

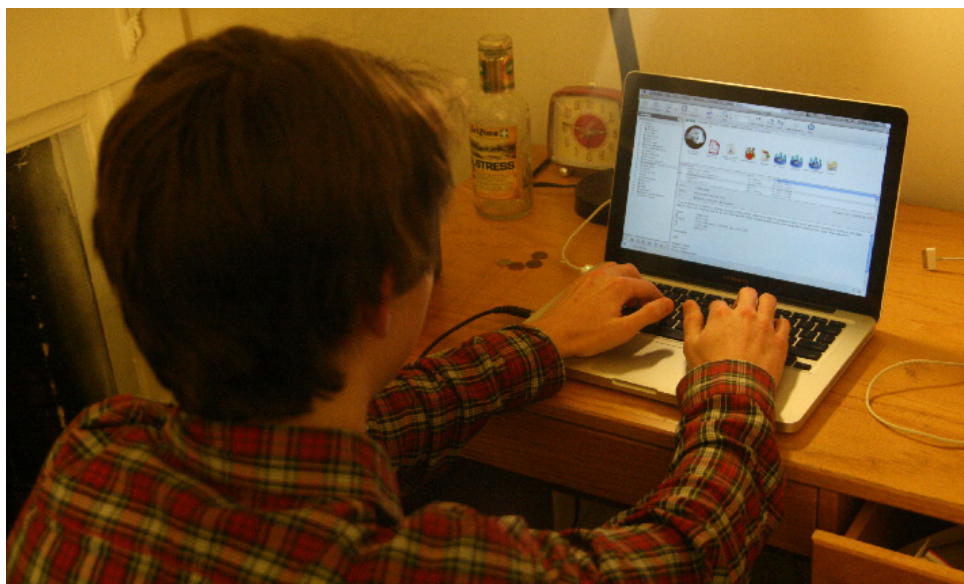


# The Centipede

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Junior Philip Stefani checks CABBS. Photo by Henry Kim '11.

## A History of Connection

by Dan Weiner '11

Everyday, approximately 7,500 emails are exchanged through the Concord Academy Bulletin Board System (CABBS). While the CA community is greatly dependent on the service, as recently as 1995, the school operated without CABBS.

"I'm trying to think of all the things we do with CABBS now, and I wonder, how did we live without it?" mused Ben Stumpf, computer studies department head and member of the CA Class of 1988. English teacher Sandy Stott who joined the faculty in 1983 said that before CABBS, "all of the communication was done by phone, foot, and mailbox. A lot more business was done face to face."

"We used the mailboxes," Stumpf said of his time as a student at CA. In the 1980s, the student mailboxes were located across from what are currently the Stu-Fac bathrooms. Stumpf said that the combination of their heavy use and frequently populated location caused problems: "As you were coming into the dining room, you'd check your mailbox. It created this huge traffic jam, and that's why they moved them." Stott said that there was a similar system for communication with faculty: "There was much more action in the faculty room because that's where the mailboxes were. If you needed to leave a note for somebody, that's where you would go."

In the years before CABBS, the lack of a digital realm for communication held significant ramifications for interaction. "We probably saw each other as a faculty face to face more," said Kirsten Hoyte, who joined the faculty in 1994 as a member of the technology department. Stott said that he recalls a different dynamic before CABBS: "Faculty and students saw each other in more restricted ways. You would see your students in class, and if you needed to leave a note, you would leave it in the mailbox. You didn't see your students as much outside of class and advisor meetings."

The inspiration for CABBS came not from within the CA community, but from the outside. Hoyte said that in the early 1990s, Lincoln Sudbury High School had a school-wide email system. The service allowed outside students to have accounts on its servers, and several CA students became interested in the Lincoln Sudbury system when they attended digital forums sponsored by the school. "Our students had participated in their conferences," Hoyte said, "and our students were really excited about that, and that's why they proposed we implement FirstClass." Soon after, in the fall of 1995, CA began using the FirstClass client to support its own email system, CABBS.

"I think the primary reason [we founded CABBS] was that it was a way to build community through electronic communication and conferencing," Hoyte said. Indeed, for a few years after the founding of CABBS, CA primarily used it for its conferencing capabilities. "CABBS was much more than email when it started: it was the conferencing," Stumpf said. "It was the notion that you can be in touch with the large number of people easily without doing a lot of work. That's a tremendous convenience."

Only when proficiency with CABBS proliferated did its use for private email increase. "Until the faculty became uniformly fluent in using email, which took a couple of years, it was kind of the old school with the new tool that was used sometimes," Stott said. "A lot of people would still use notes and mailboxes." He also attributed the slow start to the relative scarcity of computers; a given gathering space, such as the faculty room, might have had only one computer. "By the time we got to 1998-1999, then it was pretty universally used," he explained. "Almost everybody could use it; some resented it, but they still used it. They understood this was the way people were going to communicate."

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## Bill Adams Advances Topic of Retirement

by Marisa Kager '13

After 37 years of teaching math and computer science at Concord Academy, Bill Adams will be retiring and in turn handing over the reigns of the Math Department's Advanced Topics course. Through the 21 years this class has been offered at CA, it has given students the opportunity to continue in their Mathematics studies after completing calculus. This past fall, 21 students from CA and CCHS gathered in the evenings to learn number theory as Adams taught his last semester of the course.

Adams did not originally plan on pursuing a career teaching high school math. Although he had taught at St. Paul's School in New Hampshire upon graduating from college, he planned to teach at a college or

university. Adams said, though, that after going back to graduate school, "the job market for college and university jobs was very tight particularly in [my] field of abstract algebra." However, "there was an opening in the math department at CA so I decided to go back to high school teaching." He added, "My wife [Susan Adams] had already been teaching here at CA for two years, so I knew the school and liked it."

Adams said that when he first came to CA, no advanced topics course was offered, so he taught other math courses. He said, "When I went part time... I continued to teach independent studies in math and, in some years, some math courses. These courses eventually started what would be the precursor to the Advanced Topics course."

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Dean of Faculty and History Teacher Peter Laipson, who designed and teaches CA's Philosophy course. Photo by Olek Lato '11.

## Playing with Plato: Philosophy Course Shapes Minds

by Tess Mellin '12

First offered in the spring of 2002, Introduction to Philosophy provides a unique learning experience within Concord Academy's history department for students who wish to debate and contemplate.

History teacher and Dean of Faculty, Peter Laipson first taught a version of this course in the summer of 1986 as an assistant to Grant Wiggins, now a well-known expert in educational theory, at the Massachusetts Advanced Studies Program. In 2002, Laipson brought the class to CA. Though he redesigned much of the course, he says he kept some of the same readings including Plato's Meno.

