



# The Centipede

Volume 51 Issue 2

Concord Academy Student Newspaper

August 29, 2014

## An Introduction to CA Sports

by Somerset Gall '16

Sports at Concord Academy are for everyone. From the novice to the seasoned athlete, anyone seeking a place within the athletic community has a home. At CA, most sports offer a junior varsity and varsity level, while some even offer an intramural team as well. The number of teams varies based upon the sport's popularity; the more people who sign up for a sport, the more levels there are.

What separates each level of competition from the next is a mixture of experience and intensity. While competitiveness and dedication is most certainly not determined by the team level (as anyone who played on Girls Intramural Basketball will attest to) the number of practices and games increases from intramural to varsity, as well as each player's experience and skill level.

At the intramural level, players often have little experience with the sport or are looking for a fun and relaxed environment to enjoy athletics. Intramural teams do not have games against other schools. Instead, CA intramural teams play against one another. As Anita Onyimah '16 explained, "Intramural's a great option. It's a significantly lower time commitment than varsity because it's usually only three days a week for an hour or so. It's also a lot of fun because there's no stress of a game coming up, so everyone's allowed to learn the sport and grow as an athlete at their own pace."

While not all sports have enough players to form an intramural team, soccer, basketball, squash, and tennis have all included this level in past years. For anyone looking to try a new sport in a relaxed setting, intramural teams are a great place to start.

The junior varsity level, or JV, mixes components of both the varsity and intramural levels. JV teams are also home to many beginners or inexperienced players searching for a new passion. The difference between intramural and JV is that JV teams commit to a full schedule of competitive games against other schools. With one or two games a week along with two to three practices, JV is the place for athletes looking to gain more experience with a sport in a more rigorous atmosphere than that of intramural but less intense than that of varsity.

As Arden Fitzpatrick '16, who played both a varsity and JV sport remarked, "JV was more relaxed and more about teaching

you the skills in my experience because many people were new to lacrosse, whereas varsity was about perfecting skills you already had."

Lastly, there is the varsity level. Most varsity athletes have played before or are looking for a challenging environment in which to learn. With a full week of practices along with two games, playing a varsity sport is a large time commitment, rewarded by the chance to play with other dedicated athletes. For Onyimah, playing a varsity sport provides opportunities to "connect with my teammates when we travel to games. It's also a lot more intense, meaning practice five days a week for two hours; practices are serious and intended to prepare us to win games, and



Anita Onyimah '16 and Alex Craig '14 jump up to the net during a varsity volleyball match.

Photo by Bre Kelly '16

everyone has the same goal in mind."

When deciding what type of team you hope to play for, take into consideration that tryouts will also factor in. If you hope to play on a varsity or junior varsity team, during the first week or so of the athletic season you will try out for the team. At the end of the week, the coaches will place you on either the varsity, junior varsity, or—if there is an intramural level—intramural team. However, if you already know you wish to play at the intramural level, no tryout is required; all you need to do is sign up.

Wherever you find yourself during the athletic season, it is important to find a team that is both challenging and fun.

## 7 Tips for Newcomers

by Claire Phillips '15

1. Make sure you have seen *Mean Girls* at least two or three times, so that you can quote it with ease and recognize even the most obscure quotes and references. While the most popular reference is undoubtedly "S[/]he doesn't even go here," others include "On Wednesdays, we wear pink," "That's so fetch," "You go, Glen Coco [or anyone else]," and "The limit does not exist." These are timeless and applicable to all parts of life, from dining in the Stu-Fac to psyching with your sports team to casually talking with a friend.

2. The Student Health and Athletics Center is called the SHAC. The Math and Arts Center is called the MAC. But the Performing Arts Center is called the P.A.C. Just say the

individual letters—it's not pronounced pack.

3. After a performance, David Gammons will take the stage at morning announcements to encourage students to order DVDs to "cherish the memories for a lifetime." Actually, he might just remain silent, and the entire student body will yell, "CHERISH THE MEMORIES FOR A LIFETIME!" Feel free to join in.

4. When the dining staff is serving grilled cheese for lunch, you'll have to race to the Stu-Fac, or else wait in a long line. Ask anyone, though—the grilled cheese is worth it.

5. CA does not have a football team. Jokes or remarks made about CA's lack of football

*continued on page 2...*

## Got Frees? Concord Hot Spots

by Alex Weyerhaeuser '15

Walk out the swinging glass doors of the Arts and Sciences Lobby, head down the pathway by the Quad, cross Aloian Circle and stop on Main Street. Are you hungry? Want to shop? Need somewhere to study for that big test? Or do you just want to explore Concord? No matter what, there are endless options awaiting you.

On top of every Concord Academy student's mind is food. Luckily, there are numerous places on extended campus to satiate your hunger. A Concord "must" is Main Streets Market & Café, a great coffee shop that's a five-minute walk from campus. The café sells coffee, pastries, smoothies, salads and sandwiches. If you have a bit more time, you can stop for a full meal as well—they're open for breakfast, lunch, and dinner. Similar to Main Streets Café, Sally Ann Food Shop and La Provence also have great pastries, breads, sandwiches and soups. And Country Kitchen, just beyond the train tracks uptown, is well worth the walk. As Finn Pounds '15 puts it, "The double decker sandwiches are a game-changer!" And finally, along the same vein, the Concord Cheese Shop, boasting bread, chocolate, and fresh cheeses, is a mandatory stop for any Concordian.

Popular places to eat during a free lunch block or for a quick dinner are Concord's three pizza places: Comella's, Sorrento's, and New London Style Pizza. Each has its perks. Comella's five-dollar pizza and location on Main Street make it a perfect place to grab a meal. And bring your friends—they only serve whole pies! Sorrento's and New London are uptown, still only a five- or six-minute walk from CA, and both serve great pizza. Although famed for their pizza, these restaurants serve other options as well. Jason Seeger '17 recommended New London's for its incredible chicken fingers—they make this Concord eatery his favorite.

If you're looking for a sit-down meal, try Helen's or Chang An's. Helen's has a fun diner-like feel and a huge variety of food, serving breakfast, lunch, and dinner. You'll find it on Main Street across from the Main Streets Café. Chang An's is in the other direction, past the train tracks and opposite the aforementioned Country Kitchen. Chang An's is very affordable and has a great all-you-can-eat buffet!

Another Concord Academy student favorite is Haute Café, Concord's new (and somewhat pricey) coffee shop. Nonetheless, the delicious food and coffee are worth it. Of course, Starbucks and Dunkin Donuts are always available for an after school treat or for a quick coffee and snack during a free block. "Starbucks hot chocolate is the best when you're waiting for the train," explained Amadea Bartle '16. And Cumberland Farms, very cheap and right next to the train tracks, also provides shelter and snacks for students



Helen's on Main Street is a CA favorite.

