chris Willems, biology teacher at Cross, also agreed that the SB-24 project has beneficial aspects, but he is concerned about the proposals that would allow the state take over schools with a low academic performance and overemphasis of standardized testing to measure students’ abilities in school. About the presence of Governor Malloy, he said: “He didn’t seem able to articulate the kinds of responses that would show us that we truly understood what we were saying about innovating schools.” After talking about standardized testing and his curriculum, he said: “I teach students, and part of what we do is to help kids do well on standardized tests… and I don’t see enough science being taught at elementary and middle school.” This, according to him, is a major problem when he tries to cover his curriculum.
Palestinians and Gingrich
BY Tomer Canaan '12

Newt Gingrich, winner of the South Carolina GOP primary, recently described Palestinians as “invented” people. In an interview with The Jewish Channel, Newt Gingrich showed strong support for a Jewish state in the Middle East. Gingrich’s comments quickly raised eyebrows in the media, with commentators and political pundits quick to make judgment in support or disapproval of Newt. Why? Gingrich’s comments are backed by real factual evidence. Before any analysis can be truly made, we must first look at the word “invented”. Webster’s Dictionary defines “invented” as: “to produce (as something useful) for the first time through the use of the imagination or of ingenious thinking and experiment”. If the Palestinian people are invented, then they must not have any history previous to Israel’s creation in 1948.

Zuheir Mohsen was the leader of the Palestinian Liberation Organization (PLO) in the 1970s. In an interview in 1977, Mohsen said, “The Palestinian people do not exist. The creation of a Palestinian state is only a means for continuing our struggle against the state of Israel for our Arab unity. In reality today, there are no differences between Jordanians, Palestinians, Syrians and Lebanese. Only for political and tactical reasons do we speak today about the existence of a Palestinian people, since Arab national interests demand that we posit the existence of a distinct Palestinian people to oppose Zionism.” This was an extremely strong statement to be made by a leader of the “so-called” Palestinian people.

Historically speaking, Palestinians are simply Arabs who were caught between borders. During the European Middle Eastern Colonial era many of the current borders of the Middle East were drawn. The Palestinians were Arabs who lived between Jordan, Syria, Lebanon, and Egypt. In 1948, the United Nations created a two-state solution that created a Jewish state and a Palestinian State. This point in history marks the “invention” of the Palestinian people. The invention of the Palestinian people was to simply create a reason to delegitimize the state of Israel. In reality, Israel was created just like many of its neighboring countries in the Middle East were.

Yet, there may still be readers who are not convinced in my argument. Here are some questions to ponder regarding the legitimism of the origin of the Palestinian people. When was the original Palestinian state founded, and by whom? What were its original borders? Where was the original Palestinian capital? Who was their president before Yasser Arafat? What was the Palestinian currency? And, finally, since there is no such country today, what caused its demise and when did it occur?

Egypt Was Once a Word I Loved to Say
BY Sarah Salem '14

“Egypt” was once a word I loved to say, a word that represented good memories, cheerful people, joyful spirits, crowds, noise, everything that meant happiness. But now what are we left with when we say Egypt, or when people ask me where I am from and I reply Egypt? I am given sorry looks and apologies for what is happening. What’s happening in Egypt at the moment is unexpected; we never imagined that Egyptians would seriously speak up and fight for our rights.

Last year, when I was in Egypt, the first protest started on Tuesday, the 25th of January. I threw my birthday party on Thursday the 27th of that month, and everyone I invited came because no one knew how serious it was going to get or how dangerous the streets would become. Later that night, I was heading home and glanced at my home phone, noticing that there was no service. I was too tired to find out what was going on, so I just went to sleep. The following day, I woke up to the news and my mom panicking. I remember seeing the television screen filled with people at Tahrer square. The government had disconnected our phone lines and Internet connection so the protesters wouldn’t be able to communicate with each other, but to their surprise, even more people joined the protests.

Recently in Egypt, an ordinary soccer match turned tragic, when the Al-Masry team were playing the Al-Ahly team. The final score of the match was 3 to 1 in favor of the Al-Masry team. After the game, Al-Masry fans made their way to the field and attacked Al-Ahly fans in an inhuman, brutal way. More specifically, they attacked Al-Ahly’s devoted fans with pocket knives and their bare hands until they had killed 73 people. Included in these 73 people were a dear friend of my sister and a 14 year old boy named Anas Mohey El-Deen. He died when people stampeded over him, running for their lives to the exits of the stadium. To their surprise, the exits were locked, so they were cornered in a corridor and murdered by Al-Masry fans.

However, I think the real blame should not be put on the crazed fans, but upon the military soldiers who stood there doing nothing and just watched the winning team fans kill the opposing team’s fans. It is said that they took a part of the action later on, but that was 20 minutes after the killing started so people already were dying. Moreover, this tragic incident has turned the tables in Egypt. People are not in Tahrer just to fight for their rights now, they are also there protesting for the lives of the victims that died in the Port Said match.