In addition to Meno, students read *Fifty Readings in Philosophy*, *The Lives of Animals*, *Does the Center Hold* and other supplementary articles. Through these readings and the work of the many philosophers cited in them, students explore epistemology, ethics and political philosophy. For some

students, knowledge of this curriculum was enough to lure them to the class. "It just seemed so interesting. I saw the syllabus before the class started and I knew I wanted to take it," Evan Turissini '12, one of the student's in this year's class, said.

The course's curriculum is constantly evolving. In response to student feedback, Laipson has integrated existentialist works and has increased the course's focus on the philosophy of the mind. This year in particular, he has also made greater use of the increasing number of online resources related to philosophy.

Each year, the class itself shapes the course differently. "Each group of students brings a new perspective. When we discuss competing ethical theories, for example, this year's class will react quite differently from a class five years ago," Laipson said.

These interesting and opinionated conversations are what seem to draw many students to this class.

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# Advanced Topics

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The need for a more advanced math class became clear when students began finishing all of the math classes CA offered before their final semester, leaving them with no further math classes to take. Adams said that before Advanced Topics officially began, he started a class for students “who had taken calculus AB by the end of their junior year. Although small at first, sometimes with three to four students, the precursor course regularly became about eight to twelve students.” He said, “It didn’t make sense for them to take part C until the spring of their senior year, so here were the most advanced students at CA who had no math course to take in the fall of their senior year.”

In 1990, CA began to formally offer the Advanced Topics course. In 1995, the class was opened up to students from CCHS and Middlesex. While Middlesex declined, CCHS at the time had no advanced class for students who had finished calculus, and they accepted; the class was moved to the night-time to accommodate these new students.

In the beginning, linear algebra or multivariable calculus were taught, but then Adams began teaching a Chaos and Fractals course. The Chaos and Fractals course had some overlap with the advanced computer science course that Adams also taught. He said that he likes “the part of mathematics that has a significant overlap with computer science.” He added, “I had been fascinated by fractals ever since the first images of the Mandelbrot set came out in the early 80’s.”

Adams then added a number theory course to CA’s curriculum, so that if a student took Advanced Topics as a junior, that student could take a different advanced course in the fall of senior year. Like Chaos and Fractals, Number Theory also overlaps with computer science.

Edmund Metzold ’11 who took the course this fall said, “It definitely introduced college level math, which is more theoretical.” Stephen Sarno ’11 agreed. “It was an interesting inquiry-driven course,” he said. “It allowed students to prove mathematical concepts instead of just memorizing them.” Sarno added, “It was the toughest math course I have taken at CA.” Metzold said that although he did not particularly enjoy the topic, “The class atmosphere was great.” He added that the timing of the course was not ideal. “I wish it hadn’t been at night, especially because I had to come straight from dance.”

As for the future, Adams said he thinks the course will move back to the daytime “particularly since CCHS now has options for their students who have taken calculus in their junior year in the way that they did not have back in 1995.” Other than that, Adams is not sure what will happen with the course, “But,” he said, “in the next couple of weeks, the math department is meeting to start to discuss what will happen next year. It’s a great course to teach since the teacher can do whatever he or she wants. There are lots of possibilities.”

# Lettuce Be Green: Veggie Day Makes a Comeback

by Julia Levinson ’12

On February 10, Veggie Day will return to the CA Stu-Fac. Beginning as a project by Gretchen Roorbach’s Advanced Environmental Studies students, Veggie Day has faced economic obstacles and is a point of contention within the student body.

In 2008, students in Roorbach’s Advanced Environmental Studies class first hatched the idea of Veggie Day. After studying the negative environmental impact of the meat industry, each student was tasked with coming up with a project to address the issue. Upon further discussion, the class decided that if all fifteen students worked together, their project could be much more powerful. From there, ideas grew and the class eventually developed a plan for a vegetarian day for the entire CA community. They collected data about meat consumption and then pitched a proposal to then Head of School Jake Dresden, Director of Operations Don Kingman, Dean of Students David Rost, and then Head of Food Services Herb Reed. Eventually, the students’ powerful statistics persuaded the school leaders to accept their proposal and Veggie Day began.

For six weeks in the spring of 2009, the Stu-fac offered only meat-free options for breakfast, lunch, and dinner on Thursdays. The kitchen staff easily managed a vegetarian breakfast since it was mostly meat free already. Lunch and dinner, however, proved costly and difficult. The students in Roorbach’s class had believed that Veggie Day would be cheaper, but in practice, Veggie Day proved more costly, and the meals were more labor intensive, as preparing cold cuts is simpler than this alternative: grilling many sandwiches before lunch starts. As a result, the weekly Veggie Days were not continued during the 2009 – 2010 school year.

This year, Roorbach has been working with the Head of Food Services Shawna Penders to bring back Veggie Day. Roorbach said that in addition to the cost being a concern, the kitchen staff received negative feedback following Veggie Days that made Penders reluctant to restart them. Roorbach said her class administered a survey in which most respondents responded very positively to the days, but the students who did not like Veggie Day were very vocal in expressing their negative views.

Penders and Roorbach reached a compromise. This year, on February 10, meat will not be available at breakfast or dinner, but it will still be available at lunch. Roorbach, the Environmental co-heads, and other members of the Green Team are encouraging community members to show their support for Veggie Day by choosing not to eat meat at lunch, even though it will be available. They will pass out felt pins for students to wear, signifying that they will choose to boycott meat at lunch and enjoy a fully vegetarian day.

Environmental Co-Head Kate Nussenbaum ’11 said, “The main goal of Veggie Day is to teach people that we don’t need to eat meat at every meal and that there are small sacrifices we can make to help the environment.”

Student opinions remain split. Connor Murphy ’12 said, “I don’t like Veggie Day because it only caters to a small percentage of students.” Other students are undecided, favoring the lunch but disliking the dinner. Some students support the day. Ryan Martin ’11 said, “I think it is important to keep having such days at CA. It shows respect to the vegetarian culture that is so prevalent at CA.” He added, “Also, everyone enjoys the grilled cheese so we could just drop the name ‘veggie day’ and serve grilled cheese like it’s no big deal.”

# Winterfest Moves Later into Night

by Lola Ogundipe ’12

The schedule of CA’s annual Winterfest has shifted this year. Rather than taking place in the afternoon, Winterfest will now begin after dinner and last until the raffle ends, at around 11:00 PM.

Winterfest consists of a festival, talent show, and raffle, that all raise money for the school’s financial aid budget. During the festival, many clubs sell goods and hold different activities, like games and contests, in which the student population can participate. In years past, the winter semi-formal dance was held on the same Saturday.

This year though, the junior class hosted the semi-formal on Friday, January 28th while Winterfest will occur a week later, on Saturday, February 5th. Due to the longer winter vacation, there is one fewer Saturday in January in which students are in school. Dean of Students David Rost said, “With the lost weekend, we had to schedule some games on a Saturday.” He said that he decided to move Winterfest to the evening so that students would not have to chose between going to their sports games and participating in the festival. “We want students to be able to support their teams as well as their school,” Rost said.