Photo by Molly D'Arcy '15

waiting for the train or looking for a quick pick-me-up during the day.

Last but certainly not least, Bedford Farms has the best ice cream around. Whether it's summer or winter, Bedford Farms is a great spot. It is uptown and right next to the train tracks, a convenient place to grab dessert after dinner or for a bite on your way home on the train. Bedford Farms has a nice variety of flavors and everyone has favorites: Iris Oliver '15 recommends the Chunky Chocolate Pudding, while Connie Blumenthal '15's votes for Mint Patty.

Although food is no doubt a huge part of a student's life, there is more to Concord than just eateries. Concord's many historical sites can both teach you about its past and help you in your history classes. Stop by author Louisa May Alcott's Orchard House, where Little Women takes place, or learn about the Revolutionary War at the Old Manse and North Bridge. Travel to Walden Pond—a relaxing thirty-five-minute walk away—to swim or visit Henry David Thoreau's house. But, boarders, don't forget to white-slip for trips off extended campus!

Finally, if you're looking to get away from the hustle and bustle of CA and find a nice quiet place to do homework, the Concord Public Library, right across the street from campus, is a pretty secluded spot. Whether you want to study alone or with friends, the CPL is the perfect place to go: "The top floor is always empty!" Bartle revealed.

Though Concord is a small town, there is no shortage of things to see and places to go. Visit some of our suggestions, bring your friends, and cultivate a list of your own favorite Concord hubs!

## Inside this issue...





# Students Embark on CA Service Trips

by Ben Stoloff '15

For many, summer is not just a three-month break from school but also an opportunity to pursue activities unavailable during the school year. Some spend their summers reading, catching up on shows, or visiting family. Others, however, use summer to travel and to do service.

This past summer, Concord Academy offered its students three distinct and equally rewarding opportunities for travel and service. One trip, led by Math Teacher George Larivee and alumnus Brendan Buckland '09, returned to Nicaragua from June 12<sup>th</sup> to 26<sup>th</sup>. The two-week trip enabled Spanish students to improve their Spanish conversational skills as well as make a tangible impact on the lives of those less fortunate. The trip mostly focused on an area of Nicaragua known as La Ludhiana. Phil Thompson '16 described the area as, “rural like you have never seen before.”

The group visited five schools. At four of these schools, they taught basic health information to the students. They talked about important topics such as dental hygiene and proper hydration. What made this challenging, of course, was that all the lessons had to be taught in Spanish. At the fifth school, the students helped build a school library. Overall, the students had a productive two

weeks practicing their Spanish and making a powerful impact in a community.

Another CA-run trip visited California’s Yosemite National Park in June. Math Teacher Kem Morehead and her wife Kim Crawford Harvie had originally planned to return to the Grand Canyon but were unable due to difficulties with permits. By all ac-

counts, however, the second choice proved to be a good one. According to Morehead, there wasn’t a service component to the trip due to the last minute planning. However, Morehead said, “Just getting from one campsite to the next was an all-day endeavor!”

The ten members of the trip spent their time traversing the varied terrain of the

Yosemite Valley. They saw cascading waterfalls, climbed snow-capped mountains, and even encountered rattlesnakes. Arden Fitzpatrick '16 summarized the experience by saying, “It was an incredibly calm and peaceful environment. We hiked as a group, and we hiked alone. Hiking alone, you felt like you were the only person in the world. Seeing nature on such a large scale made me feel tiny, but it was awesome.”

The third service trip of the summer was the annual New Orleans service project, which took place from June 8<sup>th</sup> to 14<sup>th</sup>. The trip was by far the largest of the summer, with 24 students and four adults participating. The volunteers continued the restoration and clean up process necessitated by Hurricane Katrina’s destruction in 2005. This time around, the volunteers spent their time working on construction projects. Along with general cleaning, they tiled, dry walled, and painted houses. Amazingly, the students were able to find time to have some fun amongst the many hours of work. They visited the famous French quarter of New Orleans, which houses the city’s financial and art districts. Jasper Beaver '15, speaking for many on the trip, said, “It felt good to give back to a city that has given so much to the country. From music to food, it only feels fair that we put in a little work in return.”



Emmy Ells, Jasper Beever, and Jordan Lueck, all Class of 2015, side house in New Orleans.

Photo by Molly D’Arcy '16

# Students Take on Summer Science Internships

by Julia Shea '16

“I coded a robot” or “I researched the role of social media for public health purposes” aren’t common responses to the question, “What did you do this summer?” but Concord Academy’s InSPIRE program (Interested Students Pursuing Internship Research Experiences) makes those statements possible.

Through the program, seven rising CA seniors spent their summer vacation as interns for institutes’ natural science, computer science, and engineering programs.

According to the CA website, the Science Department pioneered the program to help “motivated and accomplished students find meaningful summer experiences.” These experiences usually take the form of multi-week internships at scientific research sites in the Boston area. So far, these sites have included over a dozen local universities, hospitals, clinics, and engineering centers. Under the guidance of Math and Science Teacher Amy Kumpel and, previously, former Science Department Head Michael Wirtz, 37 students have participated in InSPIRE internships. The Centipede caught up with two interns, Hadleigh Nunes '15 and Aidan O’Shea '15, to learn about their experiences this past summer.

Guided by Mechanical Engineering Professor Chris Rogers at the Center for Engineering Education and Outreach at Tufts University, Nunes learned the basics of coding and then coded a 58-cm tall humanoid NAO robot as a test-run for a program intended to promote social interactions between autistic



Hadleigh Nunes '15 shows off origami with other interns after her presentation. Photo courtesy of Hadleigh Nunes '15

children.

The program was still in initial phases of development, so Nunes took time to develop her own vision. “My thinking would be that the students would each work on their own individual code, but a classroom would have two robots. A student wouldn’t work directly with another student, but instead the project would require the two students’ robots to interact with each other—like the two robots would have to, say, pass a ball. It would give the students their own space so that they’re not arguing because, well, otherwise it would be difficult, even for people without struggles

with social interactions.”

In addition to programming the NAO robot, Nunes has been experimenting with BeagleBone, a credit-card-sized computer that functions as the brain of a robot. “I am just playing around and seeing if I can make a robot out of it,” she explained. “I’m a fan of this kind of learning. It’s better to be inspired by the materials you have than to make the materials fit some arbitrary purpose.”

Although Nunes said that she feels more comfortable with the physical building of robots, “it’s cool to work with the programming, too. Honestly, it’s a lot of trying to

figure out how to do one stupid thing, and then googling it, and then it will inexplicably work.”