This horrific incident was never expected. People were just going down to cheer for their favorite team, they never imagined that it was going to turn to a slaughter field instead of a soccer field. This event has really shocked the Egyptian citizens including me. The government has given us another reason to fight it and we will not rest until we bring down the old regime.
FBI, Stay Away From My Facebook!
BY Tomer Canaan ‘12

January 19th, 2012, marked one of the largest Internet protests in the world. Hundreds of websites protested two bills, one being heard on the Senate floor, the Protect IP Act (PIPA) and one being heard in the House of Representatives, the Stop Online Piracy Act (SOPA). These bills are considered extremely dangerous by many Internet businesses.

Websites that participated in the huge Internet ‘blackout’ include Wikipedia, Google, Mozilla, and 4chan. These sites receive millions of visitors each day, helping to spread the protest to smaller sites on the web. Most of the sites also included ways for users to contact their representatives and express their rejection of the bills.

Both pieces of legislation are supposed to stop online piracy and other illegal online activities. However, because the bills are so general in their definition of “Internet piracy”, many Internet users are worried about the amount of content this bill will restrict. SOPA, would allow the United States government to take down websites that contain copyrighted material. For example, if a Facebook user uploads a picture of a cartoon or celebrity that is not their own original picture; the government has the authority to take down their Facebook. This would apply to every American website, including Google and YouTube.

On January 20th, a day after the Internet blackout, the United States government requested that the New Zealand government arrest the owner of one of the largest file sharing sites in the world, Megaupload. The site receives over 150 million users, which accounts for about 4% of total Internet traffic. Kim Dotcom was arrested by the New Zealand government and is preparing for his extradition to the United States. The United States Department of Justice (DOJ) has shut down the Megaupload domain name. The arrest led to a retaliation by the Internet hacking group Anonymous, and within a few hours, the DOJ’s website was over-trafficked until it collapsed.

As of January 21st, both SOPA and PIPA have been stalled. Both bills have been postponed and will be heard in March of 2012. However, the biggest question is, with the arrest of Kim Dotcom, how necessary are these bills? The United States government has proven that it is willing to arrest over international borders, and it has the authority of arrest and extradite people for internet piracy. What will SOPA and PIPA do what the government can’t already?

Features

The Shameful History of Lynching in America
BY Shanese Wilson ‘13

Lynching is a form of vigilante justice in which someone is brutally executed without a trial, involving the torture and hanging of a presumed offender. This took place most frequently in the South from 1890 to the 20s, with a peak in the annual toll in 1892. This practice is named after Charles Lynch, a notorious vigilante who lived in Virginia during the American Revolution. Lynch used his position of authority to stamp out rough justice to anyone suspected of criminal activity, without the benefit of a trial, and his name came to be synonymous with a hanging without trial.

Lynching occurred mostly when the Civil War began, when civil unrest led to the lynching of almost 5,000 blacks between 1860 and 1968. Angry mobs whipped up by acts of violence would Lynch any black man or woman they found on the street, whether or not that individual was involved in the crime, and sometimes even in cases where whites had clearly committed the crime.

After the Civil War, black emancipation incited the formation of the Ku Klux Klan, composed of white southerners. Because the African Americans were emancipated, there were to be no more slaves, which threatened these Southerners’ way of life. Mobs of group members would yell out racist slurs to hurt people who spoke out against them. They would also disturb blacks when they had a meeting or when a group went out together. They began shooting and going out hunting for blacks. Sometimes, when they saw an African American person walking, they would take them to a secret place and hang them. They would even destroy or overrun any houses, cars, or any property owned by black people. They were rarely arrested for these crimes since most police officers agreed with them, although some did seek justice for these crimes.

As years went by, the Klan got weaker while African Americans developed their strength and stood up for their rights. The police force got better while many tried to overthrow the Klan.

There are still KKK groups out there, but they are getting increasingly weaker. America has grown and developed all of our rights and so we live to see a better nation.

The Black Panthers Take New Haven
BY Sophie Dillon ‘13

Though few people at Wilbur Cross High School will admit to remembering the names Bobby Seale, Eldridge Cleaver, or Huey Newton, there was a time when New Haven was center stage to the civil rights movement.

The Black Panther Party for Self-Defense was started in Oakland, California in 1966 by Bobby Seale and Huey Newton, as a response to police brutality. They patrolled the neighborhoods in leather jackets, Bible in one hand, and shotgun in the other. As the Black Panthers gained membership, their ideology developed into a Ten-Point Program expressing the grievances against “Amerikkka’s racist power structure.” Though the Black Panthers were, in actuality, just a grassroots political organization that made modest contributions to local community service programs, the press preferred the black leather, black beret, and black man image.

