

Sports Spring Into Action

by Ben Stoloff '15

As the onset of the 2012-2013 spring athletic season nears, each of Concord Academy's spring sports teams is looking forward to strong showings, with new coaches, players, and a new Athletic Campus all promising an exciting season.

Despite losing seven seniors, CA's Baseball Team will try to repeat last year's successful season, when they placed second in the Eastern Independent League (EIL) Tournament. While the Head Coach Matt Bloom left the team last spring, his father, Math Teacher and longtime CA athletic coach Howie Bloom has stepped in to replace

a strong group of new players as well led by a veteran core. Co-Captain Josh Troop '13 said that one of his goals for the season is to beat the Beaver squad, which has defeated CA in their four previous matchups. While he looks forward to playing on the six new courts at the AC, Troop also said that he is hoping for sunshine and a quick melt of the snow that has covered the courts this winter to start the season in full swing. "Weather is always a huge challenge to getting the season under way," Troop said.

Following an up-and-down season with many close loses, Co-Captain of the Girls Tennis Team Izzy Mattoon '13 said that she expects much of the improvement she saw



The new baseball diamond at the AC. Photo courtesy of www.concordacademy.org

him. With the brand-new baseball diamond at the Athletic Campus (AC), players look forward to no longer having to grapple with the bumps and divots that plagued their play on the fields they used in past years.

The Track Team is also looking forward to another strong showing. Although the team lost Katie Krupp '12 and Adam Pfander '12, both talented athletes who currently compete in college, the team looks to grow with the support of a group of newcomers that will comprise nearly half the team. With forty students currently signed up to compete, the squad will be the largest it has been in recent memory. According to Co-Captain Alyssa Taylor '13, the great interest shown "will make for a really exciting season. Hopefully newcomers [...] will find events that they really click with as athletes."

The Boys Tennis Team is confident that it will be able to follow up, and potentially improve upon, its second place finish in the EIL last year. Despite losing two of their top players, the team expects to be bolstered by

at the end of last season to carry over to this year. Co-Captain Charlotte Weiner '13 said that she and the other captains planned to start off practices by jogging the mile over to the courts at the AC as a way to help the team get in shape at the start of the season. Weiner also stressed the importance of working hard in practice. "I want to start off the season focusing on working really hard in practice and getting everyone excited and ready to play," Weiner said. "If we work hard in practice, hopefully our success will come from there."

Boys Lacrosse expects to improve upon a disappointing season last year. The roster will be doubled in size from last year, which some players say is an indication of the program's revival. Mahfuj Hussain '15, who will be competing on Boys Lacrosse for his second season, said, "If we can work together and play hard, we can reach our goals."

The Girls Lacrosse Team hopes to

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Expanding Horizons: Spring Break Trips

by Christina Cho '14

This spring break, Concord Academy is offering two trips for members of the student body. Dance Company will travel to London, while a group of students enrolled in French will travel in various parts of France.

Director and Archivist Martha Kennedy.

According to Colton, Dance Company was invited to travel to London again by Richard Wentworth, a renowned British sculpture artist who runs the sculpture program at the Royal College of Art. CA's students will work at the Royal College of Art for the second consecutive year. At the



CA French students on last year's trip. Photo courtesy of www.facebook.com

Dance Company Director Richard Colton will lead members of Dance Company in their trip to England during the first week of March break. It is the fifth such trip that Colton has led. In addition to seven of the eight members of Dance Company, three student musicians, two writers, and a filmmaker will travel to London, along with Director of CA Chamber Orchestra Mark Latham and Library

Royal College, they will collaborate with each other and with resident artists to develop new work. Colton said that he hopes that the collaboration between CA artists and London sculptors will create enough inspiration to last a lifetime.

Additionally, the Dance Company will perform a piece they have been working on at Wentworth's Black Maria installation,

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A Study in CA

by Alyssa Taylor '13

In May 2011, Concord Academy's Board of Trustees met to discuss an investment in a new market research project for the school. The research would help CA understand the way in which visitors and others connected to the school perceived CA.

According to Pam Safford, Associate Head for Communications and one of the leaders of this initiative, the project came out of a shift that has taken place in the last twenty years. Safford said that Concord's peers are beginning to spend more money on marketing, which comes as a result of rising prices and increased competition in the world of prep schools. "This is a great school. We know it to be a great school," said Safford, "Yet we still encounter people who have never heard of us or don't know the right things about us."

The Art and Science Group, Inc. (A&S) conducted the research that Safford said CA commissioned. A&S mainly works with colleges, non-profits, and other independent schools and advertises itself as "[specializing] in market-informed strategy." "Our interest in them was as a rigorous researcher," Safford said.

In September 2011, the Board of Trustees, Head of School Rick Hardy, and a group of faculty and staff worked with A&S to figure out the sub-groups from which they would collect data. They also discussed the questions they would ask in their research. In

the end, the group decided that the research should focus on parents, students, alums, families who had been admitted for the fall of 2011 and decided not to attend, and families who had expressed interest in the school and had not applied. They also chose to collect data from "key influencers," including people from admissions at other prep schools and college admissions representatives.

The research mainly consisted of phone interviews. According to Safford, the A&S team collected a huge amount of data. "Their job was to whittle [the information] down to the essential headlines," Safford said.

"What we found is that the people who know us best cherish us, but there are some inaccurate or worrisome misperceptions that exist for people who are not close to the school," Safford said. According to Safford, these misperceptions include the idea that Concord Academy is a "niche school." "Many visitors want to put you in a box. They know that your arts are strong but assume that your math and science programs are weak," said Safford.

Safford said that another surprising discovery came in the form of feedback from visitors. Safford said that some visitors reported "coming away thinking we weren't as warm and friendly in person as they had imagined us to be." Safford said she believes this misperception came from the passing-time rush between classes when students are preoccupied with friends or class. She also

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Much Ado About Musicals!

by Elly Veloria '16

Much Ado About Nothing, one of Shakespeare’s most beloved comedies, made an appearance at Concord Academy on Friday, February 22 and Saturday, February 23 in CA’s Performing Arts Center. Concord’s adaptation included not only the Bard’s poetry, but also famous Broadway showtunes from classic old musicals including *Annie Get Your Gun*, *Oklahoma!*, and *The Music Man*.

Director of the Theatre Program David R. Gammons and Music Teacher and Choral Director Keith Daniel collaborated to produce the musical interpretation of the Shakespearean favorite. The production harkened back to a collaboration between Gammons and Daniel thirteen years ago, when they worked together to stage a production of *A Midsummer’s Night Dream* that incorporated music by The Beatles. Gammons said that he and Daniel decided to work together after

realizing that it would be Daniel’s last opportunity to work on a Mainstage Production before he departs from CA this spring. According to Gammons, “Since this was Keith’s last show at Concord Academy before he

‘graduates,’ we wanted to rejoin forces.”

While at first some students questioned the decision to combine Shakespeare and showtunes, Gammons soon explained his plan and gathered support for the project. According to Assistant Stage Manager Morrie Trimmer '15, “It [didn’t] make much sense at first, until I heard Gammons’

thought process on it.” As Gammons put it, adding music to Shakespeare’s plays was a natural step to take. “Shakespeare himself put a lot of music into his plays, as well as opportunities for dancing, singing, and so forth,” Gammons said. Daniel and Gammons chose to add music from the Golden Age of the Broadway Musical, the 1940s. Gammons also said that he chose

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Student performers in *Much Ado About Nothing*.
Photo courtesy of www.concordacademy.org

Movie Review: Zero Dark Thirty

by Carter Kratkiewicz '15

Zero Dark Thirty:
★★★★

Zero Dark Thirty is a two hour and thirty-seven-minute epic that illustrates the decade-long hunt for al Qaeda leader Osama Bin Laden and his eventual execution. The movie follows Maya (Jessica Chastain), a CIA agent bent on capturing Bin Laden. The emotional opening scene sets a somber mood for the rest of the movie. Soon

significant use of torture that is shown in the first half of the film. Bigelow explained that she did not intend to encourage torture, and justified the scenes by saying that it would be wrong not to include “advanced interrogation systems” in the movie, as they were used on terrorists in captivity during the search for Bin Laden. I do not think this movie endorses torture as an acceptable means of acquiring information, in particular because it highlights the way in which torture produces an indiscernible mix of helpful and fabricated information. Unfortunately, the controversy



Oscar-Nominee Jessica Chastain in Bigelow’s *Zero Dark Thirty*.
Photo courtesy of www.google.com

thereafter, the audience is thrown into a world of CIA operatives, where unfamiliar names and terms punctuate fast-paced conversations. The Director, Kathryn Bigelow, does an excellent job making the audience empathize with Maya throughout the entire movie. In one particular scene near the beginning of the film, it becomes apparent to viewers that Maya feels overwhelmed by her own failure. While we watch her feel the frustration, nervousness, anticipation, and emptiness that come with her devotion to what was dubbed “history’s greatest man-hunt,” there is one emotion left missing in the opening scenes of the movie: satisfaction.