With Winterfest being pushed later into the evening, members of Student Council decided to shorten the festival component of the day and lengthen the talent show. Council

believed that at night, students would rather sit and watch their peers perform – it requires less energy than running club tables. “The festival portion always dies down at the end anyways,” Kate Nussenbaum ’11 said. Additionally, many students were interested in performing in the talent show, and the entertainment committee did not want to have to cut acts.

Nonetheless some students don’t like the new schedule. Ashley Campbell ’12 said that she was disappointed the semi-formal had been moved to Friday. She said, “It’s harder to invite people since it is going to be on a Friday rather than a Saturday night. Also it’s fun to have all the activities in one day: Winterfest in the morning/afternoon and the semi-formal at night.”

Jazmin Londono ’12 agreed. “The semi-formal was too soon after winter vacation,” she said. “It’s not enough time to get ready especially with SATs and frosh project meetings, and I haven’t even found a dress.” Zora Jackson-Bartelmus ’13 said that the separate events will make it harder for day students to commute back and forth to campus. Thalia Perez- Marcias ’13 said that the separate days take away from the festive nature of Winterfest. “The semi-formal is on a Friday when a lot of the winter athletes have games and afterwards some of us are not in the mood. It’s not the same energy you get from an all day event like Winterfest.”

# Seniors Not Allowed to Change Course, Literally

by Adam Pfander ’12

The start of a new semester marks the beginning of another academic drop/add period, but unlike fall semester, the senior class is notably absent from this beginning-of-semester chaos.

In the spring, seniors are not allowed to change their schedules without the explicit permission of their college counselors.

At the onset of the year, the College Counseling Office works closely with seniors to create a strong, appealing, and balanced course load for them. Seniors then list all of their planned spring courses on their college applications. Come spring, when college applications have been submitted, contact with colleges is limited and the ideal of “senior spring,” an easy semester following the stress of the fall, calls to some students. It is tempting for some seniors to change their spring schedules and drop more difficult courses.

But seniors are expected to maintain the level of academic rigor presented in their college applications throughout the entire year. This consistency ensures that the image of themselves that seniors presented to colleges remains accurate. In the past, students who have dramatically changed their schedules, or failed to maintain a degree of interest in their studies, have been penalized. Financial aid grants have been rescinded; offers of admission have been withdrawn. Director of College Counseling Peter Jen-

nings said, “This policy is less the personal standard of the CCO, and much more the policy of college admissions offices.” He added, “Colleges still expect a successful continuation of[seniors’] studies. Grades are often less stressful, but focus is necessary.”

Regardless of the added roadblocks,

many seniors still fill out drop/add forms in the spring. Jennings said roughly six students each year request to change their schedules and are denied. But, even with this added hurdle, some seniors are not totally committed to the course selections they made in the fall. The CCO recognizes certain “acceptable changes” to a senior’s spring course load. “Students are free to jump around within their chosen subjects,” Jennings

said. Seniors are free to, for example, switch English or History electives.

Jordan Beard ’11 said, “A senior spring of five audits would be rather swell. PJ does not share these sentiments.” For the most part though, seniors think the CCO’s policy is fair. Olek Lato ’11 said, “I wish I had more leeway, but I don’t think it’s to spite us or anything. They’re really doing it for our benefit.” He added, “Except for a few exceptions, there’s not that much discontentment.” Natalia Winkelman ’11 agreed. “The policy makes sense,” she said. “If you do change your schedule you have to notify colleges anyway. And you can alter your schedule. You can switch which classes you’re signed up for as long as you keep the same number of each major and minor. As long as that’s allowed, I think the policy as it stands is totally fair.”



Sam Smith ’11 reads through the course catalog. Photo by Emily Hughes ’11.





Justin Bull teaches a Film 1 Class. Photo by Kevin Cho '12.

## Edits Made to Film Class

by Kathleen Cachel '12

In recent years, Concord Academy's Film Department has been reimagining its course offerings, and over winter break, it revamped Film 1 with the hope of making it a more manageable and appealing class.

The two main projects in Film 1 are the character-in-action film and the parallel action film. The character-in-action film has always been filmed during class time, and students typically take turns behind and in front of the camera so they avoid the need for additional actors. The parallel action film was traditionally shot outside of class, which provided students with the freedom to appoint their own actors and shoot anywhere they wished.

This semester, however, the parallel action films will also be shot during class periods, and the actors will be others members

of the film class. Head of the Film Department Justin Bull said that removing logistical struggles is the major impetus behind the change. Students often felt stressed by the need to secure actors to film, as well as the time needed to film the movie itself. Film 1 typically attracts a younger student group, and Bull said the department is making these changes because they wish to grow "our core dedicated group."

While some students may be concerned that in-class shooting will limit creativity, Bull said that when students chose to venture outside of CA, their films were not necessarily better. "Even with the freedom of shooting wherever they wanted, students told stories that typically took place in Concord. They lost some of the ability to tell full, diverse stories; they were too caught up in finding the perfect location," Bull said.

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## Leaving Campus to Learn to Lead: Junior Class to Head to Harvard

by Carly Meyerson '12

This spring, all 96 members of the class of 2012 will spend an entire weekend at Friendly Crossways, a hostel in Harvard, Massachusetts. This excursion, recently dubbed the "junior leadership retreat," or, the "mandatory junior bonding trip," is designed to help prepare rising seniors for the responsibilities they will face as school leaders next year.

The Class of 2012 will be the first class at Concord Academy to experience this kind of leadership training. Over 21 years ago, Milton Academy juniors began going on a similar retreat. The trips were generally successful, and when David Rost and David Gleeson first moved from Milton to CA, both showed interest in starting the program here. Rost said, "Until this year, there just wasn't room in the budget to allow for a leadership trip like this at Concord. David Gleeson and I have discussed the possibility for many years, but could never find a way to fit it in until now." When Rick Hardy came to CA last fall though, he made the leadership retreat a priority, and he made funds available to ensure that the trip would be a formative learning experience for juniors for years to come.

Thanks to these efforts by the administration, the Class of 2012 will be spending March 24 through 26 in Harvard. Though leadership is the main theme of the retreat, the trip's purpose is twofold: First, students will be discussing the question, "What is leadership?" Understanding this question will better prepare juniors to fill leadership roles at CA. Second, juniors will be considering what they want to get out of their senior year and what legacies they want to leave behind as they depart from Concord. The idea is to have rising seniors examine leadership

in terms of both the individual and the bigger picture. "I see high school as a pyramid," Rost said. "Younger students clearly look up to the older ones, and because this year's juniors are soon to be seniors, we are hoping to provide them with the opportunity to explore and make the most of this newfound seniority."