American media capitalized on the petty, run-of-the-mill protest violence that came with the Black Panther’s wide acceptance of supporters. J. Edgar Hoover, the Director of the FBI at the time, labeled the Black Panthers as “the greatest threat to the internal security of the country.” The Black Panthers reached a point where everyone was suspicious.

One May morning, a fisherman found the corpse of Alex Rackley in the Coginchaug River. A closer look at the body revealed torture burns and two fatal gunshot wounds. (continued on next page)
(continued) A letter in his pocket was addressed to Chairman Bobby Seale of the Black Panthers, and signed Ericka Huggins.

Nine Panthers were arrested for the torture and murder of Alex Rackley. Though all evidence pointed to the involvement of these “New Haven Nine,” Hoover saw this as a grand opportunity to book Bobby Seale. Bobby Seale, who was in California at the time of the murder, had been flown in from across the country.

Riots broke out at universities all over the nation: at Harvard destroying $100,000 in property and hospitalizing 214, at UCONN leaving a student beaten with a tire iron. 150 Wilbur Cross students skipped class to march to the courthouse and riot at the Chapel storefronts. Yalies were similarly furious, throwing a protest of their own on May Day. In attendance: Allen Ginsberg, Hillary Clinton, and Mr. Brochin.

Four months were spent picking a jury, the longest in Connecticut history, and still the father of a Black Panther and a woman hell-bent on sending Ericka Huggins to the electric chair were not weeded out. On May 24, 1971, it was declared a mistrial. Judge Mulvey found it impossible to pick an unbiased jury. To paraphrase Yale’s President at the time, Kingman Brewster, it was impossible for a black revolutionary to get a fair trial anywhere in the United States.

Just as quickly as New Haven had become a staple in newspaper headlines, we returned to the college town backburner. However, the New Haven Nine trials certainly left their mark. New Haven trailblazed the implementation of bulletproof glass in courthouses. COINTELPRO, which was later discovered to have planted the rumor that Alex Rackley was a spy, was illuminated by the trials and destroyed soon after. The inability of our justice system to try black revolutionaries exemplified the reliance of our system on public opinion rather than justice—a public opinion that was rapidly polarizing. Liberalism was becoming a dirty word, and Nixon’s “silent majority” was on the rise. Protesting became the mark of hippies rather than the socially conscious.

The media wanted a story. The Panthers were painted as evil and reduced to a niche interest group. The actual facts were lost so much in the case that the wrong corpse was sent to Alex Rackley’s family.

However, it was these trials that made Kingman Brewster realize how little Yale was doing to help the rest of New Haven. He was the first president to try and open Yale’s gates to different socioeconomic groups. These efforts have continued today, evolving into the New Haven Promise Program.

**Know Your History**

Story and Photo BY Daidra Pearson ’14

Many people don’t know the story of Arthur Wright. He’s known to most as Mr. Wright, the man who writes passes when you’re late. But I’ve spent some time actually getting to know him and what he is about. If you want to know something about your history- he is the one to ask. “Young people today don’t take the time to become enlightened of their history. It has been said that if you don’t know where you came from- you won’t know where you’re going,” is something he adamantly believes.

He participated in the civil rights movement alongside the legendary Dr. Martin Luther King Jr. in the 60’s, when he was twenty-five. He took a vacation from his job supplying hospitals to be there. When I asked him what his job title was, he couldn’t really give me an answer. After attending numerous schools including A&T and United Christian College of North Carolina and studying subjects like engineering and religion, something lead him to working with students. He is also a proud member of National Association for the Advancement of Colored People (NAACP). He celebrates every Black History Month because he believes people should study and know their own history.

**The Schreader**

BY Sarah Curtis ’12; Photo BY Jesus Abraham Morales Sanchez

You may know Ms. Schread as the Cross Latin teacher, but when she started teaching here forty-four years ago in 1968, she taught Spanish. She then taught ESOL, beginning English before teaching Latin. Not only that, but she taught half and half at Co-op and Cross, because she was introducing the Latin program to Co-op.

While at East Haven High School, Ms. Schread took four years of both Spanish and Latin. After she graduated high school, she had a choice between attending Southern or Albertus Magnus, “which was one of the top women’s colleges in the country.” Her family couldn’t afford for her to live on campus at Albertus, so she was a commuter, which she describes as being “very stressful.” When she graduated she was one of six students who majored in classics.

Ms. Schread always knew she wanted to be a teacher; she played school as a child, and was inspired to teach Latin by her high school Latin teacher. When asked what her favorite part of teaching at Cross was, she didn’t hesitate to answer: “I love the students. I love the diversity at Cross. I love teaching at an inner city school.” She still keeps in touch with many former students, including one who calls her his second mother. “He’s a director at Domus,” the private middle school in New Haven for students who have struggled in a traditional school environment. “He had difficulties in his life and rose above them.”

