



# The Centipede

Volume 50 Issue 5

Concord Academy Student Newspaper

February 18, 2014

## Winterfest

by Claire Phillips '15

Winterfest is, and has always been, a student-run festival that raises funds for and awareness about financial aid at Concord Academy. Dean of Students David Rost explained that the event has two primary focuses: "One, break up the middle of winter

on the number of attendees, the acts in the talent show, the school-wide outbursts during the raffle, and the photo-worthy reactions of whipped-cream-covered seniors after they are "pied." This year, over twenty clubs and student organizations hosted tables during the first section of Winterfest. During the busy first two hours of the festival, students sent



Clubs selling food at Winterfest.  
Photo courtesy of Molly D'Arcy '16

with something fun, and two, do something good, which is raising money for financial aid and raising students' awareness about financial aid." Rost added that "the amount of money Winterfest raises, in terms of the size of the financial aid budget, [is not much] ... it's really about students being conscious of the fact that a quarter of their peers are here because of aid and raising awareness and having fun."

Unlike many CA traditions, Winterfest has changed very little over the years. In fact, there have only been two significant changes: the limiting of raffle tickets and the removal of a dunk tank. Until last year, Winterfest attendees could buy as many raffle tickets as they liked, resulting in skewed raffles where some students won repeatedly while others had a smaller chance of winning. For the past two years, however, all Winterfest participants have been given the same number of raffle tickets, which has apparently increased the turnout – more people seem inclined to go if they felt that they had a larger chance of winning something!

As for the tank, Rost remembers that in his first year at CA, there was an indoor dunk tank. "Don [Kingman] said "never again" because of the damage it did on the floor. Water and carpet don't mix, and water, carpet and winter really don't mix," Rost said.

Despite its basis in tradition, however, Winterfest differs year-by-year depending

their friends to jail, munched on snacks from Pad Thai to French-style cookies, listened to music, discovered who they were most compatible with, and got married.

After this first carnival-like section of the festival ended, the talent show began! Students and faculty alike were drawn to the performances including David Cao '15's incredible "warm up" piano piece, a piano-and-voice rendition of "Say Something" by Kiely Mugford '16, Elijah Koblan-Huberson '16 and Ada Obieshi '14, and Kiely Mugford's cover of George Gershwin's "Summertime."

But possibly the most exciting parts of the festival were the raffle and senior pie-ing. Students collectively shouted with excitement, shock, indignation and sometimes outraged horror as their friends received prizes such as gift cards to iTunes, Starbucks and Dunkin' Donuts, gift baskets and jewelry, an only-slightly-dented under-cabinet lamp, and a tumult-provoking \$200 Best Buy gift card. Following this period of energy and wide-awake attentiveness, students spilled out of the Performing Arts Center and onto the Student Faculty center patio, where seniors greeted whipped-cream pies with squeezed-shut eyes, old t-shirts and general expressions of shock and ghostly faces.

The festival was a night to remember for all who attended. And if you weren't able to go ... well, there's always next year!

## MLK Day at CA

by Katherine Oh '14

February is the shortest month of the calendar year. February is also known to be the month when the weather is still quite chilly, but begins to show signs of spring as the days get longer. But did you know that February is also Black History Month?

dents to be, "Immersed during the day in conversation about diversity, equity, social justice and getting to approach it from a few different angles, having a couple of different presentations and then a workshop...we don't usually have that much time to devote and have those several different modes of engagement," Cardillo explained.

Another member of the C & E team



A workshop on MLK Day.  
Photo Courtesy of Bryan Gallagher '14

Luckily, Concord Academy students and faculty have the perfect opportunity to reflect on the legacies of the Civil Rights Movement each year, just in time for the annual Black History Month: Martin Luther King Jr. Day (MLK Day). Nationally, MLK Day is celebrated on the third Monday of January. This year, members of the CA community celebrated the legacies of Dr. Martin Luther King Jr. on Tuesday, January 21.

Each year, students and faculty organize and offer various workshops that aim to generate meaningful discussions regarding social justice. Students can choose which workshop they would like to attend, based

Ayres Stiles-Hall said that the goal for MLK day each year is to get people, "Engaged in the process of honoring Dr. King...[and] getting us talking as a community about ideas of difference and social justice in a way we wouldn't otherwise. Having the conversation is valuable, because people do such good work here in academic subjects, and are busy with arts and sports...but I feel that an education without it lacks the context in which your knowledge might be applied."

This year, MLK day at CA began with a presentation on the life of Nelson Mandela, led by history teacher Sally Zimmerli and her South African History class. The presentation



Professor Randall Kennedy.  
Photo courtesy of www.harvardmagazine.com

on their interests. There are also several presentations for the whole school throughout the day, with renowned speakers joining the CA community to share their thoughts on the meaning of Dr. King's work.

Unlike most schools that have a day off in observance of this national holiday, Concord Academy has honored Dr. King and his beliefs this way for well over twenty years.

An important aspect of CA's MLK day celebration is, "The luxury of time," member of the Community and Equity (C&E) team Jen Cardillo said. Having a full day exclusively dedicated to MLK allows stu-

was soon followed by a plethora of intriguing workshops. One workshop examined social justice by focusing on mental illness and stigma; another took a different approach and looked at food prices and the idea of environmental justice.

"We always worry about whether we're going to have enough people who are willing to put in the time to plan those workshops and step forward to give them. Year after year, we're so pleased and excited that so many people are willing to do that," Cardillo said. "This year, we had plenty right away;

*continued on page 2...*

## Inside This Issue...



her  
A SPIKE JONZE LOVE STORY



# Coffeehouse 2014

by Reilly Loynd '15

Senior Coffeehouse, one of many special traditions unique to the Concord Academy community, incorporates the incredible variety of talent within the senior class and offers a humorous portrayal of the many quirks of our school. This quintessential ritual in... with



Students dancing at the end of Coffeehouse 2014  
Photo courtesy of Molly D'Arcy '16

the goal in mind of...

Seniors typically format the evening in a manner similar to morning announcements, but interspersed with short performances and twists throughout. Such a tradition, held this year on January 18th, signifies the beginning of "Senior Spring," a longed-for milestone in the seniors' high school careers.

Coffeehouse usually follows Faculty and Staff Coffeehouse, and although the two performances are of a somewhat different nature, there is an inherent sense of competition between the two. Faculty and Staff Coffeehouse is a benefit for financial aid, while Senior Coffeehouse is intended as more of a bonding experience for seniors than a lucrative event.

This year's performances emphasized self-expression through creativity. The multimedia show exposed a wide variety of personalities and skills, which kept the audience enraptured. Seniors carefully crafted each aspect of the show, trying to reflect themselves through videography, singing, songwriting, guitar playing, dancing, choreography, acting skits, comedy, and story telling.

The seniors also satirized teachers,

## MLK Day

...continued from page 1

we didn't have to do second or third calls for workshops."

After participating in workshops, students gathered in the Performing Arts Center (P.A.C.) to hear Professor Randall Kennedy speak. Kennedy, keynote speaker for this year's MLK day celebration and Professor of Law at Harvard, focused on the legal legacies of Martin Luther King Jr. and the Civil Rights Movement including the end of de jure segregation.

One of the most significant legacies of Dr. King and the Civil Rights Movement, according to Kennedy, is the passage of the Civil Rights Act of 1964. This year marks the 50th anniversary of the Act.

While racial segregation or discrimination in public accommodation is hardly problematic in the United States today, part of the Act of 1964 remains controversial to this day: "There's been a tremendous change. Public accommodation [is] completely uncontroversial. Nowadays the part of the Act that is most used and probably is the most

morning announcements, and other aspects of the CA community. The humor was well received, as evidenced by the laughter from the audience. The teasing directed towards CA's administration, teachers, staff, and sometimes toward the student body created a playful atmosphere. During intermission, the seniors offered desserts, coffee and tea, as is the norm at a coffeehouse.