Controversy has arisen surrounding the

that surrounded the movie’s use of torture was likely a contributing factor to why Kathryn Bigelow was not nominated for an Oscar for Best Director. Overall, *Zero Dark Thirty* is an atypical movie. *Argo*, another CIA film which recently was awarded an Oscar for Best Picture over *Zero Dark Thirty*, is an extremely high-quality Hollywood blockbuster that at the same time has clichés and twists that occur in a traditional fashion. *Zero Dark Thirty*, on the other hand, is unique. Bigelow’s film does not portray a clichéd romance among colleagues in the CIA; there is no side story about Maya’s love life. This is

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Styling with Spirit: The Best of the Week

by Alex Weyerhaeuser '15

On Monday, January 28, students filed into Concord Academy’s Performing Arts Center clad head to toe in a range of colors to kick off the first day of Spirit Week. The weeklong event aimed to promote school spirit leading up to Winterfest, an annual Financial Aid fundraiser. Each class competed to win \$450 in prize money in large part by dressing according to five themes over the course of the week: colors, patterns, decades, class, and teachers. Regardless of the senior class’s win that was announced at the week’s end, many students enjoyed the event not only for the excitement it brought but also because of the range of styles that were displayed. “It brought a sense of community to each grade and the school as whole,” Jackson Boyle '16 said. “But I also enjoyed it because it was fun to see people in ridiculous costumes.” Joey Caradimitropoulos '16 said that he enjoyed throwing himself into Spirit Week’s fashion festivities. “I got to wear two onesies that fit two of our class’s themes,” Caradimitropoulos said. Among several students interviewed, Color Day, Decades Day, and Teacher Day were most popular, while Pattern Day was repeatedly cited as the least popular. “My

favorite day was the Color Day,” Andy Jim '16 said. As a member of the freshman class, which was assigned the color yellow, Jin said that, on Color Day, “I was wearing a banana costume all day long.” Jin added, “I think [Color Day] was the easiest way to judge the spirit from each class.” Colors allowed students to be creative with bright clothing and lighten up the dreary winter gloom. “Decades was definitely my favorite, it was so much fun to do—especially for the seniors,” said Abby Brooke '13. Seniors were assigned the '80s, while freshman did the '70s, Sophomores did the '90s, and Juniors did the '60s. “All I had to do was wear my mom’s '80s workout clothes,” Brooke said. Decade Day provided the opportunity for people to mix and match all sorts of obscure pieces of clothing to represent the styles of the decades they were assigned. On the final day, Teacher Dress-Up Day, each class was assigned two teachers that the students could dress as. Andres Gallego '14 said that he found it entertaining to see how his classmates portrayed their teachers. Gallego said that he particular enjoyed seeing his classmates dress according to the style of Spanish Teacher Aida Campos-Nava. “It was great to see the sophomore girls dress up like Aida because she has a very exciting sense of style,” Gallego said. Campos-Nava responded to the styles

she saw students wearing as they dressed up like her. “It was a lot of fun for me to see the much younger Aidas,” Campos-Nava said. “I was curious to see how kids saw me, and it was interesting to hear questions from students such as ‘what defines your style? The long earrings, leather pants, fur jackets, or scarves?’” According to Campos-Nava, her eccentric style is both meant to be fashionable and functional. “Leather and fur, for me, is more that just a style,” Campos-Nava said. “It is a way to survive freezing winters.” Members of the senior class also had the option of dressing up as English Teacher Paige Gould. “I thought it was funny to see the senior girls dress up as ‘Paige.’ I didn’t realize that I had a ‘uniform’, but apparently I do,” Gould said. While the teacher-themed day was one of the most successful, there was consensus among many students that Pattern Day was difficult. Jin said, “I felt like the pattern for our class was tough because only a small number of people owned polka dots,” the theme assigned to the freshman class. Both Jin and Brooke suggested replacing Pattern Day with another theme such as Nerdy Day, Celebrity Day, Twin Day, or Pajama Day if Spirit Week returns next winter. Several students also expressed their surprise with the degree of Spirit Week’s success. “I didn’t expect it to be such a

school-wide thing,” said Abby Brooke '13. “When so many people participated, it made me want to participate, too.” While many students dressed according to the themes each day, some students chose not to participate. “Honestly, some of the days were too complex and there really wasn’t a lot of school spirit in my boarding house,” Sean Finnegan '15 said. Many didn’t participate because they felt it took too much effort to put together a successful outfit. “The themes required too much effort to be part of my practical morning routine,” Finn Pounds '15 said. Despite the objections, Spirit Week elicited significant school spirit. “Although some days were hard for our class to participate, I was proud that we came in second,” Jin said. After the seniors came away victorious, Kelsey McDermott '13 celebrated their success. “I think we put in a lot of effort because we felt like we needed to be role models for the underclassmen. We really got together as a class to show everyone that Spirit Week could be fun,” McDermott said. Competition aside, many of the students who participated in Spirit Week enjoyed themselves. Isabel Hajian '15 concluded, “Any visitors [during Spirit Week] must have been very impressed with how great everyone looked!”

State of the Council

by Nate Greess '15

In past years, the Concord Academy Student Council has proposed and implemented initiatives aimed at improving various aspects of the school. This year, Council is again on track working on plans that they hope will improve the CA community.

Student Head of School Kelsey McDermott '13 leads Student Council, which is comprised the Student Head of School and Vice-Head of School, as well as Entertainment Representatives, four Environmental Co-Heads, a Community Action Representative, and two Co-Heads of Diversity. Additionally, the Head and Co-Heads of Boarders and the Head of Day Students sit on Council. Dean of Students David Rost is the Administrative Representative on the committee, and History Teacher Sarah Yeh and English Teacher Kirsten Hoyte serve as Faculty Representatives.

McDermott said that the focus of Council this year has been to support and encourage connection and unity within the community. "We have been trying to focus on community bonds," McDermott said. "We think, for the most part, that it's been working really well."

A first initiative that McDermott said Council undertook was Spirit Week, which occurred during the week of Monday, January 28. Classes competed to win \$450 in prize money by dressing according to different themes each day of the week and organizing class-wide demonstrations of spirit. The senior class, which won Spirit Week, is

currently deciding how to spend the prize money.

McDermott said that another idea that Council has had is to create a day that would

happen this year because of a combination of conceptual and logistical difficulties that they faced. "We couldn't see how it would work out," Lueck said. McDermott added



Members of Student Council gather this fall.
Photo by Jane Le '13

be spent taking part in Concord-related activities. Vice Student Head of School Erin Lueck '13 said that they named the project "The Walden Proposal" because they hoped that the day would culminate with a visit to Walden Pond. "We wanted it to be a day when there are no classes and we could celebrate everything that Concord has to offer," Lueck said. While Lueck expressed enthusiasm about the plan, she said that the day would not

that, while they did not succeed in planning the day this year, she hopes that the proposal will be considered again in future years.