Ms. Schread tries to support her students. She goes to all the football and basketball games and other school events. “I know I’ve made a difference in students’ lives,” she says.
Black History:  
A Story To Remember  
BY: Suge Zhang ’14

A sign of colored waiting room in a train station.


A white little boy sitting next to the statue of Phyllis Wheatley, the first African American poet and female writer to publish her work.

Dehart Hubbard, a track and field athlete who is also the first African American to win an Olympic golden medal in an individual event.

Firefighters douse at civil rights activists in Birmingham, Alabama, 1963.

A colored-passenger-only section on a city bus.

Black scientist, George Washington Carver, is known for his invention of peanut butter.

Jackie Robinson, the first black Major League Baseball player of the modern.

Lincoln Perry who is often credited as Hollywood's first Black film star.
The first Black Miss America—Vanessa Williams.

Mimi Johnson bursts into tears after hearing the announcement that Barack Obama won the 2008 Presidential election at the Kalamazoo County Democratic Party election party.

Hiram Revels, the first Black senator in American history.

Singer Aretha Franklin, the first black person appears on Time magazine.

Norman Rockwell’s most controversial and well-known piece—A Problem We All Live With.

An integrated school during the Civil Right Movement.

A portrait of an unknown young African American woman with her hands folded.

A slave-coffle passing the capitol formed a sharp contrast to the well-dressed white onlookers.

A painting of a running away slave family by Stapleton Kearns.

Martin Luther King and Lyndon Johnson at the signing of Voting Right Act 1965.
Short History of the Freedmen’s Bureau
BY Eduardo Perez ’13

The Freedmen’s Bureau, also known as the Bureau of Refugees, Freedmen and Abandoned Lands, was a U. S. federal government agency that helped freed slaves from the years 1865 to 1869 during the Reconstruction Era of the United States after the American Civil War.

The Freedmen’s Bureau Bill, which created by President Abraham Lincoln and was intended to last for more than one year after the end of the Civil War. It was passed on March 3rd, 1865, by Congress to help former slaves through legal food and housing oversight, education, health care and employment contracts with private landowners. It became one of the most important bills during the Reconstruction, assisting freedmen (ex-slaves) in the South. The Bureau was part of the United States Department of War, lead by the Union Army General, Oliver O. Howard.

At the end of the war, the Bureau’s main goal was to provide emergency supplies, housing and medical aid to refugees, in addition to helping reunite families. Later, it focused its work on helping the freedmen adjust to their new conditions of life after slavery. Its main job was setting up work opportunities and supervising labor contracts. It soon became, in effect, a military court that handled legal issues.

Without a doubt the Freedmen’s Bureau was one of the most important movements of the Reconstruction Era. It holds a huge impact for the black community since their ancestors were able to be free. This is a movement that should be honored for Black History Month.

Fría Inspiración
POR Jesús A. Morales Sánchez ’14

Mr. Brochin, el maestro de periodismo judío, con barba y de corta estatura, como en ocasiones se describe a sí mismo, hizo algo que ningún otro maestro había intentado, hasta donde sabemos. El día después de la primera nevada de este año, cumplió con su parte de un acuerdo con la clase de Sheltered Content, permitiendo que sus estudiantes vaciaran agua helada sobre su cabeza. Se han de preguntar cuál era el trato. Como muchos de ustedes saben, el Programa de Sheltered Content fue diseñado para estudiantes que vinieron de otro país cuyo lenguaje no es Inglés. El objetivo es ayudarlos a desarrollar sus habilidades en el idioma inglés mientras aprenden el currículo correspondiente a su grado.

Durante años, Mr. Brochin ha desafiado a sus clases de Sheltered Content a hablar en inglés por cinco días, si lo lograban, el saltaría al río que está detrás de la escuela. Todas sus clases pasadas fallaron hasta ahora. Por razones de seguridad la actividad tuvo que ser sustituida y en vez de saltar al río, le concedieron llevar a sus estudiantes afuera, y dejarlos vaciar agua helada. Los estudiantes echaban porras y animaban mientras sostenían pancartas hechas a mano expresando su deseo por aprender inglés. Mientras su maestro recibía cuatro cubetas de agua sobre la cabeza. Definitivamente fue una gran motivación para sus estudiantes y estoy seguro que inclusive si olvidan lo que aprendieron en su clase, nunca olvidarán a su maestro y su loca manera de inspirarlos a hablar en Ingles.

Cold Inspiration
BY Jesús A. Morales-Sánchez ’14
Photo BY Maria Rosado ’13

Mr. Brochin, the short, bearded, Jewish, journalism teacher, as sometimes he describes himself, did something that no other teacher has ever even tried, as far as we know. The day after the first snow of this year, he completed his part of a deal with his Sheltered Content Class, by letting them pour ice-cold water over his head. You might be wondering what the deal was. As you know, the Sheltered Content Program was designed for students who come from another country in which the native language isn’t English. The objective is to help them develop their English skills while covering the normal curriculum for each class.