The performance opened with a powerful punch of racy photography of two senior boys scarcely clad and covered only by bubbles. This image set the tone of the evening, foreshadowing the type of acts to come. Some of the most popular acts this year were the Boy Band performance and the Senior Girl Dance. The audience also appreciated the talent of the student band. After intermission, Gracie Mason-Brown '14 and Lauren Jaeger '14 imitated a currently trending YouTube video, attempting to dance and maintain their balance in semi-melted butter. Later, Sarah Ju '14, Alexis Roche '14 and Gary Zheng '14 impressed the audience with their dancing. Pianist Lina Janah '14, singer Ada Obieshi '14, and dancer Maya Luckett '14 followed-up with a piece Luckett had choreographed.

Many seniors said that the process was an enlightening bonding experience. Some said that they challenge the juniors to top them next year. The juniors have a high standard to beat, but they are optimistic.

Just wait, it'll be good. Come out next year to find out!

controversial has to do with title 7...which prohibits racial discrimination in employment."

"One of the biggest places where I think is a real need for law reform has to do with the administration of criminal justice...It's quite evident that this isn't a matter of race, but it shows up in terms of racial conflict. The American legal system is quite vulnerable to misconduct on the part of governmental officials, particularly the police and I think it's one of the great weaknesses of our system. We don't have better regulation of the police...or prosecutors. These are the people who have a tremendous amount of power, and I think it's been shown over and over again that all too often they misuse their power in racially discriminatory ways," Kennedy said.

As Kennedy said, "Race is a very important power in American life. Everyone is affected, no matter what the racial background." MLK day continues to inspire reflection and thoughtful discourse for students and teachers alike.

# Stuff I've Been Reading

by Nick Heibert

One evening this past December, I found myself in Jared and Laurence's kitchen inspecting some maps. Zoé, their fourth grade daughter, had drawn them. Inspired by *The Wildwood Chronicles*, Zoé's intricate maps depict heroic fox strongholds, the nefarious hideouts of a hedgehog army, and an elaborate system of tunnels. They're beautiful to look at, and Zoé was kind enough to unfurl them across the kitchen table for us. We hunched over them, asking her questions about fox-hedgehog relations, underwater vehicles, and her plans for expanding the maps.

Laurence and I had been chatting about maps on and off this fall, and before I left, she passed along a book she thought I might enjoy: Simon Garfield's *On The Map: A Mind-Expanding Exploration Of The Way The World Looks*.

Since that evening at the Vanleynseele-Green Salon, I have spent a number of winter afternoons tucked away in the Concord Public Library pouring over Garfield's book. Organized as a series of roughly chronological essays about the history of mapmaking, *On The Map* offers a fascinating and curiosity-sparking explanation of how maps came to be. Garfield begins with the Greeks in a chapter about how some of the first cartographers "worked out the size and shape of the world and our place upon it." Running through more than two thousand years of mapmaking history, *On The Map* also takes up everything from treasure maps and GPS to Facebook and the mapping of the human brain. The writing is smart and engaging. And Garfield has included loads of maps.

What I like best about Garfield's book is its digressions. Reading *On The Map* is a bit like going hiking with someone who's

always interested in following trails that split off from the main one—which is, I think, just as it should be in a book about maps; we want to know what's out there. In one chapter-long digression, Garfield recounts the story of the infamous Vinland Map. To this day a wildly

controversial document, the Vinland Map surfaced in 1957 and suggests that Europeans visited North America as early as the eleventh century. As he unfolds this mystery, Garfield illuminates both the ongoing controversy over the map's authenticity and the profound questions its existence raises. (Doubly cool and mind-expanding to me was learning that the Vinland Map resides in Yale's Beinecke Library, just a few blocks from where I lived before we

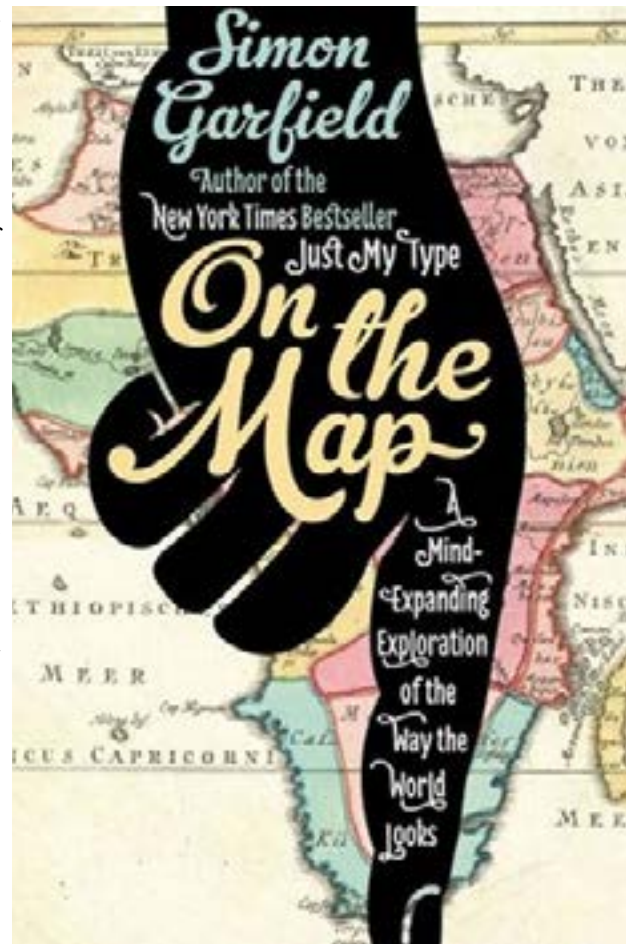
moved to Concord Academy; according to Garfield, the map is worth upwards of \$20 million.)

I love the way Garfield concludes his chapter on the Vinland Map: "The mystery of Vinland shows us the power of maps to fascinate, excite and provoke, to affect the course of history, to serve as the silent conduit to the compelling stories of where we've been and where we're going." The more you read *On The Map*, the more you get the sense that our records of where we are have deep implications for who we are.

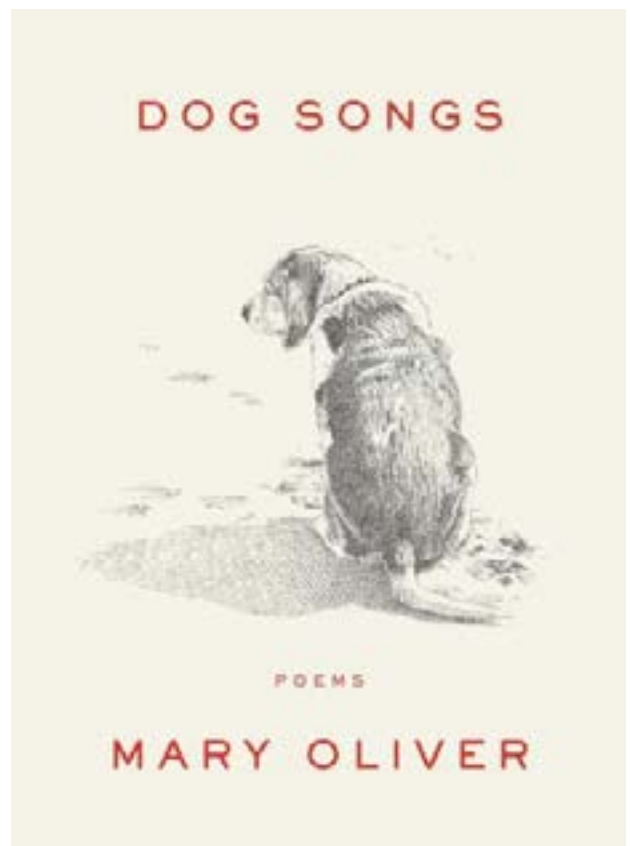
My dear friend Amy – who lives in Oregon and used

to work as a mapmaker herself – sent along the other book I've been reading this month: Mary Oliver's latest collection of poems, *Dog Songs*. Before I even start talking about Oliver's new book, you should probably know that my entire family regards her as something of a saint. A revealing example: since learning that Oliver's dog Percy once peed on my friend Pat's shoe, my parents

continued on page 7...