Nunes sees herself in engineering in the future, and she realizes that mechanical and software engineering are inextricably related. “If I pursue a career with mechanical engineering, I’ll have to deal with software and computer languages, so it’s good that I am having this experience—for a number of other reasons as well, especially the people.” Surrounded by “innovative undergraduate and graduate students, as well as one other high school student,” Nunes said she was in her element.

Nunes also took advantage of another opportunity at Tufts: Makerspace (see photo on left). According to Nunes, Makerspace is a program that allows presenters to create a series of short presentations on whatever they choose. All summer interns were encouraged to participate. Nunes chose to teach origami, and on July 29th she gave her presentation. “I was amazed by how good the other kids were, even those who had never folded before. I guess it has to do with being an engineer. It was really cool to bring something new and specific to me to this group that seemed to know more than I ever could,” she said.

Eight miles away, on the other side of the Charles River, O’Shea delved into one of his passions: biology. O’Shea worked alongside Boston University Epidemiology Professor Kimberly Shea, researching the influence of social media and online resources on public health.

continued on page 3...

# Tips for Newcomers

...continued from page 1

team are more than welcome! In fact, last year, the junior class sold T-shirts that said our football team has been “undefeated since 1922” (that’s when CA was founded).

6. CA students—and some faculty—eat, breath, live, sleep, and talk Nutella. Many students who have late lunch make a quick stop in the Stu-Fac before their lunch block classes to spread some of the delicious spread on rice cakes.

7. You will hear other students saying, “I have a TON of work,” or, even more popular, “I got so little sleep last night,” followed by the number of hours. You don’t have to do this, but if you want to it’s not that hard: Just think of a number between zero and five for optimum drama and announce at your table in the Stu-Fac how incredibly exhausted you are. This will both introduce you to your new classmates and begin a table-wide discussion about how people get no sleep in high school, which is only somewhat true.





# CA Do's and Don'ts

by Channah Powell '17

Welcome, new students! Though this is a time of great excitement, making a transition to a new environment can also be difficult, both socially and academically. As you will soon learn, Concord Academy is an incredible place to go to school. When I was in your place exactly one year ago, I was absolutely thrilled. CA was my first choice for high school, and it promised to be the perfect fit for me. That being said, not every student is as ecstatic as I was about going to a new school. With this change come new friends, teachers, and rules, all of which can be overwhelming. While this list of do's and don'ts will not cover all that you need to know about your new school, I hope it will give you a step up as you begin new high school adventures!

## DO...

### ASK TEACHERS FOR HELP

One incredible aspect of the academic programs at CA is the support students receive from their teachers. While the pace of daily classes and homework assignments may be fast, you will find the teachers willing and even enthusiastic to meet with students outside of class. Unfortunately, asking for extra help may seem hard, especially if you are coming from an environment like my middle school, where personal relationships between students and teachers were unheard of. At CA, however, I soon found that meeting with my teachers outside of class was extremely helpful, especially if I was confused on a particular topic. Don't be embarrassed to ask for more support; the teachers here are passionate about their subjects and genuinely eager to help.

### SIT IN THE FRESHMAN PIT (IF YOU'RE A FRESHMAN, OF COURSE!)

In the Stu-Fac, where students and faculty eat all their meals, there is a sunken dining area that your Orientation Leaders likely pointed out to you. This is called the Freshman Pit, the area where freshmen sit during most meals. Despite the Pit's less-than-welcoming name, the designated dining area helps build community within the freshman class and minimize the fear of not knowing where to sit during the first year of school.

### KEEP AN OPEN MIND WHEN MAKING FRIENDS

When you meet new people, it can be tempting to make judgments quickly. While being nonjudgmental is much easier said than done, do your best to go into the first few weeks with as open a mind as possible. Do your best to get to know people beyond their clothes and outward presentation. There is nothing worse than ruling out a potential best friend because he or she was an uncoordinated square dancer or wore a shirt you didn't like. The diversity of the student body at CA allows students to make friends with different backgrounds. By keeping your options open, you are much more likely to find friends with whom you truly connect.

## DON'T...

### BE AFRAID OF DAVID ROST

Have you seen the very tall man overseeing Orientation? That was probably David Rost, CA's Dean of Students. At first, Rost can seem intimidating; he is well over six feet tall, has a loud voice, and is often seen enforcing rules around campus. Rost is also involved with CA's Disciplinary Committee, a group of students and teachers who work collaboratively to determine the consequences for students who have broken major school rules. As a freshman last year, I was daunted by the idea of talking to Rost, let alone being sent to his office for an infraction. But over time, I found that he was genuinely looking out for us and cared immensely about our experience at CA. Try to keep this in mind if he catches you eating in the Upper Stu-Fac (which, by the way, is a major "don't"). Note: during morning break, you can usually find him giving out candy in his office.

### WALK ON THE SENIOR STEPS

You may have noticed that across from the Chapel there are some stone steps leading to the Chapel Lawn. These steps are part of a sacred CA senior tradition. Up until their senior year, students are not supposed to walk on these steps. As seniors, students can use these steps whenever they want; they are a rite of passage. During graduation, the seniors walk down the steps for a final time before receiving their diplomas. There are many ways to get to the Chapel that don't involve going over the senior steps; in fact, the steps are not the fastest way. Of course, if you accidentally use them once or twice, it's no big deal, but expect some funny looks!

### BE SURPRISED WHEN FRIENDSHIPS CHANGE

It's quite intimidating to find yourself in a group of mostly new people and be quickly expected to find your friends for the next four years. While it may seem like you have to find new close friends right away, it's fairly unrealistic to assume that the kids you meet in the first month of school will remain your best friends throughout your CA career. Your friendships will likely change depending on the classes you are in, the sports you play, and the music ensembles you join. Making friends with different types of people is part of the CA experience; it allows you to expand your horizons as a person and realize who or what will make you the most happy.

# Freshman Pit: 9th Grade Home Base

by Chris Pappey '15

Every September the Freshman Pit becomes home to a new group of students.

For the next nine months, this is where most of the freshmen will choose to eat their meals. And with all of their classmates right there with them, freshmen often find it a comfortable place to rely on during their first year at Concord Academy.

Before my freshman year began, my main concern wasn't the heavy workload or how smart everyone else would be; rather, I was worried about how well I would fit in. On the first day of school, the majority of the faces I saw were new. The few I did recognize belonged to people I had met briefly at Orientation just a mere three days before, and prior to that I hadn't known anybody. I was able to sit next to some familiar people during my first couple of classes, but when the bell rang signaling lunch, I didn't know what to expect.

With a plate full of pasta in one hand and a drink in the other, I took a deep breath and made my way over to the Pit. I walked down the steps and looked around. When some kids I knew from Orientation saw me and waved me over I instantly relaxed and hurried to sit down with my new classmates.