Over the years Mr. Brochin has challenged his Sheltered Content classes to speak in English for five days, and if they could make it, he would jump into the river behind the school. For safety reasons the activity had to be changed and instead of jumping into the river, he was allowed to take his students outside and let them pour water over his head. And with handmade pamphlets that showed their excitement for learning English, the students were cheering on their teacher while he was doused with four buckets of water. This was definitely a great motivation for his students and I am sure that even if they forget what they learned in his class, they will never forget the teacher and his crazy way to inspire them to speak English.
**Arts**

**Three Kings (1999)**
**BY Aneurim Canham-Clyne ’15**

*Three Kings* is simply put a masterpiece. As a satirical war comedy, it succeeds in every way possible. Sweeping direction, wonderful writing, powerful performances, good camera work, and an involving plot draw the audience into this wondrous master piece. Mark Wahlberg is moving and funny, George Clooney serves as a great anchor for the whole film, and Ice Cube acts as a wonderful compliment. The movie is visceral, funny, and moving. Whether its George Clooney’s explanation of bullet wounds, or Spike Jonze’s retelling of Troy’s (Mark Wahlberg) confirmed kill, the whole movie never ceases to amaze. As poignant as it is funny, *Three Kings* delivers a chaotic and insightful picture of war. I consider this movie to be one of the great films of all time. I rate this movie a 9.5 out of 10.

**Ferris Bueller’s Day Off (1986)**
**BY: Anaeurim Canham-Clyne ’15**

Ferris Bueller’s Day Off is truly a wonderful movie. The movie uses witty dialogue, good direction, solid performances, and wonderful sequences to create an utterly enthralling experience. The movie revolves around Ferris Bueller’s (played by Matthew Broderick) attempt to avoid going to school on a beautiful day. Utilizing a convoluted scheme he eventually convinces his friend Cameron Fry (Alan Ruck) and girlfriend Sloan Peterson (Mia Sara) to join him in his pursuit of leisure. John Hughes’ direction takes the film from funny to tender to boisterous at the drop of a hat. An entertaining score compliments the movie, and serves to highlight certain themes and portions of the film. The plot builds seamlessly to a rather suspenseful climax, and neatly ties all of the plot lines together. The movie does have some less believable portions, mostly in its treatment of Ferris’s parents. I rate this movie 8.5 out of ten.

**Born On The Fourth of July**
**BY Aneurim Canham-Clyne ’15**

Born On The Fourth of July is an interesting movie, combining solid direction by Stone, a decent story, and a passionate performance by Tom Cruise to create a mostly enthralling movie. Stone utilizes good camera work, interesting color, lighting and sound to engage the viewer. Particularly interesting are the uses of smoke, faded colors, and the dulled sound of firecrackers during the Fourth of July parade and fireworks scene in the beginning of the film, these effects combine to produce a scene that appears to suggest the chaos and frightening aspects combat without showing a combat soldier. The most powerful aspects are the film are the sections illustrating Ron Kovic’s childhood and combat service. After Kovic (played by Tom Cruise) leaves the veterans’ hospital, the movie becomes a bit jumbled. Use of the same music causes boredom in the wee hours of the movie, which seems a bit too long and stops engaging the audience after a while. Mediocre writing limits Cruise’s otherwise powerful performance. The film is entertaining, well-acted, and well-directed, but some serious flaws limit its appeal. I rate this film a 7 out of 10.

**Color-Blind**
**BY Allen Hossin ’12**

I have to be honest. When I first heard about this movie and was assigned to write about it, I groaned a little inside. Great! Here comes another black and white movie with a slow plot.

As I curled up on my sofa with a bowl of popcorn, little did I know that I was on the brink of watching a great movie. A Patch of Blue starts off with Selina, an 18 year old blind girl, stringing beads on a table. Her mother, Rose-Ann, arrives and prompts her for supper. She doesn’t object, and does as she’s asked. She seems to be under her mother’s control.

In the starting minutes of the movie, I sat thinking, “This movie can go one of two ways. She’s either going to run away or she is definitely going to die in the end”. But as the movie went on, it was pretty evident that Selina’s life was going to gradually take a turn for the better. Her fate begins to change when her grandfather, Ol’ Pa, takes her out to the park. There, she meets an African American man named Gordon. Gordon is her key to freedom.

This movie deals a lot with race. Taking place during the Civil Rights Movement, it deals with a love that was forbidden during the time period, one between a black man and a white woman. Selina doesn’t initially know that Gordon is black. All she knows is that he has shown her more kindness than anyone else. Gordon soon learns about the hardships of Selina’s life. She has had very little education, her mother is a prostitute and abuses her, and she is neglected and must fend for herself. Gordon makes it her mission to save her from her mother, especially when Rose-Ann tries to force Selina to move and ultimately go into a life of prostitution.