A focus of Council has been a proposal surrounding "senior spring." According to McDermott, she and Charlotte Weiner '13 have worked with Council, as well as Dean of Faculty John Drew, to implement a proposal that would reduce the workload of seniors in their final months at CA. McDermott said

that the plan would "give seniors a much deserved break," allowing departing students the opportunity to enjoy their final months at CA. While it is not yet certain that this plan will be put into place for the current seniors, McDermott and Weiner hope that a modified version of their proposal will take effect later this spring.

Another topic that Council has worked to address is the complaints about food at CA. According to Lueck, members of Council met with Shawna Penders, General Manager of Food Services. Lueck said that she and others had heard complaints and suggestions regarding the food that Dining Services provides, including introducing more options for Brunch, reducing the sodium content in many of the items, and improving the quality of the weekend dinners. Lueck said that Council is currently working with Penders to address the concerns.

Council has also been attempting to start making improvements to the TV Lounge. Lueck said that Council has created a sub-committee that Head of Day Students Jonah Toussaint '13 leads. According to Lueck, Toussaint and the committee have been working to create the proposed changes. While the outcome of the committee's work has not yet become apparent, Lueck said that they would continue to work to address the issue.

McDermott added that Council always welcomes suggestions, comments, or concerns, and that class leaders are available to elaborate on the proposals and ideas being discussed in Council as they continue to work this spring.

Zero Dark Thirty

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one of the few films I have seen that adheres to one main plot with no distractions. It seems as if Bigelow was not so much focused on the reception of her film, but instead hoped to make it a realistic movie that would live up to her own standards.

Zero Dark Thirty is presented in chapters, each focused on one main theme or trail. The first chapter is called "Saudi Group" because a terrorist is being interrogated about the other members of his faction, dubbed the Saudi Group.

Another interesting component of this film is that, because it is based on a true story that unraveled over the course of the past decade, members of the audience know roughly how the story ends. This means that viewers do not wonder if Maya will find Bin Laden or not, and are instead free to focus on the details. This allows the movie to be more fact-oriented than many other films.

Kathryn Bigelow also devotes painstaking detail to immersing viewers in Maya's perspective, which creates the effect that the viewer is practically present during the events that occur. This is primarily due to the

shaky, hand-held camera style that Bigelow uses. The camera moves enough to make it seem as though viewers are witnessing the events in person, but it is subtle enough that most will not be jarred by the constant motion. The viewer gets a sense of the surroundings throughout the movie, not by wide sweeping shots of the area but instead through a variety of quick shots.

The acting in the movie is also impeccable. While the cast consists of very capable actors who shine at different points during the movie, Jessica Chastain's performance as the obsessive Maya is a highlight of the film. It's no wonder that she won a Golden Globe and earned an Oscar nomination for her powerhouse performance.

If you are looking for a movie with a happy, cheesy, pro-

America ending, *Zero Dark Thirty* may not be the movie to see. There is nothing cheesy about it; instead, it simply shows how America handled a volatile situation abroad, omitting no grittiness or guilt. This film is engrossing, emotional, well written, and wonderfully directed. I highly recommend *Zero Dark Thirty*.



The Oscar nominated *Zero Dark Thirty*.
Photo courtesy of www.google.com

Junior Leadership Retreat

by Katherine Oh '14

On Friday, April 5, the Class of 2014 will head to the Prindle Pond Conference Center in Charlton, MA for the 2013 Junior Leadership Retreat. During the retreat, which happened for the first time two years ago, juniors will prepare to assume the leadership roles that they will hold as their final year at Concord Academy approaches.

When Head of School Rick Hardy began working at CA in the fall of 2009, he suggested starting a trip similar to the retreat that occurred at the school where he previously worked, Milton Academy. The trip was meant to help instill a sense of responsibility and community in members of the rising senior class.

According to Sally Zimmerli, History Teacher and Junior Class Advisor, the retreat gives juniors a chance to reflect on what roles they may play in their senior year. It is purposely scheduled for around the time that elections for leadership positions, both in-class and school-wide, occur. "There aren't a huge number of leadership opportunities [for] underclassmen, so we wanted to get the juniors thinking about what it meant to be a leader," Zimmerli said.

Dean of Students David Rost added, "Rising seniors are going to be the leaders of the school, and they will set the tone for the school year. This is a chance for them to engage in conversations about what leadership entails and to formulate goals for the school."

During the retreat, juniors will participate in various discussions about their role as future leaders of CA, both in small groups and as a whole class. The faculty members who will go on the retreat will act not only as chaperones, but also as facilitators for discussions.

The retreat will begin with a session run by Leadership Consultant and Trainer Mike

Weber. He will talk with the students about the definition of leadership, and engage them in exercises investigating group consensus. The students will also have time to talk about subjects that are unique to their class.

Zimmerli said that because it takes place away from the CA campus, she believes that the retreat will allow students to consider aspects of the school community from a fresh perspective. Class Representative Kathleen Melendy '14 said that she believes the retreat will bring the class together by allowing members of the class to "step out of [their] comfort zones."

In addition to promoting leadership, the junior retreat provides a chance for juniors to bond with each other. "In the past, one of the comments that we got from seniors was that they felt like they had not been given the opportunity to really get to know each other until they were thrown into their senior year," Zimmerli said.

College Counselor Kate Peltz, who also serves as Junior Class Advisor, said that she felt that the retreat gets students to "interact with people they might not regularly hang out with."

Rost and Zimmerli both emphasized the importance of open-mindedness in making the retreat a success. "I think the most important things are an open mind and a positive attitude," Zimmerli said. Melendy agreed, adding that she and Junior Class President Becca Miller '14 hope that "we come out [of the retreat] a more unified class, [but] we worry that we could be held back from reaching this goal if every person does not fully commit to the program."

"I hope the retreat will energize the class and encourage a collection of really talented, creative and visionary individuals to come together as a group," Peltz said. "The junior class will have time to consider how they will lead the school and what they would like their legacy at CA to be."

Coach’s Corner: Howie Bloom

by Aidan Aciukewicz ’15

Many Concord Academy students know Howie Bloom from his work in the classroom, where he has been a Math Teacher since joining the school in 1983. But what some may not know is that, over the course



Boys JV Basketball Coach Howie Bloom takes a timeout during a game.
Photo courtesy of www.concordacademy.org

of his three decades at Concord, Bloom has also played an integral role in CA’s athletic program.

According to Bloom, when in college at Brown University, he would never have anticipated that he would end up teaching. “I was pre-med in college and just went into teaching so that I could coach for a couple of years before going to medical school,” Bloom said. “It turns out that I liked teaching more than I figured.”

At CA, Bloom teaches Calculus: Part A, Calculus: Part B, Geometry, and Statistics. On the playing fields, he has coached baseball, basketball, golf and soccer. Bloom said that although he enjoys coaching both baseball and golf, “basketball is probably coolest because there is so much to do and you have such a profound impact on game day. It gets the juices going.”

Bloom played a key role in developing a successful baseball team at Concord. “That program had won only once in three years, but I inherited some good young players,” Bloom said. “We then went on a pretty good run.” Bloom said that, over the course of a decade, the baseball team competed in several New England Preparatory School Athletic Council (NEPSAC) tournaments, and won both the Eastern Independent League (EIL) Tournament and an EIL League title.

Despite the baseball team’s success,

Bloom said that there is another team that has made him the most proud: JV Basketball, which he coached when he arrived at CA thirty years ago. “We usually finished behind Pingree and sometimes Beaver, but I don’t think that we had any losing seasons,” Bloom said.

Of Bloom’s four sons, three have played

a role in the CA community: Thomas and Scott both enrolled at CA, while another of his sons, Matt, coached the CA Wrestling Team as well as the Baseball Team and Boys Junior Varsity Soccer for several years before leaving last spring. “[Matthew] turned out to be a better coach than I ever was, and since my wife and I coached him a million times we take a smidgeon of credit,” Bloom said. Of his favorite memories as a coach at CA, Bloom said that, “coaching my kids, Thomas and Scott, and coaching with Matthew when he was here probably tops the list.”