Without the Pit, how would freshmen be able to meet each other? For me, it was extremely comforting to know that everyone

else in that pit wanted to make friends just as much as I did.

Some say that the Pit isolates the freshmen from the rest of the school, but I disagree. Freshmen have plenty of opportunities



Four freshmen (now juniors) eat dinner in the Freshman Pit. Photo courtesy of Jack Treanor '16

to unite with the rest of the school, whether that be through classes, on a sports teams, or in a music ensembles. The Pit is a great way for freshmen to bond with each other as a class, which is imperative, for they will be spending the next four years together. No one forces the freshmen to sit together; it is just what many find reassuring. As a new student, it is nice to have a spot you know, where you are more comfortable with those around you.

Near the end of my freshman year, I sat down at a table in the Pit. I looked around and saw all familiar faces. Not only that, but I had no problem talking to everyone around me. It was a great feeling. Without the Pit, it would have taken longer for me to get to know all of the freshmen.

For me, sitting in the Pit was a great way to become accustomed to CA and meet my new classmates. Everyone sitting down there is eager to make friends and get to know each other. I advise all freshmen to sit in the Pit, at least for a while, and I'm confident you will have the same impression that I had.

Freshman year is full of ups and downs, but worrying about where and with whom to sit during meals is one hurdle every incoming freshman will not have to face.

by Elly Veloria '16

One of the biggest grievances of sophomore year has always been the lack of flexibility students have with their schedules. Sophomore schedules have always been strikingly similar: Chemistry, a language and math course, Sophomore English, and US history.

The beginning of the 2014-2015 school year, however, marks a change in this system. Sophomores at Concord Academy are now allowed to select history electives, a privilege previously reserved for upperclassmen. Personally, I am jealous that the sophomores are now able to choose their history courses. I know how important it is to learn about our country's history, but having attended public school before CA, I was already bored with

...continued from page 2

By digging through articles by epidemiologists and public health researchers on PubMed, the US National Library of Medicine, O'Shea performed a systematic literature review. He focused on articles that drew conclusions about "overall sentiments about any given health topic... and [addressed] specific misinformation."

"I'm also looking at ways that social media can be used to promote communication between patients and healthcare providers to help increase vaccination rates and convince vaccine-hesitant parents about the benefits of vaccination programs. Some of these interventions are things like using texting to communicate with teens about health, putting physicians on Facebook and Twitter to directly address patient concerns with personal stories, and deploying public health campaigns on social media to encourage discussion and sharing."

# A Change in History

learning about wars and treaties.

Granted, in typical CA fashion, the course explored US history through a different lens, apart from the tired narrative of the privileged white men who held power. I certainly left the class with more knowledge of the technological revolution, the culture change in the 1920's, and the Civil Rights movement. I also learned how to read, analyze, and understand a primary source document, and I have a better understanding of our country's history.

Still, I don't think I'm alone when I say that I couldn't tell you details about the Constitution, and there were multiple readings that took all my effort to force myself to continue. Like any course, there were parts of the class I enjoyed and parts that I didn't.

continued on page 5...

# Science Internships

Following his research, O'Shea presented Professor Shea with an executive summary of his research. Professor Shea will utilize O'Shea's report to determine what topic within the social media and public health realm she will focus on in her next project. As O'Shea put it, "That's what people do in public health—they put plans into action."

O'Shea also recruited children ages zero to five for a study at Boston Medical Center to determine how a certain species of bacteria colonizes children. As if he weren't busy enough, he sat in on a Boston University epidemiology class mostly comprised of graduate students, too.

Nunes and O'Shea took advantage of both the InSPIRE program and various additional opportunities at their internship sites. Along with five other students, Nunes and O'Shea return to campus with scientific knowledge, skills and connections to accomplished individuals in specific fields.



# Students Launch Their Own Theater Company

by Reilly Loynd '15

Students may take a break from school for three months, but they do not take a break from their passions. This summer, 10 past and present Concord Academy students involved in performing arts formed a theater company of their own and produced a version of William Shakespeare's *A Midsummer Night's Dream*.

The company of dancers, singers, costume designers, set designers, and lighting and sound technicians spent three weeks on an intense rehearsal schedule leading up to the play's opening performance on July 24th. The show premiered in the small town of Warren, Vermont at Phantom Theater, a summer venue known to encourage and invite young emerging artists.

Recent graduates Wyatt Welles '14 and Elinor New '14 decided to create the company. After taking the Director's Seminar course at CA and directing their own productions, *One Fine Morning* and *The Glass Menagerie*, respectively, Welles and New said they were driven to continue producing shows with a cast of talented CA performers who share their knowledge of and appreciation for modern theater.

Dubbing itself "Mad Generation," a phrase mentioned in Alan Ginsburg's poem "Howl," the company worked to evoke a sense of wildness by creating a multi-faceted, interdisciplinary, artistic adaption involving theatrical movement. The name of the company guided the students in developing the play's atmosphere and mood.

The mission statement on Mad Generation's website (<http://www.madgeneration.info>) reads, "Mad Generation is a company comprised of emerging artists who specialize in music, dance, and theater. As individuals with a variety of interests and passions, we seek to collaborate in order to create productions that push the boundaries of stereotypical theater, and ultimately generate imaginative performances that engage and challenge audiences."

When New, the managing director, was asked why Ginsburg's phrase "mad generation" became such a central component of their play, she said, "when [we] stumbled upon [the phrase, it] immediately drew us in. We were hooked by it because of its dual meaning... [One meaning is] crazed and wild and willing to be doing new things with a very forward thinking mentality. The other meaning is that we are generating a frenzy of artistic production and creativity, and we

felt like the name acutely describes the ways we are challenging the perceptions that we have inherited from other generations."

Welles, the artistic director of the company, went on to share that the poem meshed with the company's motives because, "In many ways the poet Alan Ginsburg was a paragon for the type of cultural impact we hope to make with our work. He was one of the leaders of the beat movement. Also, while at Columbia University, he started a boundary-pushing counter culture group that promoted self-expression, specifically poetry, through art. He thought outside the box in ways that we felt eager to be associated with by honoring his poetry."



The cast of *Mad Generation* takes a bow after its final performance on July 26th.

Photo by Wyatt Welles '14

As time progresses, our generation continues to grow and evolve in many ways, including the ways in which we trademark our art. Members of the millennial generation recognize how the experience of viewing and creating art has changed. At CA, the unusual is not unusual; students are often encouraged to push themselves out of their comfort zones and experiment.