A Patch of Blue is one of the most heartfelt movies I’ve ever seen. The characters are believable. Sidney Poitier is amazing. His acting is something I’ve only seen in a couple of other actors. He internalizes the roles he plays. I couldn’t imagine any other person playing his role. Elizabeth Hartman, who plays Selina is also convincing. Her performance as an under-privileged and abused blind girl is something I will never forget. Her character makes you emotional and her journey to attain happiness with a man society frowns upon is tremendously powerful. Hartman was even nominated for an Oscar for Best Actress.

I won’t ruin the ending, but let’s just say it’s a powerful one. As to whether or not Selina conquers her hardships and fulfills her love with Gordon, you’re just going to have to watch the movie to find out.
Dr. Strangelove (1963)
BY Aneurin Canham-Clyne ‘15

An airforce general has ordered 34 B-52s to destroy Russia in accordance to the airforce’s nuclear retaliation plan (only to be ordered if Washington has been destroyed). The planes carry a combined 1,360 megatons of nuclear capabilities; the only problem is that the Russians haven’t launched an attack. Dr. Strangelove is a masterpiece of dark humor and satire. In a signature move, director Stanley Kubrick utilizes a popular, upbeat song from the time period to illustrate the insanity of violence. The actors (lead by Peter Sellers, in three roles) deliver some of the most striking, and memorable performances of their careers. One stand out is George C. Scott, who plays air force general Buck Turgidson. General Turgidson is, along with Dr. Strangelove, the only one of the men sitting at the table in the war room that seems to long for the chaos the war will bring. At one point he even suggests that the president send in the rest of Strategic Air Command with the initial raid. Sellers proves himself to be a true master in his roles as President Merkin Muffley, Dr. Strangelove, and Captain Mandrake of the RAF. Captain Mandrake is Sellers’ second role, in which he finds himself in conflict with the aptly named Jack D. Ripper, who ordered the attack, Mandrake’s unflagging courage in the face of his superiors is his defining characteristic, but he is much more than that, he is a foil to Rippers, and later Bat Guano’s antics. As a former Nazi, Strangelove is the most bizarre of any of Kubrick’s characters, and the architect of the final destruction by Cobalt Neutron bomb. The movie is a masterpiece and one of my favorites. I rate this movie a 9.75/10.

War Horse (2011) Review
BY Aneurin Canham-Clyne ‘15

War Horse is the least effective war movie I have ever seen. One of the issues with it is that it refuses to address any of the moral issues surrounding war. No one questions whether the war is right, and there is no visceral reaction to combat, no change in the characters. The war seems to be just a morally correct decision, against which everything else is painted. The protagonist Albert joins the war to search for a horse he spent three weeks with. The combat scenes are weak and produce no change in the audience; instead, Spielberg decides to wow the audience with lens flares and a horse. The writing is weak, with characters seeming to state the obvious with the passion and inflection of wooden puppets. This is complicated by the fact that war is portrayed with no pain or suffering, there is no grit, blood, or gore to show the audience the psychological and physiological trauma suffered by the characters. Instead the audience is treated to a dazzling light show, and a pretty horse. Even when the horse, the most innocent character, and the best image of the movie is trapped in barbed wire there is no overt sign of trauma, no sign of pain, no horror of war. In addition to these obvious issues, the movie has only mediocre set design, some sets are clearly just plastic and Styrofoam, like the farm house, while others are airbrushed past the point of realism. Theme elements such as the competition between agrarian society and industrialized warfare are hinted at but left unexplored. It could have been a great movie; we know that Steven Spielberg can direct action and provoke a gut response from his audience, as he did in saving Private Ryan. We know that the writers Richard Curtis and Lee Hall can write well, because they have before, Curtis in Bean, and Hall in Billy Elliot. But most of all, we know that people can appreciate great war movies like Platoon and Full Metal Jacket, not because they see a golden sunset over a field of wheat, but because of how a movie deals with the strain of combat on the participants. Unfortunately, War Horse fails in all of these key elements, which is why I rated it a 2/10.