Book cover for Simon Garfield's *On The Map*.  
Photo courtesy of www.google.com



Book cover for Mary Oliver's *Dog Songs*.  
Photo courtesy of www.google.com



## Album Review: Beyoncé

Molly D'Arcy '16

Since her rise to fame, Beyoncé has captivated her listeners. In her newest album, the singer compels the world to be quiet and lis-



Beyoncé

Photo courtesy of [www.google.com](http://www.google.com)

ten, because Mrs. Carter has done something that has never been done before. Regardless of the sales, the topping of Billboard charts, or the production of a solo album with 14 songs and 16 videos, Beyoncé has given the world a gift straight from her experiences. She has given women a window into what self-confidence can do by exposing ideas that are both musically and visually stunning.

This album is about driving listeners away from 30-second iTunes previews and individual songs. It is about creating an experience with one full album and the journey the music can take you on, without hype and expectation.

Some say that a thirty-two-year-old married woman with a daughter should not be singing songs with every syllable "overly

sexualized." Yet much of the criticism regarding sexuality, feminism and whether or not Beyoncé has "gone too far" comes from listeners who either miss or choose to overlook the overarching message. Beyoncé ends her song "Rocket" with the phrase "I'm

comfortable in my skin." In "Blow," she explains, "this is for all the grown women out there" and means it – not only for women, but for anyone who needs assurance that it is okay to be who they are and desire what they do. Beyoncé has made love, desire and sexuality in monogamy the most natural things in the world. She has showed us that having a child does not have to take over your life, and that you can still do things for yourself. And Beyoncé has taught us, through the words of Chimamanda Ngozi Adichie, that you should not "teach girls that they cannot be sexual beings in the way that boys are."

This album is a story, a movie, and a piece of art that tells a different story to every listener who is in need of hearing one.

## Broadway Songbook: a Unique Opportunity

Sam Culbert '15

As Concord Academy students dive into the spring semester, new schedules bring a welcome change to their daily routines. New courses allow for explorations in different subject areas. This year, new classes include an exciting new option in the Music Department. This semester, eleven students are enrolled in Broadway Songbook, a class taught by Music Program Head Michael Bennett. The class, according to Bennett, is "a musical history course through performance." With the musical performed in the fall this year, Broadway Songbook gives students an additional chance to study the genre in the spring semester. Based on the enthused responses from students so far, Bennett has created a dynamic course that will likely reappear in future course catalogues.

Upon his arrival at Concord Academy as the new music teacher, Bennett had the opportunity to introduce a minor in addition to the classes the department typically offers, such as chorus and music theory. He wanted to create a performance-based course that also had a scholastic element. With this goal in mind, he worked to build the syllabus and structure for Broadway Songbook.

Bennett has chosen to break the class into units centered on decades or composers. At the beginning of each unit, Bennett assigns each person a song from a musical of the unit's category. Currently, the class is studying the music of Rodgers and Hammerstein in the 1940's. For about two weeks, students work on the song while placing it into historical context. Assignments include filling out a "song info sheet," which includes the basic information on the piece, and analyzing the text of the song.

In addition, students receive one-on-one coaching for each performance during class

time. At the end of each unit, the class holds a "mini-recital." The whole CA community can look forward to a cabaret-style show at the end of the semester, where each student in the Broadway Songbook class will perform a few of the most polished pieces. By the end of the course, Bennett hopes his students will have a broader and deeper knowledge of the world of musical theatre. "I hope students come away with a context for musical theatre history," Bennett said, "and also know how to take a song, even if they're not doing a show, and really perform it well."

Bennett's enthusiasm in teaching Broadway Songbook has clearly rubbed off on his students, for the response to the course has been overwhelmingly positive. Eleven girls are currently enrolled in the class. (Although Bennett attempted to recruit some males, he was unsuccessful this semester.) Mia Kania '16, one of the eleven taking the class, said that she loves Broadway Songbook because "you end up learning a lot about not just your song piece but also about the composer and time period it's from." Another student Anna Antoniadis '15 agrees. "Singing musical theatre in itself is fun," she says, "and being able to apply historical context to the music makes it all the better." Lucy Farnsworth '15 is happy to see more contemporary music added to the music program's curriculum. "I think it's really cool that Michael is trying to teach courses in the music department that students are very interested in taking aside from teaching just basic theory courses and the classic kind of music, Farnsworth said. "I think with this class the department is moving more into the 21st century than it used to be."

With such great feedback, many hope the course will be offered in the years to come. Then, more students will have the option to take a history, music, and theatre course combined into one unique opportunity.

## Movie Review: Her

Carter Kratkiewicz '16



Her is a funny, believable, futuristic drama about a man who starts dating his operating system (pretty much an advanced version of Siri). While most people scoff at this concept, thinking there is no way that a serious, quality film could be made about it, audiences and critics alike were blown away by what they witnessed. Spike Jonze (Director, Being John Malkovich, Where the Wild Things Are) somehow eases us into this unthinkable relationship, while making it seem totally realistic and convincing. Only when the fact that the central character is dating an operating system comes up do you remember how unusual the relationship is.

Stellar directing, acting, and voice acting contribute heavily to the emotion attached to Her. I really cared about these characters and their relationship, even though one of them was a computer. Scarlett Johansson voices Samantha, the operating system, amazingly conveying everything she feels using only her voice. Joaquin Phoenix portrays a depressed, lonely man (Theodore) who, like most people, hides his feelings away and only lets them out when he's alone. He is extremely lovable and kind of nerdy. He reminded me occasionally of the character Leonard from the TV show The

Big Bang Theory.

Her has many more close-up shots of the main character's face than most movies. This is because Theodore is usually talking

his face was so often the only thing visible to the audience. Phoenix's spectacular acting was a major factor in the film's being so enjoyable and emotional. Phoenix has one of



Poster for the movie Her.

Photo courtest of [www.google.com](http://www.google.com)

to Samantha on a Bluetooth-like headset, so there is no one else to show on the screen. The large number of close-ups on Phoenix's face show that he is absorbed in his own world, disregarding the real world.

Phoenix had to really show all his emotion through his facial expressions because

the most expressive faces in film, so he was perfect for the role. Amazingly, Theodore and Samantha have more chemistry than most human couples in movies— Phoenix and Johansson complement each other perfectly.

The near future in this movie is completely plausible in its technological ad-

vances, showing cool but not-too-unrealistic gadgets. The fact that the setting is so convincing helps the audience actually take the movie seriously. If the future were ridiculous, as in most modern sci-fi movies, people would just laugh it and call it another unrealistic sci-fi movie. Instead, we are able to accept these advances fairly early on in the film, sometimes forgetting that these things don't even exist yet. Jonze obviously put a lot of effort into making the future not overly far fetched, and he succeeded. The movie is visually beautiful, and every shot seems controlled and polished, which is satisfying.

You may be surprised to find how relatable this film is. While there are obvious aspects that you will not relate to—such as being in love with an operating system—overall there are strong universal themes in this movie that many people will find themselves connecting with personally. The initial absurdity of the plot dies away pretty quickly leaving you to enjoy a touching film about love. You will be bewildered by how very real this movie is.

Her is worth seeing; if nothing else, it will add some variety to your list of recently-watched films. It's nice to see an original movie without obvious clichés and a recycled plot, like most blockbusters. I highly recommend you see this film, even if you don't think you will like it. I guarantee you that something about this original film will impress you.



## Maintenance Crew

by Somerset Gall '16

Keeping our school warm, paths plowed, lawns mowed, and much more, the Maintenance Crew is the foundation that effectively allows Concord Academy to keep its doors open. The team, as Director of Operations Don Kingman put it, “[does] whatever is needed to keep the school functioning and operating 365 days a year.”