Rost was also quick to dispel the rumors that the trip was designed specifically with the Class of 2012 in mind. After students were told about the retreat several weeks ago in class meeting, rumors spread that the trip was started this year in particular because the administration thought that the Class of 2012 needed the training more than past classes have. Rost, however, made it clear that this is completely untrue. He said, "The upcoming trip has nothing to do with the Class of 2012 specifically. It is simply an opportunity for rising seniors to learn to work together and play off of each others' strengths instead of competing against each other for leadership positions in the community."

During a recent junior class meeting, Rost further clarified why this trip was taking place for the first time this year. He explained that this was the first year that Rick Hardy had full control over setting the budget, and so he was able to make the decision to set aside funds for this trip.

Finally, it seems that along with leadership training, the Class of 2012 has the potential to grow much closer while on the retreat. Along with participating in bonding activities, students will be sleeping in large bunkrooms, and as the class of 96 will be squeezing into a hostel designed to accommodate no more than 75 people at a time, closeness will not be optional. Rost said, "There is no doubt that the accommodations will be comfy, cozy, and very tight."

## Math Icon Teaches Econ

by Michael Ruscak '11

This year, the math department started offering students a semester-long major course in economics. Math teacher Mark Engerman, who majored in economics in college, is teaching the course this spring.

Economics is generally regarded as a social science, not a math topic, and the course itself does not consist of much mathematics. Still, Engerman said that the school decided to place the course in the math department because it falls outside the normal standards of the history department. Furthermore, Engerman was already a member of the math department.

Engerman said that former Head of School Jake Dresden taught an independent study in economics to two or three seniors during his time at CA. When the administration decided to give more students the opportunity to study economics and Dean of Faculty Peter Laipson offered Engerman the opportunity to teach the class, Engerman was excited to take him up on the offer.

There, unlike Algebra 2 for example, all of the students would be interested in the topic. Engerman said, "I like economics. It's an interesting way of looking at the world and a useful way of making sense of things." Unlike economics courses at other schools, the

class is not focused on preparing for the AP, allowing Engerman more flexibility in how to approach the subject. He said that instead of focusing on the "nitty-gritty" economics material, the course will teach more of "an economic way of thinking." Engerman plans to follow the interests of the students and "mix up different case studies and different ways of understanding topics such as markets and international trade or standard of living."

The course will also delve into the significance of government debt as well as the stock and bond markets. Although he's never assigned papers or had these types of class discussions before, Engerman said he is looking forward to teaching the new course every year.

The course was so popular, there was not enough spots for everyone who wanted to enroll. Some, like Cole Frank '11, signed up for Economics because they thought it would be a more practical upper-level math course. He said, "No matter which field I go into, it will be useful to know about the economy and how business and markets work."

This year, the class had only enough spots for seniors to enroll. But, given a successful trial year, it appears that current juniors, sophomores, and freshmen will be able to enroll in subsequent years.

## YIP: No Bark, Just Bucks

by Charlotte Weiner '13

Youth in Philanthropy (YIP) is a club at Concord Academy that teaches students about grants, fundraising, and nonprofits through weekly meetings during the fall semester. This fall, participants evaluated six grant proposals from non-profits in Boston's metrowest area that focus on youth development and, at the end of the semester, decided which of the programs to fund.

The Foundation for Metrowest, a philanthropic organization, started several branches of Youth in Philanthropy five years ago. A donor set up an endowment to run the program at five schools in the Concord area. Each year at CA, the endowment provides YIP with \$10,000. In addition, students in the club must raise at least \$1,000 on their own. In addition to running the club at CA, the Foundation for Metrowest runs YIP at Concord-Carlisle High School, Fenn, Middlesex and Nashoba Brooks. Jennifer Ubaldino, the Youth in Philanthropy Coordinator from the Foundation for Metrowest, oversees the program at each of these schools. On one level, she teaches students about the tangible tools and skills they need to effectively evaluate grants and to fundraise. But she added that her role extends beyond that. "My job is to help students learn what philanthropy is all about, and to show them that they have the ability to make decisions that can have an impact on their community," she said.

This year, ten students took part in the program at CA. "It looked like a fun and interesting opportunity to get involved in service," Ryan Hussey '13 said. The desire to help less privileged members of the community motivated Michelle Wiryadi '12 to take part in YIP for a second year.

During the first five meetings, Ubaldino introduced the students to the Foundation for Metrowest and led discussions relating to types of philanthropy and techniques for both fundraising and evaluating grants. The students learned to read budgets, to take into account their personal experience and values in decision-making, and to consider the different viewpoints of people involved with any nonprofit organization. The students were also given practice grants and proposals

from previous years, which they worked on to prepare for active grants.

On October 19th, the group received copies of this year's six proposals. The groups requesting grants were: Acton/Boxborough/Harvard/Littleton Early Childhood Council Scholarship Project, Rediscovery, Inc., Boys and Girls Club of Assabet Valley, Jeff's Place, Sages and Seekers, and D.A.V.I.D. Anti-Bullying Institute.

Eleven days later, the members of YIP went on site visits. They traveled to Acton, Waltham, Westborough, and Maynard, where they met the programs' directors and listened to presentations. Wiryadi said, "The site visits really helped me get to know each of the organizations by changing each from on-paper, black and white proposals into real people."

After visiting the different organizations, the CA students faced a challenging task: to come to a compromise about how to distribute \$11,500 among this group of programs. After much deliberation and animated discussion, the members of YIP decided to give \$4,338 to the Early Childhood Scholarship Council, which gives scholarships for a pre-school education to four-year-olds from low income working families; \$4,338 to Jeff's Place, a year-round program that provides support groups and services for grieving children and adults; and \$2,823 to Rediscovery's Financial Literacy Program, a ten-session course designed to teach foster care children ages 16 to 24 basic financial knowledge.

The participants of YIP think that the program is important for CA for a variety of reasons. Lilian Xie '12 said YIP is important both because it helps students build skills as evaluators and fundraisers, and because it allows students to gain a sense of perspective by providing a chance help one's greater community. Ubaldino said, "[The program] is really about going beyond service and volunteering. It's about helping people in your community in other ways."

*If you are interested in joining Youth in Philanthropy next year, see Liz Bedell or look for applications in the fall. Visit <http://www.foundationformetrowest.org/about/yip> to learn more.*



# FroshProject Celebrates its Tenth Anniversary

by Marina Fong ’14

FroshProject celebrated its tenth anniversary when the Concord Academy class of 2014 took the stage on Saturday, January 29th. This annual performance features a number of upper-classmen-directed skits that star members of the freshmen class.

Theatre Program Director David R. Gammons founded FroshProject at CA when he began teaching at the school in 2001. He said that his idea for FroshProject came from his experience with a similar program at his high school: during his junior year, Gammons directed a skit in this program, and the memories of such a positive experience prompted him to bring the idea for FroshProject to CA.