Fast Times At Ridgemont High (1982)
BY Aneurin Canham-Clyne ‘15

Fast Times is one of my favorite movies. Painfully funny and sharply sad, Fast Times is a fitting contrast to Ferris Bueller’s boisterous atmosphere. The movie as a whole features an entertaining plot but one section as a whole sets it apart from other movies, that portion is Sean Penn’s Performance as Jeff Spiccoli. Spiccoli is a surfer, and a stoner, though that is of minor importance. Penn’s performance is arguably one of the funniest moments in cinematic history. Each and every one of his lines is delivered with great gusto, and confidence. Sound direction and music further every aspect of the movie, which I would consider to be truly a classic. I rate this movie a 9 out of 10.
The Proclamation  13  March 2012

In the Heat of the Night Review
BY Rachel Smith ‘13

A fly on a calendar. A lonely diner in rural Mississippi. A police officer making his nighttime rounds through town as a Ray Charles number plays in the background. A dead man discovered in an alley. These are the opening images of In the Heat of the Night, a wonderful movie in every regard. In the Heat of the Night follows the path a Virgil Tibbs (Sidney Poitier), a black Philadelphian homicide detective who, after initially being a suspect in the murder investigation that follows the discovery of the body, begrudgingly agrees to assist the local police department in their search for the killer. Throughout his journey, Tibbs must not only face the frustrating lack of resources that the police force has at its disposal, but also the severe and unrelenting racism that perpetuates the Southern town where he is staying.

The first thing that interested me about the movie was the use of tiny – and unexpected - details in order to grab the audience’s attention. Whether it’s the statue of the Virgin Mary glued bobble-head style to the dashboard of a police cruiser, a tiny Dachshund silhouetted in a doorway, or the police chief’s gold tinted sunglasses, there was always something to look at, during the (very rare) moments where the movie seemed to be a little slow. Apart from adding to the artistic quality of the movie, these details intermingled nicely with the brilliant acting (Sidney Poitier’s controlled rage in the face of blatant bigotry is astounding, while Rob Steiger, who won an Oscar for his portrayal of the local police chief, is able to force the audience to like his character, even if they hate his initial ignorance) and unorthodox cinematography.

Which brings me to my next point; though it was shot beautifully, In the Heat of the Night’s cinematography was certainly…different. This isn’t to say that the unusual camerawork took away from the film. Rather, the combination of steady wide shots with jolting movement added to the feelings of loneliness and confusion that the movie – and the murder- evoke. No, In the Heat of the Night was not shot like any police procedural that I’ve ever seen. But then again, maybe this is because In the Heat of the Night is more than a simple murder mystery…it’s an exploration of what happens when two people of varying backgrounds and races are forced to overcome their differences in the case of common adversity (the townpeople go from calling the grown Mr. Tibbs “nigger” and “boy” to treating him with respect and trust).

However, as the movie points out, it will take time for the protagonist to be able to express familiarity with his white counterparts, who are unable to fully shake off the shroud of bigotry. This is shown in a particularly poignant scene, in which the chief and Tibbs are drinking and commiserating about their own respective lives. For a moment, the two seem to be old friends, but once Tibbs attempts to express his sympathy, the chief’s mood turns dark, and he proclaims that he have “none of that”. As was the case in To Kill a Mockingbird, blacks were simply not allowed to show pity for whites.

Overall, In the Heat of the Night was a great film. Though it tended to focus more on the racial tensions in town where it takes place than the actual murder investigation, I guarantee that mystery lovers will find a suitable amount of action packed into its 109 minutes. Those who don’t care about the criminal aspects of the plot will enjoy Poitier and Steiger’s on-screen dynamics, as well as the movie’s cinematography and blues soundtrack.

The Great White Hope (1970)
BY Aneurin Canham-Clyne

Jack Johnson was an extraordinary boxer during the early 20th century, who won a streak of victories that earned him the hatred of the nation because of Race. He was arrested under the Mann Act and fled the country before boxing his way across Europe and Mexico before finally surrendering. As the first African American heavyweight champion, Johnson’s story needed to be told.

The Great White Hope stars James Earl Jones as Jack Jefferson (a fictionalized version of Johnson, in his breakout role). Jefferson begins the movie as a successful if controversial boxer, his defeat of the reigning white Champion increases the nations ire with his success, but most importantly it his relationship with white woman Eleanor Bachman (Jane Alexander) that catapults him to the center of attention. The US marshals hatch a plot to take him down under the Mann act, and after a day in the country with Eleanor the marshals take him to prison. While on bail Jack escapes to England, beginning a series of misfortune that ends in Havana.

Jones gives a great performance as Jefferson, and his Counterpart Ms. Alexander performs admirably as well. Jones plays a desperate man pushed to the limit, and as the stress of being international fugitives sets in it becomes clear that disaster is imminent. In their final emotional argument Alexander and Jones play off each with such passion it is hard to believe it is not a real fight. The rest of the ensembles support the two leads, but all of their performances would be incomplete without Jefferson’s final fight in Havana. Initially bribed to go down and stay down Jefferson finds his honor and personal redemption in a tense and grueling battle. In the end all of his pain and sacrifice seems to be for nothing and the movie ends on a bleak note about the emotional trauma people can inflict on other people, and the need to fight against it. The movie is inspiring and painful to watch for its intensity, but it is a movie worth watching solely for the performances. I would rate this movie an 8.5 out of 10.
A Class Divided
BY: Kiana M. Hernandez '14

Jane Elliott is a genius. More importantly, Jane Elliott is a genius specializing in the breakdown of racial barriers and stereotypes. Her film from 1970, “A Class Divided,” is the proof. She spends her time during the film discriminating against her own students in order to teach them a lesson about racism. The children, as a result, discriminate against each other and hurt each other. When she tells them that she lied about her “favorite group” and that both groups are equal, the children are delighted to be reunited as one whole class.