Bloom will replace his son Matt as he again takes the helm of CA’s Baseball Team this spring. Of the upcoming season, Bloom said that he looks forward to working on Concord’s new Athletic Campus, which opened this fall. “It’ll be fun to be coaching on a nice field in that terrific new complex,” Bloom said.

Bloom said that he enjoys coaching for a variety of reasons. “Getting outside in the afternoon is great, and getting the competitive blood flowing is a good reason to get up in the morning.” He added that he enjoys seeing the kids he coaches hone their skills, and that his favorite part of coaching is “when a student turns on his first fastball or goes coast to coast and finishes with his first jump stop hoop. You know that he has gotten to a forever good place.”

Head Coach Ed Rafferty hopes that new students will bring enthusiasm and skill to the field and fill the gaps in the lineup. Of the upcoming season, Melissa Pappas ’13 said, now that softball is a varsity sport, “the extra day of practice and more games will help us bond more as a team.” Pappas added, “I’m really excited for this season because I feel like the softball program is starting to build up to be really strong. I’m also looking forward to spending two hours outside every afternoon with an awesome group of girls.”

Wrestling Team Wrap Up

by Chris Pappey ’15

This winter season, the 2012-2013 Boys Wrestling Team had their best season in recent memory. After last year’s record of seven wins and five losses, the boys improved to finish this season with a record of thirteen wins and three losses. This improvement can be attributed to a series of changes that the program made this season

While the team had lost six seniors last spring, several new additions to the team proved themselves dedicated and skillful wrestlers. Nando Martinez ’15, who joined the team this winter, said that the improvement of the new athletes can be attributed both to the coaches and to his teammates. “I feel like the coaches did a good job adjusting me to the team, but I feel that it was mainly the work of the captains and other wrestlers

previous year and strengthened the ones we did know.” Fortune Jackson-Bartelmus ’14, another member of the Wrestling Team, agreed with Hussain and said that while it was a difficult adjustment from Bloom to Barker, the team began to work better with Barker as the season progressed.

Several of the wrestlers also attributed their success to the work they put into the sport during the offseason. According to Jackson-Bartelmus, Bloom had strongly suggested that the team stay in shape and do camps during the offseason. Jackson-Bartelmus said that he noticed the captains gearing up all year for this season, while other teammates played other sports or lifted weights to stay in shape.

Their success in the Eastern Independent League earned the Wrestling Team a banner that will hang in CA’s gymnasium in the Student Health and Athletic Center. Binh



Wrestler Ryan Sin ’13 takes down an opponent on the mat.
Photo courtesy of www.concordacademy.org

who worked with me during and after practice,” Martinez said.

In addition to the loss of the six seniors, the team also headed into the season without former Head Coach Matt Bloom, who left the program after three seasons with the team. Wrestling Coach Chris Barker stepped in to take his place. Mahfuj Hussain ’15, who competed on the team for the second time this year, said that while Bloom’s loss was disappointing, he ultimately appreciated his new coach’s work. “I feel it was a hard start, but after a while the team realized that Coach Barker had stepped right into Matt’s shoes,” Hussain said. He added, that Barker “taught us new moves, which we hadn’t learned the

Nguyen ’15, a team member, said that “everyone wanted to win the banner,” and that it provided a goal to work towards throughout the season.

Martinez said that while he is glad that the team’s hard work paid off, he is already setting his sights on next season. “I’m looking forward to improving my wrestling skills and [...] still keeping my undefeated record,” Martinez said. Hussain and Jackson-Bartelmus agreed that they were looking forward to seeing what the team would be like next year, and hoped that new student-athletes would help CA’s Wrestling Team to continue to excel.

Sailing Update

by Noah Kelleher ’15

While Director of Athletics Jenny Brennan and Sailing Coach Beth Smith worked hard to try to ensure that the Concord Academy Sailing Team would be able to compete this spring, the CA community recently learned that their efforts proved unsuccessful. With 15 students signed up for the team, students and faculty alike have been left disappointed in the wake of the announcement that there will be no sailing at CA this spring season.

In past years, the sailing team practiced and raced in the Massachusetts Bay League at Community Boating Inc. (CBI), located on the Charles River in Boston. This year, Community Boating made changes to the high school program in which CA participates.

“I want to be clear that this is not a choice CA made,” Brennan said. “We needed to respond to a change in programming at CBI. It has been a great struggle to come to this point, and I am disappointed we could not resolve it.” Brennan said that Community Boating was shifting the focus of their

program to more instructional work, which would not be compatible with the focus of CA’s team. Brennan added that most of the schools that raced in the Massachusetts Bay League alongside CA set out to search for a new venue as well.

For the two senior Co-Captains, the news marks the end of their CA sailing career. Co-Captain Alex Greenwald ’13 expressed his disappointment, while Sophie Nahrmann ’13, the other Co-Captain said that she still has a bowling pin, the sailing team souvenir that is passed down from captain to captain, sitting on her desk. According to Nahrmann, the pin is part of a sailing team tradition during which the team goes on a bowling trip every year before the season begins. Nahrmann said that, for now, the pin is just “a sad little reminder that we don’t exist anymore.”

Brennan, however, said that she will work to ensure that the bowling pin will continue its journey down the line of CA sailing team captains in future years. Brennan said that both she and Smith will continue to work to find a venue over the course of the year so that the team will be back on the water next spring.

Remember to Recycle The Centipede!

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continue their recent trend of improvement. Captain Kelsey McDermott ’13 said that she will stress the importance that she places on “everybody improving as the season continues.” She also hopes that students will come to the AC to watch the lacrosse team compete.

The Girls Softball Team will be returning this season as a varsity sport. While the team’s starting pitcher graduated last year,

Primed for Success: Junior Researches at MIT

by Abby Brooke '13

"I don't really know how to describe it," said Junho Won '14, a Concord Academy student, of his research work at the Massachusetts Institute of Technology's Program for Research in Mathematics, Engineering, and Science, or MIT PRIMES. Won is researching Graph Theory, a topic so advanced and theoretical that he found himself unable to properly explain it in simple terms. Though Won's interest in Graph Theory is purely mathematical, he said that the work he does could later be applied to computer science or to the construction of computer networks.

MIT PRIMES is "a free, year-long, after-school, research program serving high school students, who live within driving distance from Boston," according to its official website. While students like Won can study mathematical topics ranging from number theory to differential geometry, others research a variety of topics in Computer Science and Computational and Physical Biology.

Each student is mentored by both an MIT professor and a graduate student. Won's advisor, Assistant Professor of Mathematics Jacob Fox, suggested Graph Theory as a research topic for Won. Won said that he meets with the graduate student each weekend to discuss his progress and to seek guidance.

Not surprisingly, MIT PRIMES is a highly competitive program with an in-depth application process. "I came across [the MIT PRIMES program] about two years ago,"

Won said. "I didn't apply then, because I was afraid it would be too much for me at the time, but I wanted to do it this year. I applied this fall, and luckily I got in."

Luck probably had less to do with it

set of ten highly challenging math questions. "It actually took a lot of time!" Won said.