Gammons said that he always hopes for 100 percent participation from the freshman class and this year that goal is being met. According to Freshman Class Advisor Martha Kennedy every member of the Class of 2014 is involved FroshProject. Not all of the freshmen are acting, she said, as many chose to help out with tech or ushering instead.

In honor of Frosh Project’s 10th anniversary, the theme this year is “Powers of Ten.” The broad topic of the theme is the main difference between this year’s and previous years’ themes. “[I wanted to] give the directors a chance to be more creative with the scripts,” Gammons said.

While some directors relished the thematic freedom, others found it difficult to manage. Jazmin Londono ’12, a second-year director, said “This year’s theme makes it hard to come up with skit ideas.” Rhina Allende-Rivas ’13, a sophomore director, concurred. “Directing is a lot more stressful

than I thought it would be,” she said.

One of the primary benefits of FroshProject is bonding within the freshmen class. The performance is one of the first all-class activities for the freshmen class, and many students believe it to be a valuable experience. “You do get to know the freshmen a lot better. I wasn’t already close to everyone in my group, so it helped me get to know some people better,” Allende-Rivas said.

FroshProject also exposes the freshmen class to CA’s theater program, regardless of past experience in productions. For instance, Tien Hunter ’14 said, “This is the first production I’ve been in since first grade.”

For all its benefits, FroshProject does have some drawbacks. “Whether or not it’s a good experience really depends on your directors,” Allende-Rivas said. “It can be scarring, especially when your directors change the script the day before the performance.” Others cited the scheduling of FroshProject as an inconvenience. “It’s difficult to find times to meet with the people in my group,” Londono said.

“[Juniors] have college [counseling] in the morning, and the frosh are pretty busy as well.” When asked about the choice of timing for FroshProject, Gammons said that there is no ideal time. However, January is one of the only times when few other productions need the stage, and the freshmen have settled into the school enough to try something new.

Overall, Gammons said that he believes the legacy of FroshProject is one of connection: “It provides opportunities for upper-classmen to bond with freshmen, for freshmen to bond with their class, and for freshmen to get a chance to be up on the CA stage.”

in a positive light. “The break is a good rest for everyone,” Gleeson said, “especially after the fall semester.” Nevertheless, she said that she encouraged her actors to work on memorization in a relaxed way over the holidays.

*Streetcar* benefits from a talented cast that blends many CA theater veterans with a handful of newcomers; according to Gleason, this group has “a huge amount of energy and talent.” The show stars Matt Labaudiniere ’11 as Stanley Kowalski, Scarlett Kim ’11 as Blanche DuBois, Anna Morton ’11 as Stella Kowalski, and Nora Normile ’11 as landlady Eunice Hubbell. Gleason said that these performers, in their final year at CA, are all doing “fabulous work.” Also taking center stage in the production is Chris McManus ’12 as Stanley’s poker buddy Harold Mitchell. In addition to many upperclassmen, freshman Jacob Weiskopf ’14 is taking his first CA theater role as the Paper Boy.

Morton, who has never been directed by Gleeson before, said, “It’s fun to get the chance to work with someone new.” Weiskopf said, “*Streetcar* has been my first involvement with the theatre program and I love it! Megan is fantastic.”

With such a talented group of students, *A Streetcar Named Desire* should be a dynamic and memorable production. “It is a special piece of theatre and not to be missed!” Gleeson said.

The show goes up on Friday, February 25th in the Concord Academy Performing Arts Center.



Freshmen Jorge Pagan and Kyr Gibson rehearse.

Photo by Amanda Brown ’14.

# Streetcar Approaches Final Stop

by Abby Brooke ’13

“Not every high school gets a chance to do a play of this caliber,” Director Megan Gleeson said of the upcoming winter mainstage production of *A Streetcar Named Desire*.

The Pulitzer Prize-winning play follows the tumultuous and eventually tragic events that occur when the unstable Blanche DuBois visits her sister Stella and her brother-in-law Stanley in New Orleans shortly after World War II. Gleeson said that she intends to stay true to the original time and setting, New Orleans in the mid-late 1940s, because that, when directing *Streetcar*, adhering to what playwright Tennessee Williams intended is the best course of action. She said that the “strength of the language, the characters and their situations as well as the time in which it was written” all contribute to a story that is simply “timeless.” Gleeson said the play has a “breathtaking combination of poetry and gritty realism.”

The cast and crew of Williams’ renowned play are seven weeks into rehearsals, with another four weeks to go until opening. As is typical for the winter mainstage production, *Streetcar* began rehearsals before winter break and resumed when students returned to school for the start of the second semester in January. Maintaining the flow and energy of a production over a long break is usually a difficult task, but Gleeson viewed the pause

# Advice from Beyond

Advice is not hard to come by at CA. Seniors offer it in their chapels, advisors dispense it at weekly meetings, and the Centipede’s own “Rhonda” will happily dole it out to any one brave enough to submit his or her questions. But the one thing none of these people has is the perspective that comes from breaking out of the CA bubble and moving on. The Centipede caught up with some recent alums, who responded to the question below. Check back next issue for some more of their thoughts from the great beyond.

*How did you decide on your major?*

**Jake Dockterman ’09:**

After taking Advanced Physics with Brian at CA, I loved physics so much that I wanted to be a physics major. After two semesters of college physics, I still thought I did, but I definitely wasn’t as excited about it as I had been in high school. It gets much more nitpicky and arcane as you keep going. This past fall, I forwent physics for a semester to get some of my premed courses out of the way, and I realized that I actually really enjoyed not taking physics classes. What I realized I did enjoy was biology. When I looked at the course catalog and explored my potential next five semesters as a bio major, I realized I was actually excited about most of the classes I could take. So when it came time to declare majors, I went with Molecular and Cellular Biology. I guess my advice from beyond is twofold: look at the courses you’d actually have to take to fulfill your major requirements and think about whether you’re excited about them or not. If you enjoy not doing something, then don’t major in it!

**Jen Lamy ’09:**

Last spring, I took microecon because I felt like it was a class that I should take at some point in college. I ended up really liking it and so I decided to pursue economics as a major.

**Sarah Thornton ’09:**

While deciding what to major in is a daunting process, it is also one of the most exciting parts of being a college student. For the first time you are allowed to focus in and take the classes that really interest you instead of a set of arbitrary requirements. I decided to take full advantage of this opportunity and design my own major.

Designing your own major allows you to hand-select the classes that you like and mold them into a coherent path of study. If you have a vast array of interests and don’t want to shortchange yourself or get boxed into a bland, pre-designed major then you should consider designing your own major.