The crew’s duties include a huge range of tasks required for the upkeep of the school. Specifically, members of the maintenance team “mow, rake, paint, build, repair, plunge, clean, plow, shovel, troubleshoot problems,” Kingman explained. Although the team provides such a wide range of services for the school, the core crew itself numbers only six. “They’re supplemented by the housekeeping staff and [Assistant to Director of Operations Carla Meadows]...in the office who keeps track of everything,” Kingman said.

Not only is the work done by the Maintenance Crew an integral component of life at CA, but the team also contributes to our school’s greater goals: common trust, and an atmosphere dedicated to perseverance. The team shares values similar to those of the school as a whole, emphasizing trust and teamwork.

“They all take pride in the school by helping out in their own way, and that in turn helps makes CA what it is. They’re professional, reliable, dedicated and some of the biggest boosters of the school,” Kingman said. “They take so much pride in what they do. Their skill set and technical expertise is very impressive with outstanding customer

service mentality on doing what’s best for the school.” Kingman also said that the Maintenance crew believes that not one person has all the answers to problems, but collectively their knowledge and problem solving skills are “pretty impressive.” The attitude with which the Maintenance Crew works has become an example for the entire community to strive for.

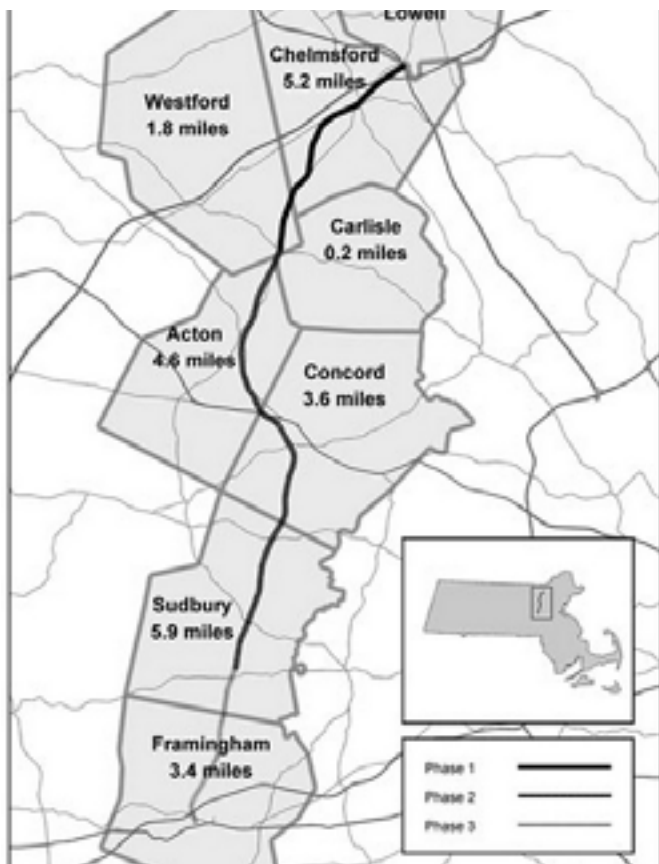
While the Maintenance Crew performs tasks that cover all aspects of the Academy, the student body is hardly aware of its presence. Surprisingly, this is exactly the effect Kingman said the team desires, because the team “anticipates the needs of the school.” From snow removal to setting up classrooms, the crew “perform[s] on a daily basis so that the school can function efficiently and effectively. If [the team is] doing [its] jobs correctly no one notices.” The Maintenance Crew’s relationship with the school emphasizes a silent type of collaboration.

Of course, the Maintenance Crew members are more than just the secret heroes of Concord Academy. Kingman said, “We have a pretty diverse crew. We have an equestrian, rock climber, sky diver, motorcycle riders, international soccer fan, football coach, and antique hunter.” Although the student body rarely takes the time to recognize and appreciate how much the Maintenance Crew does for the school, without them, Concord Academy would be unable to function. So remember, as you walk down the sidewalk or keep warm in any building this snowy winter, these simple moments we take for granted would not be possible without the Maintenance Crew.

## The Bruce Freeman Rail Trail

by Iris Oliver '15

The Bruce Freeman Rail Trail is a 25-mile trail that will run from Framingham to Lowell along an old railway line and is intended for use by runners, walkers, bikers and cross-country skiers. The trail was named after a Massachusetts representative from Chelmsford, who had been dedicated to the creation of the trail. Approximately 3.5 miles of this trail are going to pass through the town of Concord. (The Concord Board of Selectmen are still discussing this plan.)



A map of the proposed Bruce Freeman Rail Trail.  
Photo courtesy of google.com

pass through unoccupied, state-owned land, certain portions will still be located near residential areas. Roorbach and her committee hosted a series of public hearings and workshops in March in the West Concord Library to hear the concerns of residents. They then went on to address these concerns in subsequent committee meetings. Owners of homes in these areas expressed unease about possible trespassing on private land, and raised questions regarding the maintenance of the trail. Roorbach pointed out that many of these queries were relatively easy to resolve. For example, questions of

Concord Academy Science teacher Gretchen Roorbach is a member of an advisory committee to the board. She and her fellow committee members are working to address environmental and residential concerns about the rail trail and its proposed path in an effort to facilitate the design of the path of the trail.

Although a large part of the trail will

trespassing could be handled by the placement of fences around private property. However, certain questions were more difficult to deal with, such as the considerations of those who live near White Pond. Residents in this neighborhood were concerned that users of

continued on page 5...

## Inside Admissions

by Nathan Greess '15

For many Concord Academy students, applying to colleges is the sole admissions process; most have long forgotten about applying to CA as a young eighth-grader. At 207 Main Street, however, Director of Admissions Marie Myers, the staff of admissions professionals and officers and faculty and student readers are picking through applications, working to determine the members of the Class of 2018.

“We try to achieve a wide distribution of students,” Myers said as she sat in a high-backed chair at the Concord Academy Admissions Office. She wore a Grinnell sweatshirt and appeared energetic despite the piles of applications on her desk. “Applicants are drawn to CA because of its mission and we look for students who will ‘thrive [as opposed to] survive,’” she said. “The number of applicants rises by 4 to 5 percent each year for about 100 spots.”

Every application follows a similar path along the way to a final admission or denial. According to Myers, the admissions office is divided into teams, each with a collection of applications to read. The office also make sure to have plenty of snacks and refreshments on hand as they meticulously and dedicatedly pore over the essays, recommendations, and school transcripts. “The first read is open and balanced,” Myers said. This first round offers the admissions officers and student readers a chance to get to know the student and make a judgment on her or his possible fit for the school.

Unlike college applications, Concord applications are all brought to the table for discussion, no matter the reader’s first perception of the student. “Sometimes you just know, ‘Wow, this kid is perfect’, or sometimes you are not sure, but each application is addressed in the committee regardless,” Myers explained.

The admissions office has a difficult job not only due to the sheer number of applicants, but also due to the many factors they need to consider for each and every student. “We look at legacy, if they are an ‘impact athlete’, their academics,” Myers says, naming a few of the factors. Furthermore, the

school has to take into account the facilities available on campus for student housing in determining the number of students in each new class; the administration works in conjunction with the admissions office to determine an appropriate number. “It is really a guessing game,” Myers remarked. “We look back at the past years and say: ‘Okay, 50 percent of male boarders accepted our offer of admissions in the past few year so we should aim to accept about twice the number of students we can accommodate.’”

The Class of 2017 was an outlier in that the accepted students overwhelmingly chose CA, underlining the uncertainty and flexibility with which the admissions staff must make decisions. “We are able to accommodate a few extra students, but we need to be pretty

exact when we estimate our yield,” Myers said. For the Class of 2018, Myers says the admissions office will have to compensate for last year’s overwhelming yield.

After determining the qualified students in the applicant pool, Myers and her colleagues work to “shape the application pool” to meet the school’s ratio of day students to boarders, boys to girls, international students to do-

mestic students, to name a few. “In a class of 100 people, we are looking for about 50 boarders and 50 day students. Out of those, we are looking for half boys and half girls but then it comes down to the little things,” Myers said. “Does the music department need a new bassoon player? We might look for a bassoon player in our application pool.”