At Mad Generation, the performers work as professionals, which sets them apart from other teenage artists. They are honoring their CA education by challenging the norm of what is expected of today's youth. CA reinforces the idea that artistic boundaries are meant to be pushed, which fosters and nurtures student creativity and passion. Collaborations like Mad Generation are the result.

The education provided by CA's Performing Arts Department prepares and encourages students to take on these types of challenges. Because teachers provide students with ample airtime in class to voice their opinions about the productions in progress, they learn the process of improvement based on constructive criticism. Theater classes encourage a mix of student collaboration with adult mentorship. Take away the adults, and the production still ran smoothly—a testament to the independence students acquire from their experiences at CA.

mountain roads, heading towards Zhong Xin Primary School. At first, urban China bustled past in the windowpane, but, with time, our vehicles became the only ones in sight. A scent of dirt, grass and trees wafted in the air, and the Jia Ling River streamed by with an ever-enchancing melody. After two hours, we arrived at Zhong Xin Primary School.

A line of teachers led by the principal stood at the school's front door and wel-

continued on page 6...

# The Shipping News: Jarring, but Relatable

by Alex Berry '17

Establishing himself as a subpar newspaper reporter following years of innumerable odd jobs, Quoyale, the protagonist in E. Annie Proulx's *The Shipping News*, finds his life futile. Quoyale's wife, Petal Bear, constructs an additional hell for him to return home to each evening; that is, until she is killed in an auto-accident. To escape from the sudden death of his adulterous wife, middle-aged Quoyale flees his New York City home with a formerly estranged aunt and two young girls for the coast of Newfoundland: an unforgiving land where his puzzling ancestors resided.

At first exasperating, his new job at a local newspaper, *The Gammy Bird*, results in friendships defined by collective losses rather than triumphs. In fact, life seems expendable in the imaginary town of Killick-Claw, Newfoundland. The *Gammy Bird* teems with reports of drownings, shipwrecks, fires, and natural accidents. When Quoyale arrives, he softens the intentions of surrounding characters. When he is told to make records of Killick-Claw's ships, he creates a new column to accompany it, profiling interesting ships, bolstering the substance of the paper. The cantankerous manager, Jack, recognizes the column's effect on the small community. "So go ahead with it. That's the kind of stuff I want," he mutters, resigning to Quoyale. In a town where so many are lost to the whims of the sea, distraction is a virtue.

As it is portrayed in *The Shipping News*, Newfoundland's sublime, mysterious, and often threatening nature provides an ideal backdrop for Quoyale's self renewal. He is not only forced to face his personal inse-

curities but, simultaneously, to feel his way through the enormity of the Arctic coastline. He discovers and refurbishes his ancestor's deserted house, and eventually realizes its horrific mark on local history.

The author's own background explains why she consistently emphasizes the influence of nature in her novel. When *The Shipping News* was written in 1993, she lived in both Vermont and Newfoundland, but has since acquired an expansive ranch in Wyoming. Proulx claims to understand the awe and allure of the natural world: "All my life I've lived in rural places but it was only when I was an adult that the outdoor world became intensely important to me," she said in an interview with *The Paris Review*. Her adoration of Newfoundland permeates the descriptions of the island.

Proulx's prose is jarring at first: intentionally incomplete thoughts partnered with convoluted dialect. Awkward fragments such as, "A watery place. And Quoyale feared water, could not swim" are scattered throughout the text.

On second glance, these terse sentences inject life into the story. They offer snippets of thought where long explanation would be unnecessary. At times, I felt as though I visualized the story through video frames glancing rapidly at people, objects, and natural beauty. Often, the montage of sentences is vivid. No denying, Proulx's writing style is an acquired taste.

I connected to the novel in two ways. First, reading the news from excerpts of *The Gammy Bird* was exciting and relatable. Second, I identified with the image of the sea, mostly because I spend summers visiting my grandmother on the Maine coast.

# 22 Jump Street Lives Up to its Predecessor



by Carter Kratkiewicz '16

*22 Jump Street* is, in a sense, your stereotypical Hollywood blockbuster comedy sequel. Yet the film also defies your expectations by being equally as good as, if not better than, its predecessor, *21 Jump Street*. Things get a little bigger in every way—the budget, the number of prominent actors in the movie, the action. The high quality of this film is not surprising since the directors of the first film, Phil Lord and Christopher Miller (directors of *The Lego Movie*), came back for the sequel.

*22 Jump Street* is almost an exact rehash of *21 Jump Street*, and yet somehow it keeps us interested. The outline of the plot is the same, but the jokes are fresh and new. Aware of the similarities the movie has to its predecessor, the creators steered into the skid. The directors included jokes about how they are in many ways replicating *21 Jump Street* and how things are always worse the second time around. Lord and Miller are very cliché-conscious. They know that audiences get tired of the same thing over and over again, so they make fun of it. They did the same thing with *The Lego Movie*. They approached the problem by embracing it, acknowledging it, and making it hilarious.

In *21 Jump Street*, for instance, actors Jonah Hill and Channing Tatum were the

unlikely jock/nerd partners in the police force, sent undercover at a high school to bust a new drug supplier. *22 Jump Street* is the same exact thing, except set on a college campus instead.

Hill and Tatum seem to be made for their roles as slightly-less-than-competent undercover cops. They have great chemistry on-screen, with many of their jokes playing off one another and involving the other person. Their roles in the *Jump Street* movies are possibly their funniest to date.

Lord and Miller work together perfectly as well. I haven't heard of two directors working almost exclusively together and having so much success. Together they have directed *Sunny With a Chance of Meatballs*, *21 Jump Street*, *The Lego Movie*, and *22 Jump Street*, all of which enjoyed major success with both critics and audiences. I hope they continue to work together to produce hilarious, lighthearted films for both kids and adults.

I highly recommend that you see *22* if you enjoyed *21*. The *Jump Street* films are a rare sight to see these days: comedies with a sound plots that don't depend solely on jokes scattered throughout. Most notably, many viewers would argue that the sequel equals or even exceeds its predecessor in terms of quality and success, which is almost unheard of in the film world.

# China Exchange: New Place, New Pace

by Shannon Sun '17

Once in a while, an experience leaves me breathless and racing with thoughts of peculiar intensity. One such instance occurred this past June, as fifteen past and present Concord Academy students and teachers traveled to the rural areas of Sichuan, China to teach English at a Chinese school and immersed themselves in an exotic culture.

On June 10<sup>th</sup>, the journey commenced as a string of cars rocked its way up the



## Bringing Back Beach Night

by Nate Greess '15

Beach Night is back, but with some notable changes. After much controversy, discussion, and careful planning, Dean of Students David Rost OK'd the fall event for 2014.