If you choose to design your own major be prepared for an incredibly time-consuming and at times frustrating process. I had to work and rework my idea after meetings with professors and academic deans, who have to prove the academic integrity of each self-designed major. My friends who chose a predesigned major like English merely had to choose an adviser and sign a paper and, voila- they were English majors. While I had to do both of those things, I also had to write a 10-page paper explaining the nature of my major and proposed class selection, determine as a first semester sophomore what I will write my senior thesis on, and give an oral presentation defending my major to a board of skeptical faculty. Phew!

As difficult as the process was it was definitely worth it. While it took a lot of foresight I love having a self-designed major. I have more flexibility than anyone in determining what I will study, and instead of worrying about having enough credits to both graduate and study abroad, as many of my friends are, I am encouraged to study abroad. I write this from Buenos Aires, Argentina where I am spending the spring semester, and next fall, I will be studying in Paris, France.

I didn’t view choosing a major as a defining career choice. Many people ask me what I want to do with my major, as unique as it is, and I tell them I have no idea. At this point, I’m doing what I love and what inspires my curiosity. I have no doubt that the skills I will acquire will help me after I graduate in whatever area I choose to pursue, even if it winds up having nothing to do with my major.

My major is entitled French and Spanish Transnational Comparative Literature and my thesis will compare francophone and hispanophone representations of the Chinese in modern literature.

# Film Changes

*continued from page 3*

Gaurav Verma ’13, a Film 1 student last semester, said that the new parameters are welcome changes: “Often, filming on the weekends was a tough assignment. While the time it took to film was not an issue, there were several complications with shooting.” Verma said that filming parallel action in class would have avoided issues that he faced with actors. “The main problem I encountered in my project was finding actors,” Verma said. “A couple of our actors bailed out on us at the last minute, some without telling us.”

Melissa Pappas ’13, also a Film 1 student last fall, said, “When I heard about the changes, I was surprised. Part of the parallel

action project was the independence that the Film 1 students were given to film on their own time and wherever they chose.” But Pappas added that she also sees benefits to the change. “I think that the project will be less stressful. Actors will be more readily available, and it will be much more convenient and much less of a time commitment for them,” she said.

Many previous Film 1 students share the concern that the new parallel action guidelines limit the film’s shooting location. However, this is a compromise both students and the department seem willing and eager to make.



## History of CABBS

*continued from page 1*

CABBS has evolved significantly over its fifteen-year existence. “It is used much more frequently across the board,” Hoyte said, referring to an increase in private email and use of conferences on CABBS. Hoyte also said that the content on the conferences has moderated: “They are less contentious than they used to be, or the ones where there’s a lot of flaming and unhappiness and anger and thriving discussion are kept private.” She attributes this shift to the fact that CABBS users are more conscious of what is acceptable online behavior. Hoyte also finished some coding in CABBS around 2000 that allowed the system to connect with the registrar’s database; this communication allows users to access a range of information, such as student and faculty schedules.

“The expectation that people are going to respond quickly has escalated,” Stott said of the movement towards constant connectedness on CABBS. Stumpf said that he observes this phenomenon in his students at CA. “My sense is that when students get a free moment they think ‘Let me see what is going on on CABBS and Facebook,’” he said. “I let kids take a quick break during the long blocks I teach, and pretty much everybody checks those two places.”

“I think that CABBS has made me a better teacher,” Stott said, noting that CABBS has had a significant impact on the way CA faculty teach. Specifically, he attributes the “individualization of instruction” to CABBS, since teachers are able to easily view rough drafts or field quick questions. While he sees a potential disadvantage in CABBS preventing independent exploration,

Stott said, “I don’t notice a decline in individual responsibility. I just think it allows for more cross-pollination of thought.”

Both Hoyte and Stott see great value in the CABBS conferences for academic classes; Hoyte said, “My course conferences are often really terrific.” However, she said that the access of class conferences on CABBS has some drawbacks. “Since we don’t have to meet face to face as much, sometimes we meet even less than would be healthy for us.” Furthermore, Hoyte said that she has observed the effects of the general “coarsening” of internet content. “The relative anonymity can make people ruder and nastier than if they were sitting in the same room with people,” she said.

Citing recent internet developments including Facebook and Twitter, Stumpf said that “CABBS is going to have to evolve.” He said that given students’ affinity for the instant messaging feature on CABBS, “I am sure you’re going to see it becoming much more acceptable to send a three-word message on CABBS email.” In reference to a connection between FirstClass and Facebook, Stumpf said, “If that doesn’t happen in the next six months, I would be very surprised.”

While CABBS may require future development, Stott said that its legacy is already cemented. Apart from continuing to complement classroom work, Stott said that CABBS has even deeper roots at CA. “I see it as irrevocably a central part of the nervous system of the school. It’s just going to be the way we communicate.”

## Philosophy Course

*continued from page 1*

...“I first wanted to take this class because I like contemplating different ideas... I think the discussions in class are very interesting and everyone always participates,” Matt Labaudiniere ’11 said. Though these all-inclusive philosophical debates never end in a definitive answer, it seems, for the students, the benefits lie elsewhere. Labaudiniere said, “I think what is important in Philosophy is the mind set. It teaches you a way of thinking and approaching questions that is very different from other classes.” Sarah Wilker ’11 further emphasized the importance of question-asking in this class. “Going into the class, I expected it to be challenging, and I knew I was going to really be pushed. I knew this was going to be a class where everything you said was going to be questioned,” she explained.

Laipson agreed that questions lie at the heart of philosophy and are crucial to its importance. “The questions philosophy asks are questions that I think people in general, think about very deeply; they are fundamental. And especially for high school students people who are in the transition between childhood and adulthood, questions of ultimate meaning are very important,” he said.

Along with examining questions of great importance to students, Laipson explained another important skill that is acquired through Philosophical study. “I think the kind of close reading and interrogation of premises that goes on in Philosophy class is a useful exercise...I see it as a class in purposeful argumentation.”

In this class, Laipson aims to teach students not just about the theories and ideas of various philosophers, but also about how they think and argue. “I like the free-flowing discussions in class.... I’ve started to learn a way of reasoning and working through things step by step. I wouldn’t switch out of this class for anything,” Labaudiniere said. While Wilker seconds this enthusiasm about the class and what she has learned thus far, she warns that this may not be the right class for everyone. “This class is very discussion based so if you are not someone who likes to talk in class and express your ideas and opinions, this class is not necessarily right for you.”

Laipson said, “I love teaching this class. Every year I get to reengage with the material and I always find something new, not just the readings themselves, but also from students’ analyses of them.”

## Fresh Eyes: Interest in Senior Reader Position Soars

by Ryan Hussey ’13

Interest in Concord Academy’s unique senior admissions reader program rose significantly this year. As the result of increased interest, the Admissions Office selected ten seniors for the positions as opposed to the typical four to seven senior readers of years past.