Myers also explained how CA admissions is supported by schools and organizations that allow the school to draw from a wide range of diverse backgrounds and attract the best and brightest and most varied students. The New Jersey SEEDS Program, Beacon Academy, Shady Hill School, and Fenn School are frequent sources for members of the next CA class. “We know these schools and programs well and they know us,” Myers said. “They are reliable feeder schools.”

As I left the admissions building and headed back to Main Campus, a senior hidden in a puffy winter jacket hurriedly shuffled by: “Four applications to read for my next committee meeting tomorrow,” he said. “Better get going!”



Director of Admissions Marie Myers  
Photo courtesy of www.concordacademy.org



Please  
Recycle  
The  
Centipede



## Get to Know South Korea

By Emily Yeo '17

What do you know about South Korea? When asked this question, Jake Hetnarski '17 answered, "Seoul is the capital, and they eat kimchi there." Emmy Ells '15 said, "Isn't there a huge conflict between North and South Korea?" To go beyond such basic facts, here are some details about South Korea that you may or may not know.

### Where South Korea is located

South Korea (Republic of Korea) is located on a peninsula below (south of) to North Korea. South Korea is relatively close with China, which neighbors North Korea. It is also close to Japan, an island nation off the coast.

### The Climate

Even a few years ago, South Korea had hot, humid summers and cold winters with little snow. The climate, however, has slowly begun to change; now, the weather is more similar to the weather here in Concord, MA. The main difference would be that in the summer, South Korea is sticky with high humidity. Korean winters are on par with the temperatures here.

### The Diversity of the Cities

Grace Lin '17 said that one thing she noticed about South Korea is that "Only the capital seems to be a large city."

In fact, Korea has a very diverse set of cities, some small and some large. In the capital city of Seoul, which is also the largest city, the skyscrapers loom over the city, lighting the bustling streets with a splash of light. Seoul is certainly not the only large city in South Korea: Busan, the second biggest city in South Korea, is a harbor city located at the southwestern tip of the peninsula. It also has many skyscrapers like those in Seoul. Although not as large as Seoul or Busan, some cities like Daegu are also fairly large.

### Education in Korean Public Schools

The Korean school system is very different from education in the U.S. For starters, there are very few private schools. International schools, on the other hand, are very popular. In addition, there are a few schools that offer a more advanced curriculum and faster-pace learning for those seeking to challenge themselves. Admissions for schools that specialize in science or foreign language are very competitive; these schools are the rough equivalent of college preparatory schools in the U.S. Most Korean high schools require that students wear uniforms, even public schools. Also, some schools have

certain standards for students' hair length.

The grade system is slightly different in South Korea. Elementary school is from 1st to 6th grade. Middle school is from 7th to 9th grade, and high school is from 10th to 12th grade. However, in middle school, instead of 7th, 8th or 9th, people say "first year of middle school," "second year of middle school" and so on.

In Korean public high schools, there are very few choices for students. Academic courses are created by the school for the students; students do not get to choose their own courses. Even art classes are subject to such control.

Sports in South Korea are also very different. There are very few team sports in regular public schools. Physical Education classes exist, but are often very limited.

Most students study in cram schools—called "hakwon"—to complement the work they do in school. Finally, in the last year of high school, 12th graders study for a college entrance exam called "soo-neung." Soo-neung plays an important role in determining which college each student goes to. And unlike the SATs in the U.S., this test is held only once a year.

### What else is in South Korea?

Why should we care about South Korea?

South Korea is home to some of the world's major companies such as Samsung, LG, Kia, and Hyundai. Its economy is one of the fastest growing ones in the world. South Korea is also well known in the entertainment department, as K-POP and K-Dramas have proved to be very popular internationally. South Korea also boasts the fastest Wi-Fi in the world.

These, however, are only the modern factors of South Korea's appeal to tourists. South Korea is also rich and colorful in its culture. For example, one of the many Korean traditions is the Korean New Year's festival (Sul). On that day, relatives gather in one place and often eat rice cake soup to celebrate.

Koreans, both those living in Korea and those who study or live abroad, are constantly affected by their cultural background. They take pride in the country's history and its unique customs. But there is only so much that people know about Korea. So when you have the chance, try to understand Korean and the Korean way of life better. Be curious, be open-minded, and be observant; perhaps the best place to start is right here, at Concord Academy where there are quite a few Korean students.

## Rail Trail

...continued from page 4

the trail would find it easy to begin illegal use the pond, a phenomenon that could lead to increased pollution. The risk of pollution is worsened by the fact that White Pond, like Walden, is a kettle pond. As Roorbach explained, kettle ponds are formed by depressions left by glaciers, and are therefore not connected to streams or other external water sources. As a result, they are unable to flush themselves out. Roorbach and the committee are concerned about maintaining the water quality of this pond and attending to the needs of residents, issues that may complicate the implementation of the rail trail in this area.

Fortunately, other aspects of the trail are largely under control. Roorbach and her committee were able to find a safe way to make the trail cross an active MBTA line, and are working with local businesses to finalize the trail layout in this particular area. Committee members are also working with town officials to form a plan for a bridge for the trail over Route 2. They have also successfully planned fencing for many residents along other areas of the trail. Although work remains to be done to make the Concord leg of the trail a reality, Roorbach and her colleagues are getting closer to creating a new way through town that can be enjoyed by all.

## Semester Away Programs

by Phoebe Chatfield '14

This spring, nine juniors and a sophomore are embarking on an adventure of an unusual kind: studying and living at another school far away from Concord Academy. By choosing to participate in a semester-away program, these students are taking advantage of an opportunity that has become increasingly common at CA in recent years.

This semester, two juniors will be living on the coast of Maine at the Chewonki Semester School, another two will be in New York City at CITYterm, and four will be in the mountains of Colorado at the High Mountain Institute. One other junior will be completing a year in France with School Year Abroad. These students are joining the ranks of students who have studied away in recent years, also attending the Mountain School in the mountains of Vermont and the School for Ethics and Global Leadership in Washington DC. These programs have all formed relationships with Concord Academy, and each offers a different kind of educational experience.

The decision to leave CA for a semester is a significant one, and students make it for many different reasons. Lauren Black '14, who went to The Mountain School last spring, said that she was not planning on going on a semester away until she visited the school and witnessed the fun and friendly interactions between students. From then on, she said, "I really wanted to be a part of that atmosphere." For Tien Hunter '14, who participated in a semester-away program at the School for Ethics and Global Leadership during his junior spring, the experience was all about being able to study issues that were

important to him, and to engage with some of our country's policy makers who are affecting those issues. For many, getting to meet a new group of people is also a major factor in the decision.

One of the primary benefits of taking a semester away is the chance to pursue experiences that can't be found at CA. Depending on the program, this can include anything from assisting in the birth of a lamb on the school's farm to exploring some of our country's most interesting cities, or even learning in another country. Eliza Thomas '14 will happily tell you about the adventures she had playing

broomball at the Mountain School, while Jorge Pagan '14 has stories of studying the New York skyline while at CITYterm.

In addition, all of these semester-away programs allow students to embrace living in a small community. The majority of these semester schools have student bodies that range in size from 24 to 42 students. Such a tight-knit atmosphere lets partici-

pants connect with faculty and staff, engage in group activities and find avenues for personal leadership.

Semesters away are not only about having wild and unique experiences, but also about the thinking that goes behind those issues. Each program requires its students to engage in deep learning about subjects that are not always at the focus of academics here at Concord. Besides, the programs

encourage students to learn about themselves as well. Many students come back with a re-defined sense of self and passions, as well as a new understanding of education. This benefits not only these students, but also the CA community as a whole. Hunter, noting



Eliza Thomas '14 at the Mountain School.  
Photo courtesy of www.facebook.com



Eliza Guion '15 at the School Year Abroad program.  
Photo courtesy of www.facebook.com

continued on page 8...