How does this exercise break down racial barriers? In doing this, she gave these children lifelong lessons that stuck with them far into adulthood. In a time when racism was dominating the country, Jane Elliott’s students were intermingling with everyday African-American people.

Forty-something years after Jane started her controversial experiment, people all over the country are still getting discriminated against for their sexuality, religion, economic class, or cultural background. In our own classrooms, kids assume that just because someone is Asian, they’ll be the smartest person in the class, and just because someone is Hispanic or Black, they have three kids by sixteen and are flunking out of school. Prejudices still exist.

Edgar
Story and Photo BY Suge Zhang ’14

On February 17, a simple but impressive donation ceremony was held in the band room. A generous couple, Mark and Mary Minotti, from the Music Center of North Haven donated Edgar Machicote, a visually impaired honor student of Wilbur Cross High School, a new Yamaha keyboard set. Mr. Minotti said he was moved by Edgar’s story and that when he heard that Edgar was interested in learning piano and needed a keyboard, he decided to support his dream. Principal Peggy Moore, Psychologist Carl Legere, and vision tutor Lorraine Milano-Kaminsky were also present and offered their congratulations to Edgar.
Sports

Indoor Track Rocks!
BY Jesus Abraham Morales-Sanchez ’14

This January an important event occurred for Cross. The Girls' Indoor Track Team won first place at the Southern Connecticut Conference (SCC) West Sectional meet, beating Career (the second place team) by 8 points. The meet consisted of four different relays, seven open events, and three jumping events, and Cross had people competing in most of them. This meet allowed the team's runners to go to the SCC Championships, one of the final meets of the season, competing against teams from all over southern Connecticut. They finished in fifth place.

The Cross Girls' Indoor Track team is made up of Cross students, but also students from schools like Metropolitan Business Academy and Cooperative Arts and Humanities High School. In an interview with Annakate Schatz, a co-captain of the team, she said that the main objective for indoor track is to get to know teammates, improve times, qualify for State meets, and create a good base for the upcoming outdoor track season. She added, "I'm really proud of the way everyone came to the meet to work hard. We were successful because it was a team effort". She mentioned that they have just a few student supporters, and that is probably because track is not as oriented to casual spectators as some other winter sports. But she would like to see more people coming to the meets and noticing the team's hard work, especially since they are one of the teams that is doing better this season.

Major Taylor
BY John Branch ’12

Growing up a sports fan, there are certain pioneering black athletes whose names grow familiar quickly: Jackie Robinson broke the color barrier in Major League Baseball. Joe Louis knocked out Max Schmeling in two minutes. Jesse Owens stuck it to Hitler at the Olympics. But what about the others, the tremendously important guys who, for whatever reason, don’t make it into the photo montages in Sports Illustrated? Major Taylor is one of those guys.

Marshall Walter “Major” Taylor was born in Indiana in 1878, a year after Reconstruction ended. At the time, bicycle racing was one of America’s most popular sports, and Taylor quickly proved to be a natural. He received his first bicycle at age 12, and won his first amateur race (against adults) the next year.

Over the next two decades, Taylor battled an unfriendly culture where competitive African-American athletes were largely unheard of to become one of the premier cyclists of the era. He quickly became a dominant force in amateur Indiana races, but after being banned from races because of his skin, he relocated to Massachusetts. On the East Coast, Taylor turned professional. The consensus is that he became the greatest cyclist in the country. He won his first race after moving right here in New Haven. 1899 was his greatest year: he became the first recognized African-American world champion (in any sport). He broke seven records in a month and a half, including many of his own.

And yet, Taylor preferred competing abroad, in Australia and Europe, because he continued to face a host of challenges at home because of his race. Other cyclists would often collude to knock him out of the race: Taylor losing was more important than anyone in particular winning. He was physically attacked on the track at several points. Eventually, this began to take its toll, and Taylor retired, only 32, from the sport in 1910.

Still, the legacy he leaves behind is incredible. Athletes like Robinson and Louis helped to spur on a civil rights movement, but Taylor competed before it was even a possibility. Consider this: the Supreme Court decision that affirmed that segregation was legal was handed down in the prime of Major Taylor’s career, in 1896. As Black History Month arrives, it is important that we remember those like Taylor, people cursed with seemingly impossible odds who nonetheless managed to rise to the top.
Who Will Face President Obama In The Presidential Elections?