The controversy surrounding the event began two years ago when the administration claimed that members of the senior class (Class of 2012) participated in inappropriate and intimidating behavior. The event, held only a week after the first week of classes, was initiated to offer students a fun beginning-of-the-year event. The pool was open, the Operations Department had set up a beach volleyball court in the parking lot adjacent to the Math and Arts Center, and slushy machines were churning on the steps of the Student Health and Athletic Center. It had all the makings of a fun event.

Yet, Rost said that the event was tarnished by inappropriate behavior. He stated, "The inappropriate dancing, the lack of clothing, and calls of 'Fresh Meat' all led to an unwelcoming first weekend activity for new students." At the Junior Retreat last spring, Rost described the problem to the Class of 2015 saying that new students had reached out to him after the event, expressing concern about the event. "It was the Junior Class Retreat that helped shape a new version of the event," Rost said. "The concerns were raised and the class came up with possible adjustments."



Upperclassmen dancing at 2012 Beach Night.

Photo by Naomi Kliger '13

Some students also raised questions regarding the need for change. "I've never understood why inappropriate behavior would still be a concern since the people who were the problem have graduated," Lucy Farnsworth '15, who was at the Junior Retreat, said. Many at the retreat echoed Farnsworth's

question, though the main concern was how to bring the event back.

"The senior class was surprised and, in large part, disappointed by the [original] decision to eliminate Beach Night . . . It is a fantastic event, and many students return to CA excited that it's right around the corner," said incoming Senior Class President Henry Feinstein. He added, "The senior class has been working to bring Beach Night back with a focus on changing the atmosphere to be more welcoming to new students who may find the old Beach Night an intimidating introduction to the high school experience."

The Beach Night Committee, which students formed after the retreat, led a large portion of the reform. Many seniors expressed interest in joining the Committee. More than 15 people showed up to meet with Rost later in the spring to finalize the details. At the meeting, Rost proposed changes to music as a way of changing the culture of the event. His proposal included the elimination of "dance music" and the addition of a steel drum band. Moreover, Rost proposed that the venue be changed; as opposed to the parking lot, both students and the administration agreed to center the event closer to the Quad, while also keeping the pool in the mix. Lastly, in addressing the pool, Rost suggested the addition of a clothing policy: bathing suits are only acceptable in the boundaries of the pool. Students concurred.

Feinstein described the changes, saying, "The hope is that Beach Night becomes less of a dance and more of a time to hang out, see your friends after the summer, or meet new people." Some students mentioned the idea of fire pits on the Quad as a way to center the event and change it into a community event, rather than a dance. While some students argue that the dance is a hallmark of the beginning of the year, Feinstein thinks the new configuration will offer a break from the excitement of the first weeks. "It will be a refreshing way to start off the year . . . Not as overwhelming as Club Expo and not a crazy party."

Details of the event continue to be finalized, though it is clear that the structure and culture of Beach Night has fundamentally changed. "I hope Beach Night this year will be an appropriate and welcoming event without any of the behaviors of the past," said Rost. Yet, he warns: "If the behaviors continue then this traditional event cannot."

## Stuff I've Been Reading: Summer Edition

by Nick Hiebert

In lieu of writing a more traditional article about the books I've been reading this summer (a phrase which here means "because it is still summer as I am writing this and the idea of writing anything resembling an essay seems mildly intimidating/terrifying/irrational to me"), I have elected to generate something more like a big list of the highlights instead. The phrase "annotated bibliography" comes to mind. But if the phrase "annotated bibliography" makes you think, "Too soon, man. Too soon," I suppose you have a point.

Then again, as you're reading this I suppose it's only days until school begins. And maybe there's still summer reading to do? Alas.

Anyway, here goes:

**Best book I had never heard of and had no plans to read, but then thankfully did read after a number of people kept recommending it:** *The Information* by James Gleick

Gleick's best-selling, brilliant, and beau-

tiful book chronicles the history, theory, and flood of information in which our world is currently awash. The whole thing's fascinating, but includes especially illuminating stuff about the history of encryption, the construction of the first mechanical computer, and the rise of Wikipedia. Gleick's book has also moved a mathematician/cryptographer/engineer named Claude Shannon to the top of a running list I just started called "People on whom I have a massive intellectual crush."

**Best book of poems I read not written by Cammy Thomas:** *Motherland Fatherland Homelandsexuals* by Patricia Lockwood

Probably the most stunning thing I read this summer, in all senses of the word. A recent *New Yorker* profile of Lockwood noted that this book of poems "is so full of outlandish sexual impropriety that it would make any bro blush, and that's part of the point." Most famous for a mind-expanding poem she wrote called "Rape Joke," Lockwood has also been unofficially dubbed "The Poet Laureate of Twitter" for her loyal following there. If you're interested in checking out her

*continued on page 6...*

## Finding a Pasion: Maura Healey Campaign

by Harry Breault '16

I spent a significant portion of my summer participating in an exhilarating race. This race is not one of the physical kind, for reasons of my horrific fitness, but rather of the political kind. I am an intern for Maura Healey's campaign to be Massachusetts Attorney General, and the competition in the race for that position is electrifying. I have had the time of my life, and there is nothing that I could have done this summer that would have made me feel more fulfilled.



Harry Breault '16 and interns show support for their candidate outside of the campaign headquarters in Charlestown, MA.

Photo by Kelly Flores of the Maura Healey Campaign

The key to enjoying political campaigning is finding a candidate you believe in. When you are talking to a voter about your candidate, it is infinitely empowering to believe with certainty that you are right when you explain why your candidate is better. When I meet a voter or call one on the phone, I say that Maura's experience will allow her to be a better Attorney General than her opponent, Warren Tolman. Because Maura worked in the Attorney General's office for seven years before resigning in order to run for the position, and at one point she managed about half of the personnel in the office (250 people or so), I know I am right. Her opponent, by contrast, simply has no comparable experience.

Maura's legal experience and issues background strike a chord with me, and with many Concord Academy students. She is a pioneer for marriage equality and gay rights, and worked on the team that won the first successful challenge to the Defense of Marriage Act. Maura, who is herself gay, also knows that many students in Massachusetts schools may be bullied for their sexual orientation. Thus, she has supported legislation to prevent bullying, and she will advocate for these

especially vulnerable students when she is elected as our next Attorney General. While this may seem like less of a problem at CA, we must still take action to protect those who are in more hostile situations, and supporting Maura is a powerful step toward that initiative.

As you can tell, I have a huge passion for my candidate. I would walk through fire to see her elected, if, you know, that was necessary. What it takes in reality are volunteers like you. The Democratic Primary Election, the focus of our campaign as we do not face serious Republican opposition in the General Election, is on September 9th. We need all the help we can get to make phone calls, talk to voters at events, go door-to-door, and hold signs. If you are interested in getting involved, please don't hesitate to contact me at [harry.breault@concordacademy.org](mailto:harry.breault@concordacademy.org).