## Lexington Conquered

By Jasper Beever '15

Concord Academy and Lexington Christian Academy met on Friday, January 24th, 2014 for the 10th annual Battle of Lexington and Concord, a tournament between the schools' four basketball teams and their wrestling teams. The winner takes home a symbolic, revolutionary drum. After losing nearly all the games on their home court last year, LCA brought a bus loaded with energetic, enthusiastic fans with hopes of taking back the Drum. CA, despite having the home court advantage, struggled to match their intensity in the beginning when most fans concentrated on the wrestling match.

The day began with a close Girls' JV basketball game. CA's girls took on a talented opposing squad, who came out of the gate strong. CA rushed out to an early lead thanks to some stellar team defense. Eliana Knight '17 led the team with rebounds on both ends of the floor and scored several tough baskets. CA, however, was not able to hold onto the lead, and by the end of the first half the girls were down. Due to some superb second-half defense by LCA, they were able to maintain the lead, and the first game of the night went in favor of LCA.

Boys' wrestling was an extremely evenly matched event. With CA down six points in

the final match of the day, Josh Calka '14 came up with a powerful pin that sent the wrestling room into a frenzy. Later, after all the matches had been wrestled, with the

Although CA lost, the wrestlers admired the atmosphere in the room. Bobby McKean '15 commented on the spirit in the wrestling room by saying, "It was nuts. The place was

tacks from all over the court. Despite a late comeback headed by Phil Thompson '16 and buzzer beating three-point attempt by Seeger, Boys' JV basketball suffered a tough 26-29 loss.

Girls' Varsity basketball was the surprising game of the night. The girls went up early in the game and seemed to be carrying the momentum. They competed hard throughout the night, showing great effort and heart. Unfortunately, LCA proved to be too much as they dominated the boards and picked up many fast break points, and CA lost the lead. Sarah Anderson added, "We took an early lead against LCA, but they proved to be tough competitors." Unable to battle back, CA had to watch LCA take the win.

The Boys' Varsity Basketball game served as the nightcap, and fans from both sides filled the stands. The boys jumped out to an early 8-2 lead with point guard Malin Segal '14 and center Sam Stogdon '14 providing the necessary offense. Despite the early lead and amazing fan support, the CA boys were unable to hold off the athletic Lions. LCA went on a long scoring streak and the boys had no answer. When the buzzer sounded, the victorious LCA students charged the court, a truly cringe-worthy sight for CA fans. The drum went home with Lexington this year, but we're ready to take it back next year.



Malin Segal '14 lays it in

Photo Courtesy of: Bryan Gallagher '14

score tied at 38 apiece, the refs had to look into the rulebook to determine the outcome of the contest. Unfortunately for CA, the referees determined that LCA had won when they considered the tiebreaking rules.

so loud, everyone was going crazy."

Boys JV basketball had an extremely difficult task as many of LCA's varsity players had dropped down to JV. Jason Seeger '17 provided an all-star effort, leading at-

## Athlete of the Month: Nando Martinez '15

By Aidan Aciukewicz '15

Nando Martinez '14 has been wrestling for two years, and this is his second year on the Concord Academy Wrestling Team. In his two years wrestling for CA, Martinez has only lost once, following a questionable recent disqualification from the referee. When asked, Martinez said it was "my least favorite part of the season."

Concord Academy has done similarly well as a wrestling team over the past two years, winning the league banner in 2013 and now standing at 8-1 in the 2013-14 wrestling season. The one loss was to Lexington Christian Academy during the popular "Battle of Lexington Concord" between the two schools. Martinez said, "We lost because I was suspended for one match following my disqualification, making us lose to LCA by one point. That could have been avoided if I could have wrestled."

If the CA team can continue its current form, it is likely to have a repeat of last year, winning a second straight Eastern Independent League (EIL) title. Martinez said, "We recently beat Landmark, the only serious competition in our league, and are currently 8-1. We have one more match against Landmark, and if we win, we will take home the banner again for the second year in a row."

To this he added, "That would be what I am most excited for; I cannot wait until we beat Landmark and bring that banner home." The CA wrestling team has been one of the most in-form and exciting teams to watch over the past few years, as the team has had many talented wrestlers.

Last year the team lost three senior captains, some of the strongest wrestlers in the league; despite this setback, younger members of the team, like Martinez, have stepped up to fill the gaps. This year the team stands, once again, to lose a slew of talented seniors. However, Martinez sounded unfazed at the prospect. When asked he said, "We will be losing a good number of strong senior wrestlers including Josh Calka '14, but we are looking forward to making next year's team as strong as this one to bring home another banner."

The team has now been on the rise for the past few years and looks to continue this forward momentum. Martinez, who next year will be one of the more experienced wrestlers on the squad, will be seen as one of the leaders of the team. Although he remains levelheaded and focused, he said, "I'm really honored to be part of a strong team like ours, and can't wait to finish this season strong and prepare for next year's season."



Nando Martinez '15

Photo courtesy of Chris Pappey '15

## Practices After Break: Boot Camp Begins

By Ben Stoloff '15

On January 7, 2014 some 50 weary athletes entered the Student Health and Athletic Center (the SHAC). It was the day before winter term classes began, but varsity practices were swinging into session for the first time in almost three weeks. Nearly everyone feels like they have been smacked in the face during the first week of school when they return to a full plate of courses, music, and other activities after a restful break. Now imagine the sufferings of athletes whose bodies, as well as minds, are tested equally after that restful break. On that January day, some 50 of CA's winter athletes entered the SHAC, and so began boot camp.

Squash is an exhausting sport. Games can drag on and single points can last longer than ten minutes. During these brutal intervals players must quickly move to all ends of the court. These athletes must be in tip-top shape to have both the necessary endurance and quickness to be successful throughout the long matches. Unfortunately, it is difficult to continue playing squash over break, as courts are often hard to come by. So, during the first week back, players are put through challenging workouts. Zack Levy '16 said simply, "I found out that sitting [around] all winter break really hurt my playing. It took me about a week of practice to have my normal squash swing back, and about one and a half weeks to get back into strong physical shape."

Wrestlers are also expected to maintain a high level of physical readiness. According to Mahfuj Hussain '15, during break, wrestlers are expected to, "Condition modestly and maintain a strict diet. Or, at the very least keep a diet in mind." Wrestling is a physically demanding sport especially because athletes need to meet certain weight limits. While many people spend winter break sit-

ting around, this is simply not possible for a wrestler. Wrestlers can't afford to take long periods off; it's a constant activity. It is not fair to expect wrestlers to be thinking about their team when no one else does. However if athletes were given the opportunity to come together over break, their physical burdens would be lighter and the unhealthiness of the first week would be diminished. If teams could practice and play together in some capacity over break, then the teams might spend less time throwing up when they return from break.

While long breaks can certainly take a toll on a team's physical readiness, it can also affect a team's mental strength. Basketball, unlike squash, requires teamwork and close communication. This chemistry does not just occur naturally. Teams need to play, practice, and sweat together before they can develop the good chemistry that leads to many wins. A break, however, in the middle of the season makes keeping the chemistry going extremely difficult. Phoebe Chatfield '14 a newcomer to the varsity scene said, "It did set us back a bit in our progress learning plays, improving basic skills, and learning how to work together." However Chatfield did stress that break did have some benefits saying, "The break also gave us time to heal from injuries and return committed to the team." Although breaks are meant as a time to recharge and relax, many students also take break as an opportunity to forget what they learned in the previous semester. And, when it comes to basketball, such a loss of important information - the plays, for example - can have a deadly affect on a team's season. Therefore, boot camp while never popular, is necessary in the current system because, athletes need a kick in the pants to get back into the swing of things. As long as students are unable to get together or even access the gyms this will be the case.

Write for  
*The Centipede!*



## Council Notes

-Talk next week about ice skating on tennis courts

-Shawna from dining services met with students and asked bring, gave feedback

-Students can blue slip for Chinese New Year, even though community weekend

-Have a "dinner" to encourage class bonding; five random people from each class put together and given money for lunch

## SIBR

...continued from page 2

have treated Pat with both reverence and envy. (To be fair, so have I.)