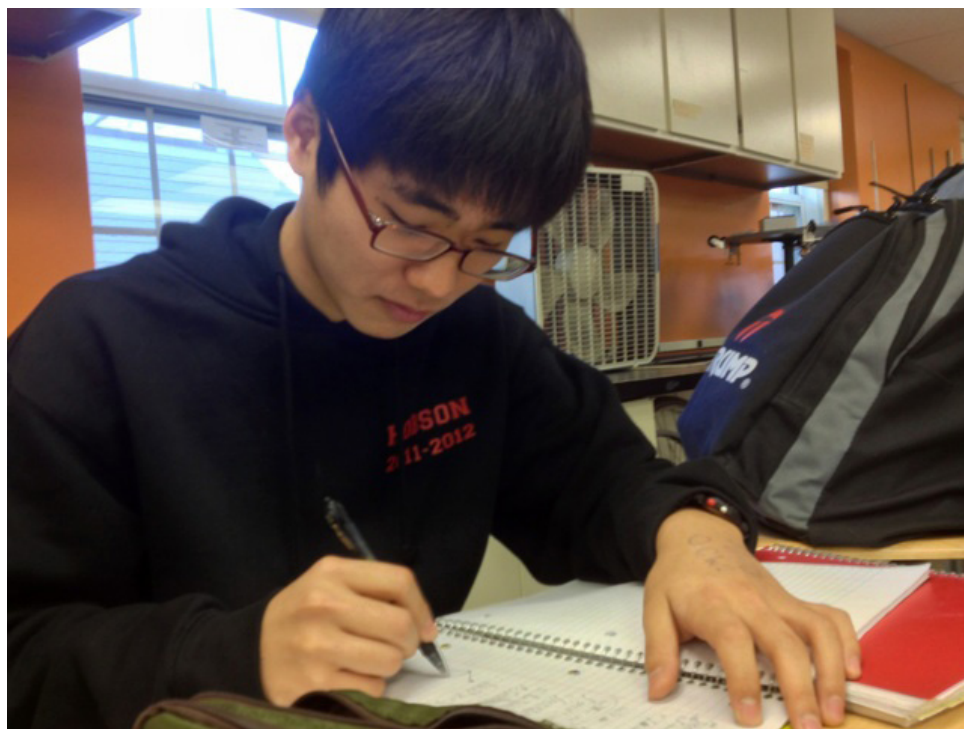
And the time-consuming work has only just begun. Won began his participation in PRIMES in early January and said that he is

actually hasn't been solved yet," Won said. "Right now I have no idea if I'll be able to solve it, but I hope I'll make some progress on it. I'm learning about the topic first, and then trying to discover something," Won said. He added, "People in the program say it's actually not impossible to discover new things."

Eventually, Won will be called upon to share the progress he makes with the other students in the program, as well as with the MIT professors and graduate students. "There are deadlines throughout the year. I have to do a presentation in May in front of the other PRIMES students, and by next December I have to write a paper," Won said. Won's PRIMES work is merely an addition to his already busy math schedule: at CA, Won is tackling an Independent Study in Statistical Theory with George Larivee in which he studies concepts similar to those covered in CA's Advanced Statistics class.

Won said that he has only been interested in math for "a little while." He added, "I think that people tend to get interested in what they are better at, and compared to science or history, math is a lot clearer to me. I like the process of working at it, and I like that there's a lot less ambiguity."

So far, Won said that he has been thoroughly enjoying the chance to do research in a field of study that he loves. "With this program you at the very least get to learn how to do research," Won said. "If you are interested in math, this is really an exciting program."



Won sets to work. Photo by Gary Zheng '14

than hard work. In addition to obtaining two recommendations from math teachers—one from CA Math Teacher George Larivee, who taught Won in Advanced Topics, and the other from a professor at a previous math program—Won had to complete a problem-

still in the learning phase. "Pretty soon I'm going to start trying to solve some problems that are suggested by the professors," Won said. Once he has a handle on the basics of graph theory, he will move into unconquered territory. "They gave me a problem that

Who Is Meg Wickwire?

by Harry Breault '16

Meg Wickwire is not a very well-known name on Concord Academy's campus. Although she teaching only one freshmen English class and has only several advisees, in her second year at CA, Wickwire brings her extensive experience in literature to the CA classroom, as well as her experiences as a tutor and mother.

Wickwire was born in Chicago, Illinois, and grew up primarily in Mequon, Wisconsin, north of Milwaukee, where she graduated from Homestead High School. She attended Yale University as an undergraduate, graduating with a BA in English. She then attended Middlebury College's Bread Loaf School of English, earning a MA in English. Wickwire said that while she has had extensive exposure to literature and to the study of English, she was still considering what her favorite book is. "You'd think I'd have a prepared answer for that as an English teacher, right?" Wickwire said. "I love *To Kill a Mockingbird*, I like that every time I read it, but I don't know if I can call that my favorite book ever. It's so cliché."

Teaching has been a longtime calling for Wickwire. She began her career in the classroom at the Harvard-Westlake School in Los Angeles in the mid-1990s, and then moved on to Buckingham Browne and Nichols (BB&N) in Cambridge, MA. She arrived at Concord Academy in 2011 as a ninth grade English teacher.

She said that, while she enjoys teaching purely for the sake of teaching, she places great value on being able to improve the life of a student. "[Teaching] is fun," Wickwire said. "I have fun with you guys every day. That's kind of a selfish reason to want to teach, but I also really do feel like I'm helping you guys [...] be more content and satisfied with your lives."

Wickwire added that she does not get

bored with what many students might see as the difficult task of teaching the same literature year after year. "It's never the same thing, it never is. Students bring different stuff to it every time," Wickwire said. "One year I might have a wonderfully witty person who points out things in a funny way that makes it fresh. Another year I might have someone who is a phenomenal actor or actress. I feel like there's always something new to discover about the book itself, and there are always different personalities contributing to that discovery process. It's really fun to see what's going to come up next."

Several students and faculty peers attest to Wickwire's capabilities in the classroom. Matt Donahue '16, one of Wickwire's students, said, "I really like her teaching style. It's really spontaneous, and we learn a lot of things every class." English Teacher Cammy Thomas said that Wickwire's best qualities as a teacher are her "energy and enthusiasm" as well as her creativity. A fellow English Teacher Paige Gould also noted that Wickwire is "always just so inquisitive about everything. She seems to know something about everything."

Outside of teaching, Wickwire has had several other opportunities and jobs. She has been a backcountry ranger, an Organizational Development Consultant at Liberty Mutual Insurance Company, a recruiting manager at an environmental non-profit, a volunteer EMT, and a backpacking trip leader for freshmen when she was an upperclassman at Yale University. In her time outside of the classroom, Wickwire also works as a tutor.

There seems to be a common theme in many of Wickwire's activities and occupations, whether she is teaching freshmen about Macbeth, helping the environment, tutoring a student, or teaching her son how to read: "I think I'm happiest when I'm helping people do better or feel better or work more effectively," Wickwire said.

CA Study

...continued from page 1

said that it could come from the commonly used terminology that students and faculty use, such as SHAC, Upper Stu-Fac, and P.A.C., which she said might come across as difficult to understand or impolite.

In the fall of 2011, some of the results of the research were presented to CA's faculty and staff, and a new committee was formed to discuss and make decisions in regard to the findings. "I think it's helpful to hold up a mirror to what we do here," said Director of College Counseling Peter Jennings, who sits on the committee. Jennings said that because College Counseling does a lot of external work and marketing of the school, he was eager to learn more about the "visitor experience."

The committee discussed small-scale changes that would help a visitor's experience, and longer-term changes surrounding CA's culture and presentation. Some of these small changes include name tags for visitors,

better signage around campus, and updating admissions materials.

On a larger scale, the results found that CA's culture and learning environment is difficult to explain in just a few sentences. "It takes us a little while longer to tell our story, and some people won't wait," Safford said. The facts that CA does not have an honor code or Advanced Placement classes, or has senior chapel talks many times a week, are all parts of a larger story. "For some people, the idea of a required chapel shuts them down," Jennings said. "But if you can tell that story well, then they can look a little deeper."

Looking forward, Safford said that she believes that this research will continue to be relevant. There is a possibility that another committee that includes students will be formed. "We will continue to think about how to persist as a great school, and [consider] what it takes to be relevant in the

twenty-first century," said Safford.

Jennings agreed. "We want visitors to see the mission of the school lived on a daily basis, to see the love of learning in action, and to see the community and how we support each other," Jennings said.



Students heading to chapel in the spring. Photo courtesy of www.concordacademy.org

Frost, Eliot, the Beatles: Art at CA

by Marisa Kager '13

This is the first piece in a two-part series exploring the history of art at CA.