Every fall, the CA Admissions Office solicits volunteers from the senior class to read applications and to serve on the Admissions Committee. Associate Director of Admissions John McGarry said that he attributes the upsurge in accepted senior readers to the strong work the Admissions Office did to publicize the opportunity. In doing so, they gave seniors more time to think about the extra workload and commitment and that allowed for more calculated decisions and a stronger applicant pool.

McGarry said that the primary reason seniors want to be readers is to shape the next freshman class and to influence the future of CA. McGarry also said that seniors, who have just gone through the college application process, find it “satisfying [to be on the] other side of the table.”

The Admissions Office conducts a thorough application process for the senior readers. The application includes a statement

of intent and an advisor recommendation. The Admissions Office also examines the winter and spring academic, athletic, and artistic load of each student before making its decisions.

The selected seniors accept both a serious time commitment as well as the responsibility that comes with the position. According to McGarry, seniors spend approximately ten hours a week for five weeks, making reading a “significant part-time job.” Senior readers review applications and serve on committees in the same way that other members of the Admissions Office do, and, in this way, McGarry said that the students are treated like younger colleagues. “No other school has anything like this,” McGarry said.

McGarry said that the value of the senior readers lies not in the number of students involved, but rather in the presence of their opinions. He said that he also sees the position as a way that seniors give back to the CA community. He said the post is also one way of “having the student voice strongly represented at Concord Academy.” Associate Head for Communications Pam Safford seconded McGarry’s assertion that the senior perspective benefits the CA community. “We are a better school for having the privilege of working with these seniors year after year,” she wrote in a blog post.

## Class Bonding Activities: Chemistry Creators or just Periodic Pursuits?

by Alyssa Taylor ’13

On January 14th, each of the Concord Academy classes held a bonding night. The freshmen had a “lock-in” at the SHAC, the sophomores and juniors each watched a movie, and the senior class went tubing at the Nashoba Valley ski area.

Though seniors have already spent three years together as a class, many important class-wide activities take place in the final year like coffeehouse, senior holiday chapel, and mugs begs, and so class cohesion is important. “Coffee house helped us establish ourselves as a group,” Senior Class Representative Keely Hurd ’11 said. Hurd also said that the tubing trip was a success. “On the bus ride over people were chanting, ‘seniors, seniors, seniors’. It was a great moment.”

Junior Class President Johnny Murchison said he thinks his class’ “bonding night” went well. “People seemed to enjoy the movie and spending time together, which was part of the point,” he said. “I received multiple responses from classmates saying they had fun and asking for another similar event. I don’t really like the idea of ‘class bonding events’ because I think that at our

age it’s hard to force people to be close with each other.” He added, “Yes, we can try to help people get to know each other, but you can’t force people to be best friends. However, I do like the idea of having events where people can hang out and have fun.”

Class bonding may be most important during the freshman year, but many

freshmen seemed less keen on the experience than the seniors. “It was fun,” Katherine McNally ’14 said of the freshmen “lock-in,” but “everyone stays with their own friends.” Ellie New ’14 seconded McNally’s assertion that the event should have featured more activities for the whole class. “It would be more fun if we played group games,” she said.

Many teachers believe that when

class-wide events are done well, they can support class unity. Sally Zimmerli, history teacher and sophomore class advisor, said that events tend to be successful “when they are done properly, planned well, and are inclusive.” She said that the greatest challenge for event planners is ensuring high attendance at the event; to accomplish this goal, “getting a core of students excited about the event and involved in the event seems to help.” She said that it is “really hard to please everyone,” but, in her opinion, class-bonding activities “seem to bring together those who do come.”



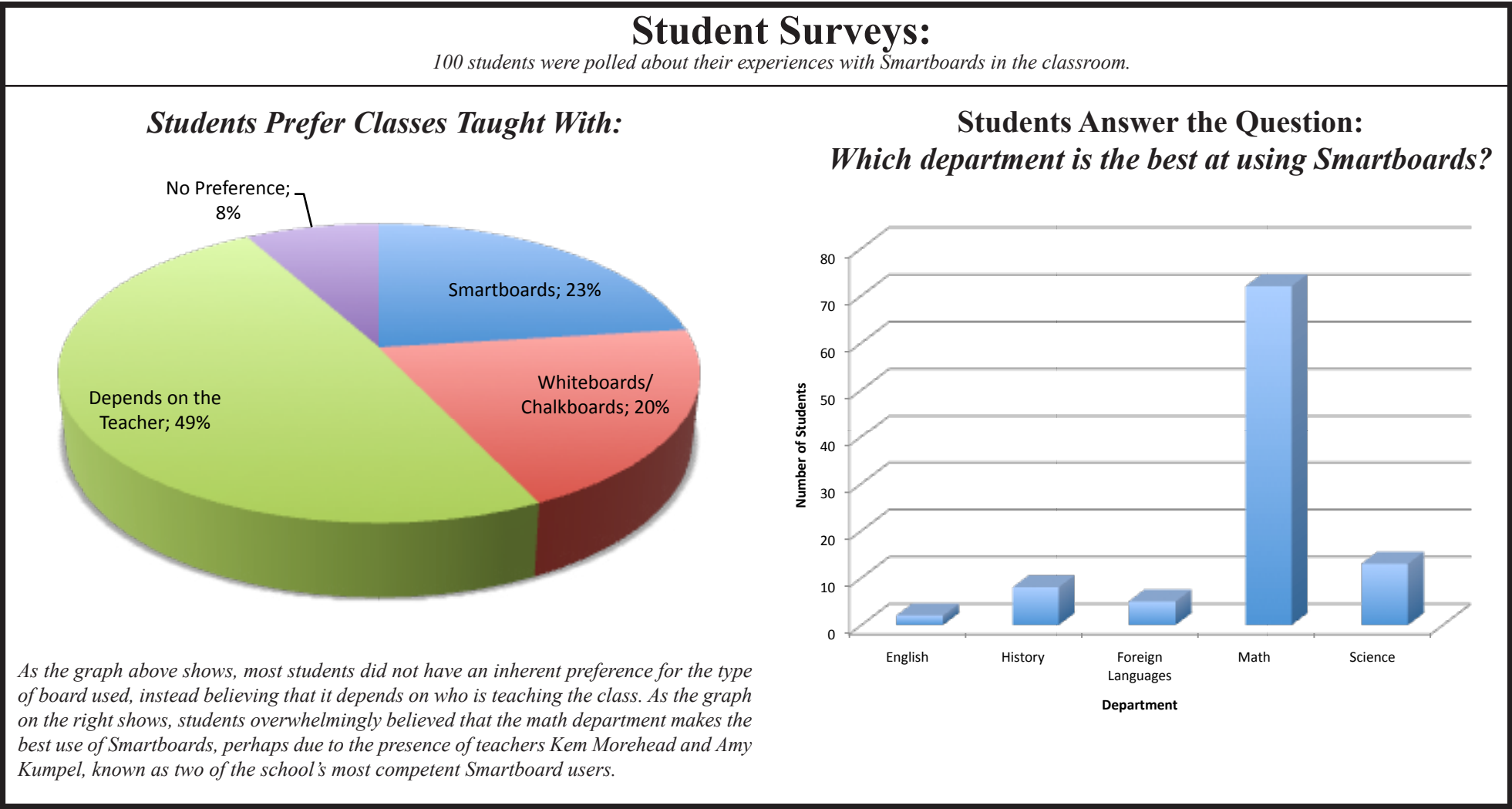
Seniors Eva Frieden, Kyra Morris, Alexis Cheney, and Sofia Julian enjoy tubing.  
Photo courtesy of Eva Frieden ’11.