*Dog Songs* collects a number of Oliver's most famous poems about dogs as well as some new ones. All told, the collection runs just short of forty poems. Though it feels a bit like sacrilege to type these words here, I didn't love *Dog Songs*. Some of the newer poems felt thin to me – too explicitly didactic in spots. In a poem called "Percy Wakes Me," for instance, Oliver closes with the lines: "This is a poem about Percy. / This is a poem about more than Percy. / Think about it." Because Oliver's poems so often encourage such a humble surrender to the world's interconnectedness implicitly, the reminder at the end of "Percy Wakes Me" feels stilted.

Elsewhere in *Dog Songs*, however,

you can find in Mary Oliver the luminous wisdom I almost always do when I read her poems. In "Her Grave," a poem about burying a beloved dog, you witness the wildness she loves in dogs and the clarity her subtle observation of that wildness brings: "A dog can never tell you what she knows from the / smells of the world, but you know, watching her, that you know / almost nothing." Like these three small lines – so deftly enjambed – the power of Oliver's best poems lingers in those quotidian, in-between spaces from which we expect so little, but can find so much.

Even when I found some of Oliver's poems in *Dog Songs* more forced than her best ones, I still kept reading – and happily so. In the end, she remains for me a poet (perhaps the poet) whose words help me locate my best, most reflective self. And maybe more important: I can't imagine a poet whose dog I would rather have pee on my friend's shoe.

## Semiformal 2014

by Jordan Lueck '15

Students from all classes at Concord Academy congregated at 7:30 on Friday, January 31st for the Semi-formal (Semi), a winter night of partying and celebrating in the Dance Studio. While it may not be the Spring Formal, Semi is one of CA's biggest dances of the year, and as such it requires a large amount of planning and preparation to make it a reality.

Semi, unlike the Formal, is entirely put on by the students, specifically the junior class, and every year the junior class entertainment representatives work in conjunction with the class president and representative to create the best possible experience.

One of the key elements of the Semi is the theme and how that theme is chosen. According to Charmaine Lau '15, junior class president, "students from the junior class proposed ideas, ranging from prison themed to beach themed," a reference to the sorely missed Jamaica Night dance. "However, in the end, after multiple rounds of voting, the decision came down to Masquerade or Mardi Gras." Many students originally proposed to combine the two, given that they both incorporate masks, however it was decided that the combined theme presented too many complications, and the junior leaders decided to go with the Masquerade theme.

Junior entertainment representatives Sean Finnegan '15, Shanika Paul '15 and James Coyle '15 and class representative Soravit Sophastienphong '15, worked alongside Lau to come up with an idea that incorporated the chosen theme, while modernizing it to better fit the "dance party" dynamic. They ultimately settled on the new theme of "Masquerave".

In addition to planning and establishing a theme, junior leaders were also in charge of finances, and funding for the Semi comes directly out of the class budget. "One of the hardest parts about planning was figuring out

a large enough budget to make the Semi the best it could be, while ensuring the junior class didn't go bankrupt in the process," said Lau. The positive side of this is that any revenue made from the sale of tickets or merchandise goes directly into the junior class bank, and as such, the class government had to consider an appropriate ticket price, high enough to generate some revenue, but not so expensive as to dissuade students from attending.

The Semi is not entirely controlled by the junior class government, but by the junior class as a whole. Planning, therefore, requires a great deal of cooperation and teamwork on behalf of the entire class. While individual participation started out as tenuous when the class first started thinking about the Semi in November, the realization that the dance was not too far away kicked the class into action. Members of the class were assigned jobs such as publicity, decorations, food and drink, and music. According to Finnegan, "getting everyone to participate in the publicity aspect of the Semi was definitely the hardest part, but once we got everyone working, the posters turned out great."

When asked how this Semi would be different from previous years', Lau responded that, "This year's Semi-formal is going to be in the Dance Studio, and we haven't had a successful dance in the Dance Studio since the headphone dance." According to Finnegan, the reason for this switch from the SHAC atrium was that, "The atrium is too big a space, making it difficult to bring everyone together and create an environment where people feel comfortable dancing. Also, the artificial lighting detracts from the experience of the dance, a problem we hope to avoid by using the Dance Studio."

Lau concluded the interview stating, "The struggle is real. It's been hard, but it's getting better now." Overall the hard work and dedication put into the planning and execution of the Semi-formal by the junior class and its government definitely paid off."

## Celebr-action of MLK

Julia Shea '16

Coming from a public middle school, I was surprised to learn that Concord Academy would be in session on Martin Luther King Jr. Day. I had wanted a day off, and, more importantly, I thought that there was an underlying message that conventional classroom learning was more important than recognizing and appreciating social change. I could not have been more wrong, as this was before I realized the Concord Academy dedicates the Tuesday following MLK Day to workshops focused on current and historic social issues surrounding race, diversity, religion, gender, sexual orientation, and the environment.



Keynote speaker Randall Kennedy answers a student's questions. Photo courtesy of flickr.com

Last year, as a freshman, I chose to participate in a workshop on affirmative action and another led by CA's engineering club, DEMONS. I remember feeling overwhelmed by the number of workshops offered, and in the end I decided on two that piqued my curiosity.

In the affirmative action workshop, CA college counselors Kate Peltz and Peter Jennings presented statistics on the college admissions process. We shared personal stories, opinions, and recent articles in major newspapers about how socioeconomic status and race affects students in college admissions. Affirmative action is often a sensitive topic, so students appreciated the open discussion space.

The DEMONS workshop was essentially a brainstorming session on ways to improve CA. For example, we talked about ways to address the swinging doors to the Stu-Fac that often hit people during the busy lunch hours. I suggested that we install a vending machine in the basement that would sell school supplies. Although the issues we were attempting to solve were relatively insignificant, I realized

## A Temporary Calm

Alex Berry '17

President Barack Obama has yet another bipartisan battle on his plate, but this time it has nothing to do with healthcare. Instead, it concerns Iran's nuclear arms program, a situation so delicate that it seems to be constantly stirring up controversy.

This Middle-Eastern country has been an ongoing struggle for the Obama administration, and many presidential administrations before. The question of nuclear-enrichment for weapons of mass destruction (WMD) in the Middle East began in 2002 with Former President George W. Bush and so it is by no means a new concern. But with recent developments, there has been some hope. "Agreements" between the two parties have conjured some common ground between the U.S. and Iran.

To me, the deal, which went into effect on January 20, makes sense: if the Iranians agree to ease off on sensitive areas of their nuclear program, then the United States will ease off on economic sanctions. Nevertheless, international politics are always more complicated than they seem. The looming question in my mind is whether or not Iran will abide by their side of the deal, and just as importantly, whether we will abide by ours. After all, they have no reason to trust

that the theme of improving a community can take many shapes and that change, even on a small scale, can make a difference.

This year, I chose a workshop about how sexual orientation in some religions interferes with faith and acceptance. Again, I picked my workshop somewhat blindly, this time in part because Kim Crawford Harvie, a minister at the Arlington Street Church, was a leader of the workshop. She spoke at the Class of 2013 CA graduation ceremony, and I thought her speech was incredibly moving and insightful; I figured that she would bring the same passion to a workshop, and I was right.

The morning presentation led by Sally Zimmerli's Modern

South Africa class and the afternoon lecture by keynote speaker, Harvard Law School professor Randall Kennedy, provided a meaningful opening and closing to the day. Zimmerli's students presented a brief history of South Africa, focusing on Mandela's journey to election and the world's recent loss of such an incredible leader. Kennedy spoke about King's specific accomplishments, incorporating his own childhood experiences from growing up in South Carolina as an African American. The balance between listening, learning, talking and taking action is, for me, what makes MLK Day at CA so powerful. Listening can inspire, learning can inform, talking can spark ideas, and taking action can make something happen.