“Two roads diverged in a wood, and I, / I took the one less traveled by, / And that has made all the difference,” wrote poet Robert Frost in his poem “The Road Not Taken.” Frost’s road intersected with Concord Academy’s on December 10, 1944, when he gave a talk on writing poetry. The next day, the Editorial Board of The Chameleon, CA’s literary magazine, sat down for lunch with him. The editors wrote of meeting Frost in the Chameleon: “Although we danced around the ring and supposed, while he sat in the middle and knew, we learned many things from his kindliness, his twinkling blue eyes, and freely-given advice.”

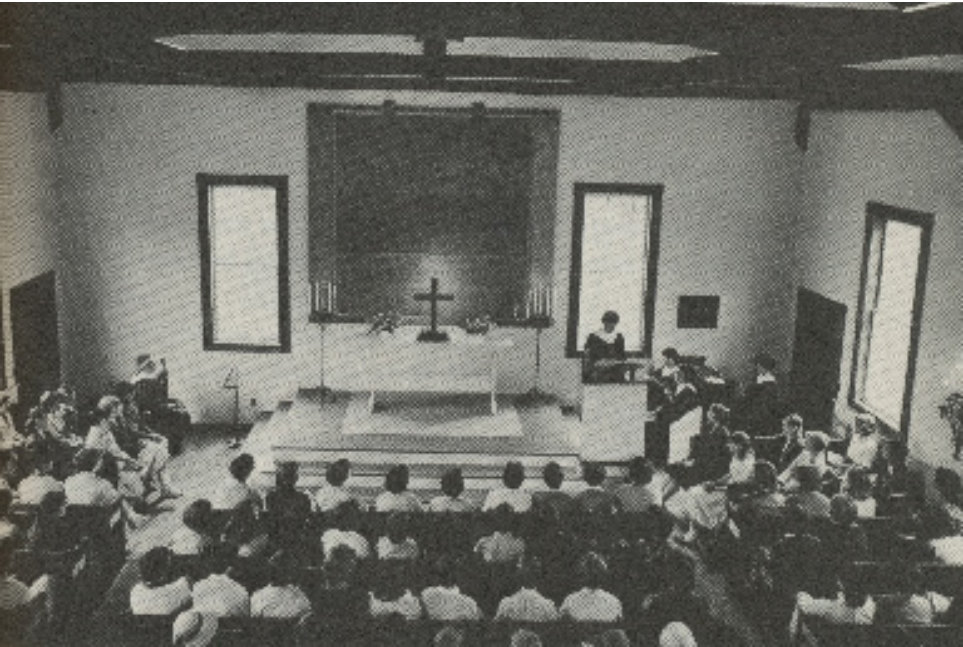
In schools across the country, arts are often the first program to be slashed from the budget when money is tight. But Concord Academy’s journey has been different: after ninety years, arts remain a pillar of the CA education.

The artistic spirit of CA emerged almost immediately, in the form of the school’s strong music program. According to Philip McFarland’s A History of Concord Academy, when CA, which was then an all-girls school, doubled from fifty to one hundred students after its first year in 1922, the music program was believed to be a chief reason for its success. Led by Concord resident Thomas Whitney Surette, who Music Teacher and Chorus Director Keith Daniel said was an “internationally well-known” musician, the music program flourished.

“The strength of Concord Academy is that they hire great, ambitious people, and basically let them do what they want to do,” said Drawing, History and Architecture Teacher Chris Rowe. In the case of Surette, Daniel said that the founding parents brought him in to develop a “two-pronged program” consisting of both performance and classroom-based work.

CA hosted Surette’s Summer School, which began in Concord in 1915, on its Main Campus. Surette also brought pupils to teach at CA, including Katherine Davis, the composer of “The Little Drummer Boy,” and Betty Wood Gage, another well-known musician, both of whom enhanced the music program.

In addition to its music program, CA, unlike most all-girls schools, had “a tradition of girls just doing stuff with their hands,” Rowe said. Rowe said that, for example, students helped to build the Chapel in which the CA community currently gathers three or four times a week for senior chapel talks. “We had an awesome woodworking teacher here,” said Rowe. Fiber Arts Teacher Antoinette Winters said that building the Chapel,



The CA community gathers in the newly constructed Chapel. Photo courtesy of Philip McFarland’s “A History of Concord Academy”

particularly carving the Corinthians, “was an artistically-based project.”

Rowe said that the school encouraged its students to go to college and to have a profession. At the time, that was “a radical idea,” Rowe said. “I think the root of CA’s involvement in the arts comes out of that.”

CA’s location added merit to its arts program. According to English Teacher Emerita Sylvia Mendenhall, who began working at CA in 1957, “museums were readily available.” For three years in the 1950s, when CA did not have space on campus, arts classes were taught at the recently-opened DeCordova Museum in the neighboring town of Lincoln.

While the Music Program’s strength began early, the Visual Arts Department began to develop with the hiring of artists George Mercer and Bob Harman. When what is currently the Science Wing opened, art classes

were moved to the top two classrooms. Mendenhall said that visual arts went from being “an extracurricular activity” to being “a real part of the curriculum.” And although CA had been immersed in art from the beginning, Mendenhall said that Head of School Elizabeth B. Hall “was the one who started consciously hiring interesting professional people.”

Along with developing the arts programs

from within, CA also brought artists from the outside world. One such notable visitor is the aforementioned Frost. Drama Teacher Emily Hale, a close friend and muse of poet T. S. Eliot, brought him to CA to give the Commencement address in 1947. Additionally, the Elizabeth B. Hall Fellowship Fund, established in 1964, brought a bevy of scholars and Nobel Prize winners to CA, including poet Archibald MacLeis and contralto Marian Anderson.

Not only was the world of art brought to them; students were aware of the world around them. In the first volume of The Centipede, published on February 14, 1964, two students debated the merit and talent of the Beatles after their first United States appearance on the Ed Sullivan Show. One student thought the Beatles talented, giving five reasons for their popularity. These reasons included that “they sound like nothing

we’ve ever heard before” and “their hair, though it’s long and shaggy, is clean,” and that they have songs “happy in both lyric and beat.”

On the contrary, another student asked, “What makes a group of long-haired, loud-voiced, teddy boys a focus of Concord’s attention?” and suggested that “perhaps the Beatles will disappear completely from public life in a few months.”

While music always played a large role in the lives of CA students, with the addition of the Performing Arts Center in 1968 the Performing Arts programs became more prominent. Mendenhall explained, “Sometimes, developing the arts was simply a matter of providing more space for them.”

Chorus became a major part of the lives of CA students, largely because during the 1960s, it was mandatory under the direction of Choral Director Nancy Loring. Even when it stopped being mandatory, it continued to have a large enrollment, and the CA Chorus often collaborated with other schools to participate in chorus performances and festivals.

Under Headmaster David Aloian, CA added film and media. According to Rowe, it was a “pioneering” program, not just among high schools but also among colleges. As was the case with many of CA’s programs, someone who had a strong interest in the topic started it: Russell Mead, who, at the time, was an English teacher and would later become Headmaster.

Originally, film classes were both part of the English Department and the Art Department. Mendenhall explained that film was incorporated into assignments and discussions; for example, Mead would assign students movies to watch instead of books to read.

Over the years, many well-known artists have chosen to have their children educated at CA. An early such artist was architect Walter Gropius, a leader of the Bauhaus movement in Germany. Gropius sent his daughter, Ati Gropius, to Concord once they left Germany. She graduated in 1955. Daniel said, “Always, we’ve attracted artistic types of people here. Even if they don’t come here, they still look at this place.” As Mendenhall explained, “CA is a place where the individual is given much more freedom and opportunity to pursue his or her own direction.”

Research Projects, Then and Now

by Claire Phillips '15

Concord Academy’s History Department has seen some significant shifts in curriculum this year. The US History II research paper, often encountered in the sophomore year, has been transformed to be a research project, and research seminars can now be found among the upper-level history electives.

According to Peter Laipson, CA’s former History Department Head and Dean of Faculty, fifteen years ago CA students took US History and wrote their first major research paper during their junior year. About ten years ago, however, the class and research paper were moved to sophomore year.