For all the people who have been on the campaign for a while, including me, we are at the end of a long road, and we are all putting our greatest efforts into finishing this race in victory. For you, however, this may be the first you hear of Maura. We need you to throw yourself fully into the fight and help us to get her elected. The smallest bit of help is everything to us. Even talking to one person you know and encouraging him or her to vote for Maura is a huge help. I know she appreciates it. I forgot to mention, I guess, that she is truly one of the nicest people I know and have ever known.

To look beyond our enormous immediate goals—just for a second, I promise—I would like to encourage you to get involved in politics or community work. Talking to strangers all the time seems tiresome, but when you believe in what you are doing, it makes meaning. When you know that every call made, every door knocked, and every person you stop to talk to in a crowd is another chance to spread the ideas that you believe in, you can't stop.

Campaigns are also a great chance to hang out with awesome people. The Healey Team is a mixture of young and old, talkative and quiet, fiercely focused and chattily hilarious, and everyone is talented and passionate. We come from diverse backgrounds but we all came together for one thing: electing the candidate, in this case our beloved Maura. Find yourself a Maura: a cause, a candidate, anything that you care about, and throw yourself in (hopefully, it's Maura herself!).

Trust me—it's worth it.

## History Change

*...continued from page 3*

What makes being able to pick your classes so exciting is that you can choose subjects that you are genuinely interested in. When reading through the history catalog, I was envious at the new offerings for the sophomores; however, one of my peers responded to the new classes negatively. She rattled off the statistic that 71% of Americans would fail a test on basic civic literacy, adding that taking away US history was simply adding to the epidemic of ignorance in our country. While I definitely agree that it is important for Americans to be aware of their history, I see the new classes as a more engaging opportunity for students to learn about our country.

What was difficult for me in taking US History was the fact that we were covering hundreds of years of history in a very small amount of time. The personal stories and struggles were lost, and I had a hard time putting all the different events together in a coherent timeline. I found myself clueless about how we had gotten from the Great Depression to the Civil Rights Movement, and topics that I thought were interesting—

the role of women and the rise of feminism, for example—were not topics that were heavily discussed. This was something that I discussed with my classmates often, and "I'm so confused about how we got here," became the mantra.

Altogether, I think providing sophomores with options for history classes instead of standard US history is a great idea, and I think that the teachers will find their students more interested and engaged. I know some juniors opted to try to get into some of the lower level classes. While I did not make that choice, I wish that I had been given the opportunity to take them last year instead of US history 1 and 2.

At CA, as cliché as it may be, we truly do value learning. Why take a class when you're not interested in the topic? After all, the courses are still focused on US history; they are simply going more in depth. The courses focus on topics that students are excited to learn about, and that can be extended to show a larger shift in our nation's history. I believe that the new history courses are more in line with CA's values, and I'm excited to see how students and teachers respond.



# The Centipede

Concord Academy  
166 Main Street, Concord, MA 01742  
Executive Editor: Julia Shea ’16

Managing Editor: Chris Pappey ’15

Features Editor: Claire Phillips ’15

News Editor: Ben Stoloff ’15

Opinions Editor: Nathan Greess ’15

Arts Editor: Shannon Sun ’17

Sports Editor: Elly Veloria ’16

Assistant Sports Editor: Jenny Kim ’17

Photo Editor: Molly D’Arcy ’16

Layout Editor: Jerry Liang ’17

Copy Editor: Ali Zildjian ’15

Staff Writers: Alex Berry ’17, Somerset Gall ’16, Reilly Loynd ’15, Tim Lu ’17, Channah Powell ’17, Cameron Urban ’16, Emily Yeo ’17

Faculty Advisors: Leigh Gilmore, 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.

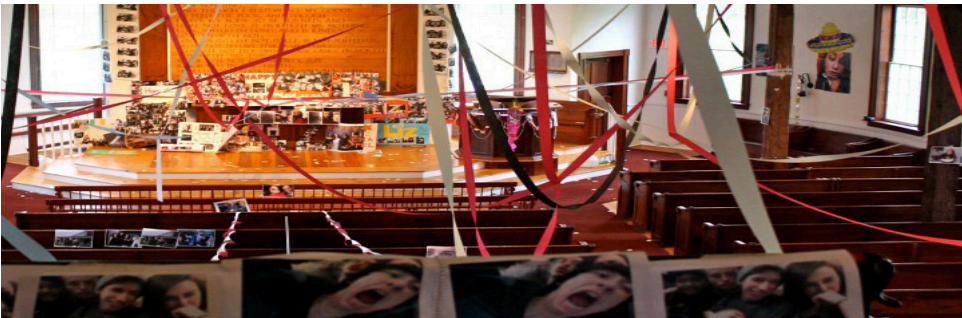
## Chapel Decorations: Benefits of Restrictions

by Cameron Urban ’16

Around halfway through the 2012-2013 school year at Concord Academy, the administration decided to limit decorating the Elizabeth B. Hall Chapel for seniors’ chapel talks. There had been restrictions before, but those were mainly to prevent any harm done to the Chapel itself, and to make cleaning the interior after the talk easier. However, the new rules banned almost all decorating

speech, regardless of its actual content. The reason for this was simple. When our minds inevitably wandered in the amazingly decorated Chapel we could just look at the bright streamers and be appropriately entertained. In a more spartan Chapel, if we were to lose interest, we would be forced to stare at less attractive things such as the back of people’s necks or the floor.

The new rules allow for the most meaningful decorations—the personalized signs—and a few extra flourishes on the po-



Prior to Chapel decoration restrictions, friends and family of the senior speakers decorated the Chapel with streamers across the beams.

Photo courtesy of Liz Delaney ’13

that was not either directly on the podium or a sign.

At first, I, like most of student body, expressed frustration with the restrictions. Chapel talks felt like something that belonged to the students, and therefore any outside interference seemed out of place. But now, looking back on the chapels prior to the new rules, I can see why something needed to be done. It appears that many of the “sacred” talks had grown into an arms race to bedeck the building in which they took place. Ribbons and streamers hung in waves from the ceiling, and the speaker’s friends would blow bubbles and spin umbrellas above your head as you walked through the hug line.

It was definitely attractive and probably made the speaker feel fantastic—which is, of course, a wonderful thing. The only problem is that the very next day the Chapel would be less adorned with posters and confetti for another person’s talk. Whether that student’s friends forgot, or just didn’t want to spend an hour and a half trying to out-do the last speaker in gaudiness, a less decorated Chapel seemed to result in less interest in the

dium. They refocus listeners’ attention on the content of the talk. So, not only do the new rules help the speaker who would have had a more conservative amount of decoration feel no different from others, but the restrictions also help the speaker who would have had a distracting amount of embellishment. It’s true: Prior to the limitations, some students’ friends and family spent hours raiding Party City and transformed the rustic Chapel into a jungle of Chinese lanterns.