I have taken away from the MLK Day workshops and speakers new ideas, perspectives and a sense of awareness. It would be difficult to walk away from a workshop having, at the very least, not become conscious of a social issue. Thus, I believe CA's MLK Day is more valuable than spending a day at home. Instead of simply celebrating the accomplishments of past leaders, we are taking the first step to actively making a difference.

the U.S. Beginning with the military coup of 1953, we have proved our untrustworthiness to a number of Middle Eastern countries including Iran. The U.S. is still thought of as the "Great Satan" in much of the region, and negotiations with the U.S. are often polarized. American politicians seem not to understand that we cannot make up for a half-century of mistakes in a few short months.

The reports that both Iranian lawmakers and the U.S. Congress are attempting to thwart the deal is thoroughly regrettable. The United States and Iran have not been so close to a compromise in years, yet some Republicans and Democrats from the Senate and the House feel that sanctions are a necessity. They believe that the outcome of the temporary deal is still in doubt. I definitely see their concerns, given our history with Iran, and the doubt that that involves. That being said, I would feel safer in the hands of leaders with a more open mindset. Adding new sanctions may quiet Iran's nuclear program for now, but it will by no means begin the healing of our relationship with this crucial country.

Though there is widespread doubt, leaders supporting the arms and sanctions agreement on both sides are ecstatic about the potential results. It seems to have brought about the possibility of peace of mind- at least for the time being.



# The Centipede

Concord Academy  
166 Main Street, Concord, MA 01742

**Executive Editor:** Katherine Oh '14

**Managing Editor:** Chris Papey '15

**Features Editor:** Teresa Dai '14

**News Editor:** Julia Shea '16

**Opinions Editor:** Nathan Greess '15

**Arts Editor:** Claire Phillips '15

**Sports Editor:** Ben Stoloff '15

**Photo and Web Editor:** Molly D'Arcy '16

**Staff Writers:** Iris Oliver '15, Sam Culbert '15, Shannon Sun '17, Emily Yeo '16, Leo Feininger '16, Jenny Kim '16

**Faculty Advisor:** Sandy Stott and Nick Hiebert

*The Centipede is the official student newspaper of Concord Academy. The paper welcomes comments from its readers in the form of Letters to the Editor. No anonymous letters will be printed. The Centipede reserves the right to edit all articles for length and content.*

## Semester Away

...continued from page 5

the similar experience of most CA students, said, "Going away for a semester exposes you to new experiences and new people. Students can come back to CA and share their new experiences, making the school a better place." So while some students struggle with the transition back to CA, the new ideas and leadership skills that they bring back can add a lot to each year's senior class.

There is some concern surrounding taking a semester away

that the academic experience there may not be compatible with a common Concord Academy education. While there are sometimes inconsistencies between the different academic models, all of these programs

have high-level, rigorous academics that are roughly equivalent to most classes at CA. In addition, many students report that teachers at CA were very willing to help them adjust again to their Concord classes, and that the college counseling office is supportive as well. Though some juniors miss Junior Seminar and other pieces of the CA college process, the experiences gained while away can be valuable in the shaping of a college application.

When you ask anyone who's been on a semester away about her or

his experience, the overwhelming response is "You should definitely apply!" With the help of an accepting school community and flexible teachers, these programs are one of those experiences that you won't ever regret.



Students at the Chewonki semester away program.  
Photo courtesy of [www.facebook.com](http://www.facebook.com)

## Letter to the Editor

Editor;

As a host parent for a Chinese CA student I very much appreciated the article about China in the December Centipede. It is fascinating to hear, from the voices of CA students, just how dramatically China has changed in the last several decades as the mutual enmity between our two countries has faded. It is also refreshing to hear the candor with which the Chinese CA students are now free to describe contemporary life in their amazing country.

The CA community is blessed to have a diversity of students from China and other countries. To hear the voices of these students in the CA paper reflecting on their personal experience adds even more richness to this diversity. I hope that the Centipede will build on this excellent article and offer many similar pieces in the future. I think the entire CA community will benefit if we can all learn as much as possible from each other.

Hale Powell (parent of Channah Powell, '17, host parent for Grace Yan, '15)

## Editorial: "Playing Down" on JV

by Chris Papey '15

The Chandler Bowl and The Battle of Lexington and Concord are two annual, single-day competitions that mean a lot to all the athletes, students, and to the schools involved. In many years, these tournaments come down to just one game; this single game can be the decider between a great surge of school spirit and pride and utter disappointment and frustration. In some of these games, just one player can be the deciding factor.

Often, both schools will send some players down from varsity to play on JV. In theory, this practice is beneficial, for the players who won't get into the varsity games will have the chance to make an impact by playing on JV. In theory, it seems fair, but it's not that simple.

Varsity players who play down on JV are often frustrated with their own performance. Without knowing any of the plays or developing team chemistry with the JV players, they can have a hard time living up to the high expectations that are set for them when they play a level down.

Playing down on JV basketball my freshman year was quite discouraging for me. I expected to come down, play and put up a big number. But instead I was unable to help

much on offense because I didn't know any of the plays, and I hindered the team on the defensive side because I was unfamiliar with the defensive formations.

The practice of varsity players coming down to JV is also unfair to the JV players. I imagine that it would be frustrating sitting on the bench while a varsity player is on the floor in important games after working hard in practice to earn those minutes.

This year in The Battle, some teams chose to do this, but one team in particular chose not to partake: CA Girls JV basketball. I admire this. Although Lexington Christian brought down some girls from their varsity, CA's coaching staff chose to stick with their own team. Even though CA's girls lost, they stuck with LCA the whole game, making it a great game to watch. If LCA hadn't brought players down from varsity, who is to say CA wouldn't have taken the win?

I encourage more teams to follow the choice that CA Girls JV made. In a perfect world, neither CA's teams nor the opposing teams would bring down players from varsity. However, in a case where they do, a chance win with your usual team would be much more productive and satisfying than bringing some players down from varsity to try to bring home the win.

## Help Me, Rhonda!

The Centipede advice columnist Rhonda helps CA students navigate the rocky waters of high school. If you want to ask Rhonda a question, please use the submission box in the library.

Hi Rhonda,

*My teachers, especially my English teachers, are just so intelligent and cool. Can I be friends with them? Would it be creepy to buy them coffee?*

Dear Friend,

You are right! CA teachers are just too cool for school! They are friendly; don't worry, they don't bite! And yes, they also love coffee too. It may be a tad creepy to just show up at their office one day with a cup of coffee but maybe a prearranged coffee outing would be less stalker-like.

Love,  
Rhonda

Dear Rhonda,

*It's too hard to keep relationships at CA secret! How can I fly under the radar with my new fling?*

Sincerely,  
"Kyle Velasquez"

Dear "Kyle Velasquez",

Why do you need want to keep this new fling secret? So few people at CA have the time for relationships—if you got it, flaunt it! If you really want to keep the relationship secret, don't dance at dances, don't hold hands, don't snuggle in the Upper-Stu, and don't be seen on the way to the music rooms! (But then what's the point, right!?)

Love,  
Rhonda

Dear Rhonda,

*I'm a boarder from Arizona and on the first day of classes I was seated next to this really attractive boy in biology class. He seemed disinterested in me to the point of disgust and he even tried to switch into a different class. Then one day was crossing Main Street, and a car came out of nowhere. I was sure I was going to get hit but then he saved my life. He is so mysterious; I never see him hanging out on the quad in the sunlight and he eats nothing at lunch. About three things I am absolutely positive: he is different than anyone I've ever met; he's hiding something underneath the chiseled alabaster mask of apathy that is his face; and I have a huge crush on him. What do I do?*

Sincerely,  
Lab Partner Love Problem

Dear Lab Partner Love Problem,

What a perplexing situation! I have heard of this happening before! It is odd that the boy doesn't like sitting on the quad—maybe he is sensitive to the sun? Next time he is in school, try to talk to him casually—you could even try following him to if he goes for a walk and see what is responsible for his mysterious behavior. I have a sneaking suspicion that he actually is very attracted to you. Let me know of your progress at some point in the future.

Love,  
Rhonda