“We thought it made more sense to help students build their analytical, interpretive, and writing skills with [more familiar] American history [...] before they went on to take classes in other historical topics,” Laipson said. “We also wanted to make upper-level electives available to a wider range of students.”

History Department Head Kim Frederick explained that, unfortunately, teachers noted that many sophomores consistently struggled with the paper. “Most people aren’t developmentally in a place yet [in tenth grade] where they can take five or ten sources and synthesize them. There’s a reason why the

classic eleventh-grade research paper is almost always written in eleventh grade,” Frederick said. “It’s really difficult.”

According to Frederick, last year the History Department decided to keep the research process in sophomore year, but remove some of the more difficult and sometimes tedious writing: in other words, the paper itself. They wanted sophomores to learn about the research process without getting bogged down in the writing.

Consequently, students in US II this year will complete a research project, including conducting research and presenting their findings to the class along with an outline for a paper, but they will not write a full paper.

In conjunction with this change, this fall CA began to offer research seminars to upperclassmen for the first time. These courses allow students both to intricately research a

subject and to write a full paper on it as the primary focus of the course.

This fall, Frederick and fellow History Teacher Sarah Yeh offered two research seminars.



An upperclassmen history class. Photo courtesy of www.concordacademy.org

Frederick taught American Urban Research Seminar, and Yeh taught a seminar on Northern Ireland. Frederick said that the two seminars followed a similar format: the first month or two was a survey segment designed to provide an overview of the history of the topic, and the remainder of the semester was devoted almost entirely to the paper, including research, field trips, class discussions, and several rounds of peer and individual editing.

Both teachers said that they thought the classes were great experiences, although they agree that there is room for improvement. Frederick noted that a research seminar class requires a very different type of teaching than a typical survey class like US II. Yeh added,

“You need time to do good research. What’s liberating about [research seminars] is that we have the time to focus on research skills.”

Students in both classes said that they loved the experiences of working on the semester-long project. Burgess Powell '13, who took the Northern Ireland seminar this fall, said, “I enjoyed researching one topic in depth and [learning] how to construct a formal history paper.” Charlotte Weiner '13 added, “It was a much more in-depth experience than the US II paper was during sophomore year. [...] It was a really rewarding class, and Sarah did a great job.”

This semester, History Teacher Stephanie Manzella is teaching a research seminar focused on the slave trade, and next fall History Teachers Sally Zimmerli and Ed Rafferty will be teaching Central American Revolutions and United States and Asia in the Twentieth Century, respectively. While Zimmerli said that she plans to focus on a few specific revolutions in the Central American class, Rafferty said that his course will look mainly at four countries: China, Japan, Korea, and Vietnam.

Looking back on the Northern Ireland class, Yeh said, “I was so proud of the work that [the students] did. There was major change, which, as a teacher, is what you love to see.”

Reflections on Spirit Week

by Ryan Hussey '13

This year, Concord Academy held its first Spirit Week. Freshmen, sophomores, juniors and seniors competed over the course of the week to earn the best total score, accruing points based on their demonstrations of spirit by dressing up according to daily themes and through other creative activities.

Each day of Spirit Week had a different theme, including colors, patterns, decades, classy, and “Dress Like a Teacher” day, with each grade assigned a different category of the theme for each day. The idea behind this event, which CA’s Student Council thought up and implemented, originated from a desire to increase school spirit and to strengthen the community by raising excitement surrounding a single event. While I think that Spirit

Week was successful and fulfilled many of its goals, some aspects have room for improvement for future years.

The themed dress-up days were, for me, the highlight of the week. Most of the themes allowed each class to come together, although I found that the decade theme was difficult to do well for many people. The spirit displayed at school seemed significantly greater when a fitting outfit was easier to come by, for example, on the color and pattern days. Instead of decades, I would suggest themes like elements, animals, or movie characters. In addition, instead of the classy theme, I would have the last day of the week be “CA Spirit Day,” during which all students would wear green and white clothing, and as much

Weekend, guaranteeing that it will be well attended. Sports tournaments such as the Battle of Lexington and Concord never fall on Community Weekends and rarely have a related, organized event that encourages fans to attend. Using Spirit Week as a way to encourage school support for athletics would give the excitement that it cultivated a different outlet, and would help students support an important part of our school. Dressing in CA colors for the final day of the week, which would be the day of the Battle of Lexington and Concord, students would get even more excited about the games, and Spirit Week would both become beneficial for athletes and continue to be fun for everyone involved.



Senior Girls dress up as English teacher Paige Gould.
Photo courtesy of www.facebook.com

CA gear as possible. This would bring the community together in support of the school itself.

The second major change I propose surrounding Spirit Week concerns its placement. This year, the event occurred over the course of the days leading up to Winterfest, an annual community event that raises money for financial aid. Instead, I think that it should lead up to a major sporting event, like the Battle of Lexington and Concord, the winter athletic competition between CA and Lexington Christian Academy. As Concord looks to continue increasing the growing community excitement surrounding its athletic program, CA could use an event like Spirit Week to increase the support for an athletic event.

While Winterfest is an important tradition at CA that requires the full support of the student body, it also falls on a Community

Improving Community Weekends

by Julia Shea '16

Community Weekends are intended to bring Day Students, Boarding Students, and the community as a whole together in a setting outside of the classroom. During these Weekends, which occur five times each year, Boarding Students are required to remain on campus, and all students must attend at least one school-organized event. While the integration of Day and Boarding students in a non-

academic setting is important, I believe that Community Weekends do not promote a sense of community as effectively as they could, and that, as they are currently organized, they should not be mandatory.

Although I have thoroughly enjoyed the activities offered during Community Weekends throughout the year, I am ambivalent about their role in furthering the cohesiveness of our community. During the second Community Weekend this year, the school came together for Club Expo, an annual event during which the members of student clubs set up tables and offer food and games to promote their clubs to their peers. It seemed that the majority of the student body attended the event, and that most were genuinely excited to be at the Expo. For this reason, I do not think that Club Expo should be an event that falls during a Community Weekend. The crowds that filled the Student-Faculty Center did not seem to stem from the fact that Club Expo was required, but rather that the activity was inherently appealing.

For the purpose of having fun, activities that occurred during Community Weekends, including Club Expo and Beach Night, were successful, but I do not feel that they promoted a sense of community. At Beach

Night, for example, I felt that new students clung to the people they met in the first few weeks of school, and returning students spent the night with their friends.

I believe that a combination of three components creates a cohesive community: the amount of time spent together, sharing a common experience, and the quality and purpose of the particular experience. Time spent



CA students on a service trip
Photo courtesy of www.concordacademy.org

together is valuable if it is devoted to an experience that requires the effort of all members to achieve a common goal. The gratification that would result from working together to make a difference would further promote a sense of school unity.

For this reason, I believe that activities involving community service and volunteer work would better suit Community Weekends. Currently, only several Community Weekends have a service option. On November 17th, for example, a group of CA students helped elderly Concord residents with yard work. If Community Weekend activities focused on service opportunities such as this, a greater sense of community would result. The aim of Community Weekends to cultivate school spirit and to bring together Day and Boarding Students is a worthwhile goal. However, due to the nature of many of the activities currently offered during Community Weekends, I do not believe it is necessary for the Weekends to be mandatory. If we could shift the focus towards community service, however, I think it would be beneficial for the Weekends to continue to be required. It would not only encourage participation, but also ensure that, by the end of the Community Weekend, the entire student body would experience a sense of accomplishment that would bring together the community.

Chapel Time

by Charlotte Weiner '13

and self-awareness, their ease and honesty as they addressed the school.

After the first chapel of a classmate this fall, reality began to set in. I would have to start writing sometime. There was nothing quite as difficult as staring at an empty page and realizing that I had to distill a jumble of thoughts into one coherent and meaningful piece of writing.

I started writing my chapel at 1 am on last December 31st. I was trying to fall asleep and started thinking about my chapel date, March 6. It was still months away; I didn’t have to worry about it. But suddenly it felt so real: my friends, people that I knew well and spent time with and made signs for had stood at the podium and given their talks, and mine was going to happen, too. So I lay back and thought, and then picked up my old iPod touch and slowly started to type.