The question of limiting the Chapel decorations is very much like the question of requiring school uniforms. Is it right to let children stratify themselves into groups by how expensive (read: cool) their clothes are or to box them into a uniform and risk suppressing their individual character and creativity?

CA doesn’t have a very strict dress code let alone a uniform; we are trusted to be able to look past someone’s clothing and outward appearance to see what really matters. But, when it comes to something as important as chapels, I don’t think it’s fair that we have judged the more opulently decorated better than their more practical counterparts.

## SIBR

...continued from page 5  
work, I would also recommend her poems “List of Cross-Dressing Soldiers” and “The Arch.” (And yes, Lockwood is also on the massive intellectual crush list.)

**Best book I read during those halcyon days of June when all you want to do with your newfound freedom is run around/sleep/read-whatever-you-want all at the same time:** *How to Get Filthy Rich in Rising Asia* by Mohsin Hamid

Critics have called Hamid’s novel “a globalized version” of *The Great Gatsby*, which I guess I can see. But what I love best about Hamid’s novel is both its pacing and its voice, written the way a really great self-help book might read – and instructing “you” how to do precisely what the novel’s title promises to reveal. The book’s bold chapter titles/directives – i.e. “Move to the city,” “Work for yourself,” “Befriend a bureaucrat” – ring with both sincerity and irony, and balance both you and the book between belief in and suspicion of them.

**Best book I read in late July while it rained for the whole weekend and I was fighting a stomach bug and repeatedly grumbling to myself, “It’s summertime and it’s raining and I am fighting a stomach bug. Bah!”:** *Wonderstruck* by Brian Selznick

At the risk of offending everyone who loved *The Invention of Hugo Cabret* – and consequently inviting the karmic return of aforementioned stomach bug – I liked *Wonderstruck* better. In the similarly genre-bending/blending *Wonderstruck*, Selznick interweaves the stories of Ben, recently struck deaf and following clues that he hopes will lead him to his father’s mysterious identity, and Rose, a lover of museums whose story begins fifty years before Ben’s. The book toggles between arresting, painstakingly drawn images and well-loved, precisely calibrated prose. In the interest of transparency, I also loved this book because such a huge chunk of it takes place in the American Museum of Natural History in New York City. And that place is awesome. (Incidentally, *Wonderstruck* also begins while it’s raining.)

**Best book I re-read:** *A Visit from the Goon Squad* by Jennifer Egan

Egan’s Pulitzer Prize-winning zinger of a novel interweaves a handful of lives revolving around America’s evolving music industry. Intriguing all by themselves, Egan’s cast of characters – who intermingle with one another over a roughly fifty year period – are even more compelling for the different ways Egan delivers their narratives. In two of the more inventive sections of the novel, for instance, you witness her characters through a series of PowerPoint slides, and then, in a near-future New York City, through the truncated jargon of text messages. (On a related

note: Egan’s more recently published story “Black Box” – which she released serially via Twitter in 2012 – reputedly picks up a character from *Goon Squad*’s narrative in the year 2030. It is also dope.)

**Best book I read which required a lot of scribbling in my notebook so that I could get closer to sorting out what exactly the writer was saying because I understood that I wasn’t yet understanding just how brilliant it was but could tell that it was totally brilliant:** *The America Play and Other Works* by Suzan-Lori Parks

This fascinating book includes three essays and six short plays by Parks, each of which made my head spin in that way your head spins when you read something and have the rare feeling that you have never read anything like it before. With an alchemist’s hand and an ear for repetition that lets her stack and reassemble language in unexpected ways, Parks has helped me see both plays and language itself anew. Parks puts what I think I’m trying to say much more clearly in her essay, “From *Elements of Style*”: “I spend a lot of time reading the dictionary. The word ‘grammar’ is etymologically related to the word ‘charm’. Most words have fabulous etymologies. Thrilling histories. Words are very old things. Because words are so old they hold; they have a big connection with the what was. Words are spells in our mouths.” (For what it’s worth: Parks probably unseats Claude Shannon at the top of the massive intellectual crush list – and maybe Lockwood too.)

**Best book I read this summer:** *Tenth of December* by George Saunders

Not a day went by this summer when I didn’t think about George Saunders and *Tenth of December*, his most recent collection of luminous, unexpected, and – for me – life-changing short stories. (Sappy I know, but all true.) I keep trying to explain to myself – and to other people – what makes Saunders’s stories so important to me, but I more or less keep coming back to what Joel Lovell wrote about Saunders in his very fine *New York Times Magazine* profile two winters ago: “I’ve loved Saunders’s work for years and spent a lot of hours with him over the past few months trying to understand how he’s able to do what he does, but it has been a real struggle to find an accurate way to express my emotional response to his stories. One thing is that you read them and you feel known, if that makes any sense. Or, possibly even woollier, you feel as if he understands humanity in a way that no one else quite does, and you’re comforted by it.” When I read and reread Lovell’s piece, I wish I had written it. But when I read and reread Saunders’s stories, I am simply glad that they exist in this world.

## China Exchange

...continued from page 4  
comed us enthusiastically. The teachers toured us around their campus and shared their backgrounds, traditions, and favorite anecdotes with boundless gusto. The students from the school later joined our ranks and invited us to sing and dance, try out traditional Chinese painting, make paper-cuttings, plant trees, and play Ping-Pong and basketball. There was nothing extravagant about the activities, and there was nothing unnatural about our interactions—our group was genuinely interested in talking with the local students and vice versa. The children’s laughter mingled with ours, and resounded with us days after we left.

On the last day of teaching at Zhongxin Primary School, we parted with the children and were waiting for the cars to pick us up when, all of a sudden, a few students ran out from the school building holding handfuls of flowers and handmade crafts. A little girl

placed an origami bird onto my palm and smiled, repeating a few broken sentences in a Chongqing dialect that I could not understand. Only much later did I realize that she was saying something along the lines of, “It symbolizes happiness.”

Now, I keep the origami to remind me of my ties to the little girl and to the school in rural Chongqing, ties that are personal in nature and measured in memories. This origami also reminds me of the value of simplicity that I often overlook.

The note of tranquility that characterized these students led me to wonder what their lives had been like in this rural village. Isolated from the prosperous urban cities of China, these children seemed sheltered from the outside world. It was hard to imagine how they would respond to an experience outside of their hometown. On the flip side, it was easy to tell that these children are more capable of enjoying a simple lifestyle.