Now that I look back on what I wrote at 1:08 a.m. on the last day of the year, I realize I would never have gone up and used it. The writing was awkward and rambling,

practically incoherent at points. But it was the first step, and it made me start to think. While I tend to plan ahead, I realized that some of my favorite chapels have been the unpolished ones, the ones where people share a genuine, honest part of themselves. Maybe they only sat down to write it a few hours before the talk, but it was apparent that they had been thinking about what they wanted to say for many more than several hours.

By the time you’re reading this article there will be fewer than twenty-four hours until my chapel, or maybe I will have already spoken and will be basking in post-chapel bliss. I don’t know if I will have stayed up all night worrying about my talk. I don’t know who will have hugged me or how people will have reacted to their thank-you’s. I don’t know if my voice will have been too quiet or too loud, or if my music will have played according to plan. But what I do know is that I will have taken time to shape this talk.

So, if I had one piece of senior advice on giving your chapel, I would tell you to start thinking about it early. I’m not saying freshman-year early, I’m saying maybe one or two months early. And if you end up writing it the night before, that’s fine. But start thinking, and start writing. Maybe an idea will hit you on the train, or at the lunch table, or at 1 a.m. when you can’t fall asleep. Write down ugly phrases. Write down apologies and thank-you’s and bad jokes and things you would never have the nerve to say. Maybe you’ll stumble upon what you want to write a month before, or maybe you’ll scrap everything and write it as you’re walking to the chapel at 8 a.m. the morning-of. But either way, you will have made the most of the opportunity that chapels offer. They not only allow the CA community to learn more about each member of the senior class before graduation, but also give each departing student time to reflect on her or himself and on CA before leaving the school at the end of May.

The Centipede

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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.

Much Ado

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music from this period because “in the plot of the play the soldiers are coming home from war, and I thought, ‘What happens if that’s America, and that’s World War II?’” At the end of World War II, the rise of Broadway musicals culminated with hits including *Roberta* and *My Fair Lady*. Gammons and Daniel narrowed their song selections down to about twenty songs from Broadway that the two thought meshed well with the characters, the plot, and the relationships portrayed in the play. Kathleen Melendy ’14, who acted in the production, said, “the songs really help decipher the meaning behind the difficult words of Shakespeare.”

The play was also developed by incorporating input from the cast. According to Trimmer, the entire process was based on collaboration between the cast and crew, which led to a production influenced by both the actors and the directors. Trimmer said that Gammons “really likes the actor to put in a lot of input. He really wants to have the actors work through their scene. The actors

have a lot of free-rein, which is great.”

According to Gabe Strasburger ’16, who played Verges in the production, piecing the whole show together was “at times slow and somewhat trying.” The process started with simple read-throughs of the script with the entire cast. Then, the students worked in small groups with Gammons and Daniel. As Tech Week began, the cast resumed full-cast rehearsals which Mia Kania ’16, who played the Second Watchman, said “really brought us together as a group.” Melendy described rehearsals as “lively and busy. No one ever stopped running from place to place.”

Most cast members found that the experience helped increase their confidence in acting. It also allowed them to meet new people. According to Melendy, the creative process became an educational experience in which participants grew accustomed to the world of theater through what Melendy described as a “colorful, intense, and sometimes delightfully cheesy show.”



Autumn Rasmussen ’15 on stage in CA’s production of *Much Ado About Nothing*. Photo courtesy of www.concordacademy.org

Help Me, Rhonda!

The Centipede advice columnist “Rhonda” helps students navigate the rocky waters of high school. If you need her help, please drop your questions in the “Help Me, Rhonda!” submission box in the library.

Dear Rhonda,
My dad is a teacher here at CA, and he knows all the hot gossip before I do. Even worse, he knows everything about my personal life. I’m miserable. What can I do?!
HELP.
Sincerely,
Desperate Progeny

Dear Desperate,
Like thousands of unfortunate children across the nation, you have the specific displeasure of going to school with your parent every morning. But try to look on the bright side: you have at your disposal some precious child-father bonding time that may one day serve to your advantage. If you manage to be nice to your dad—even when your friends want to hang out with him instead of you—I think you can bet on the lion’s share of the inheritance. Who says money can’t buy happiness?
Love,
Rhonda

Hi Rhonda,
There’s a guy I want to hook up with, but I don’t want any emotional attachment (I’m graduating soon). I want to let him know I’m interested without giving him the idea that I want to date him. What tactics would you suggest?
Low-Key Ladyfriend

Dear Ladyfriend,
Ah, the Senior Spring-Fling. A time honored tradition here at the Academy! With this particular breed of CA romantic adventure, I recommend that you embrace the Go Big or Go Home school of thought: ie, tell him exactly what you just told me. There is very little on the line for you: if he rebuffs your advances, you won’t have a broken heart

and even if it’s awkward, you only have to see him for a few more months. Plus, guys always appreciate straightforwardness (They are a little slow when it comes to this type of thing, so clear instructions go a long way with them!) Good luck!
Love,
Rhonda

Dear Rhonda,
I’m a teacher at CA, and I have to say that I’ve just about had it with people coming up to me and asking if I’m a freshman. Yeah, I’m pretty young, but come on—do I really seem like a frosh? I’ve graduated college! How do I make it clear to the CA community that I am, in fact, a member of the faculty?
Sincerely,
Not A Fourteen-Year-Old

Dear Not A Fourteen-Year-Old,
I’m betting that your fresh face is to blame for making those who don’t know you assume that you are an unidentified freshmen rather than a distinguished educator. Not to worry! Whether you are man or a woman, overnight aging is easy. If you are male, just grow a long, scraggly beard (see Brad Pitt’s goat beard for inspiration!). If you can’t grow a beard, just head over to iParty and check out the selection of leftover Halloween costumes (I’d recommend Santa Claus, but Hobo Scruff or Jesus Christ are great alternatives!). If you are of the fairer sex, you probably already have everything you need at home in your makeup bag! Go heavy on the lip-liner, over-powder your skin, and for a really authentic look, draw some wrinkles on with eyeliner. Then dig out those old-lady sweaters your mom keeps giving you for your birthday, and you’re set.
If these transformations don’t do the trick, I don’t know what will.

Love,
Rhonda

Spring Trips

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a temporary performance space that Wentworth redesigned for outdoors at King’s Cross Station in London.

Colton added that the students will attend a series of art shows and dance performances, including Wentworth’s show at the Lisson Gallery, the Barbican Art Gallery’s *Dancing Around Duchamp*, a performance by the Royal Ballet at the Royal Opera House, and a theater production named *Peter and Alice*. Colton said that he also plans to take the group on a trip to a Royal Turkish bathhouse.

Marina Fong ’14, a member of Dance Company, said that her positive experience on last year’s trip to London made her excited to sign up for the trip again. “I really enjoyed the trip last year,” Fong said. “This year, I’m looking forward to working more deeply with the Royal College of Art, and getting the chance to bond with this year’s Dance Company.”

In addition to the Dance Company trip, there will be a ten-day long trip to France, which French Teacher Tonhu Huang and

Assistant Academic Dean Brian Giannino-Racine will lead. The sixteen students, who are all currently taking either French 3 or 4, will spend six days in Northern France and four days in Paris.

While in France, the students will be immersed in a mix of French history, culture, and language. While in Northern France, students will visit Bayeux, Rouen, Caen, and coastal towns in Brittany and Normandy. In Paris, the participants plan to attend a rugby match, watch comedies, and visit several culinary and cultural highpoints.

Over the course of the trip, the students will be encouraged to speak French as much as possible. The chaperones will give the students informal assignments to encourage their language skills, such as speaking with vendors at markets, talking about the day in French every night, and keeping a journal in which they write down new vocabulary.

Adetola Sylvan ’13, who will attend the French trip, hopes to improve her conversational skills and vocabulary. “I’m really looking forward to the trip,” Sylvan added. “I think it will be a lot of fun.”

Write for The Centipede!