Please recycle *The Centipede*.  
And remember that CA is participating in the Green Cup Challenge until February 18.  
Shut those lights off!





# New Technology in Classrooms Sparks



by Kate Nussenbaum '11

To their surprise, many teachers returned to Concord Academy this fall to find Smartboards in their classrooms. Over the past three summers, over ten of them have been installed in rooms throughout the school.

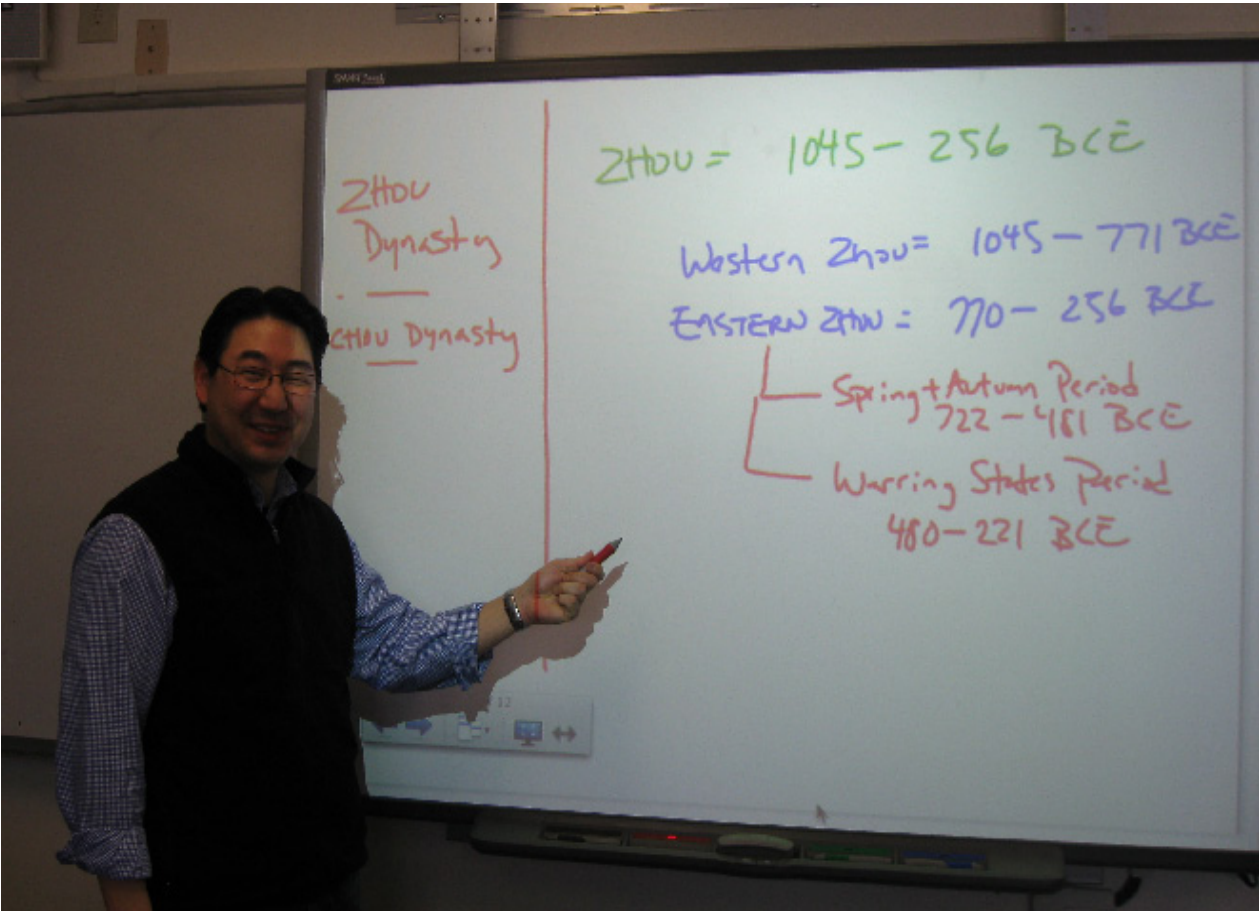
Smartboards are interactive whiteboards that synchronize with computers; teachers can type and click on their computers and project their actions on the screen, or they can write directly on the board. They can then save class notes in PDF files that they can choose to make accessible to students online.

Reactions to the boards have been mixed among students and faculty. For math teacher Kem Morehead and math and physics teacher Amy Kumpel, teaching with a Smartboard is not a new experience. Both teachers came from Gann Academy in Waltham, MA, where there are Smartboards in every classroom. Morehead and Kumpel also attended a small Smartboard workshop, but said that they primarily taught themselves how to use the Smartboards and that getting acclimated to teaching with the Smartboards took less than a week.

Morehead said that when she first started using a Smartboard, “I thought they were the best things since sliced bread. The harder transition for me,” she said, “was the first year I came to CA, there were no Smartboards. I had to rethink how I taught certain classes.” She said that she uses the Smartboard to bring up tools like the graphing calculator and Geometer’s Sketchpad, as well as webpages. “Everything that I’m doing is integrated.”

Kumpel said, “I don’t necessarily think that my students get a drastically different experience with the Smartboard, but I do find that I am able to maintain the flow of classes

better with it.” She added, “If I had notes prepped in a different format, it wouldn’t be as easy for me to go back and revise and edit them as it is now. Plus, I do everything on computers so for me it’s just a natural thing.”



Peter Sun teaches his history class with a Smartboard. Photo by Phoebe Chatfield '14.

Latin teacher Jamie Morris-Kliment specifically requested a Smartboard for her room last year after observing their use at The Roxbury Latin School in West Roxbury, MA and The Middlesex School in Concord, MA. “It’s a visual aid,” she said. “So for those that have more of a visual learning style, it certainly helps that they can see what we’re talking about. If we’re going over something like a drill sheet, [without the Smartboard] everybody would be looking at their own. If you’re not a good aural learner, that can be hard.” She added that with the Smartboard, “There’s more motion in the class, which breaks up the ordinary rhythm. It creates a more dynamic rhythm in the class. I’ll have kids get up and instead of me being in the

center, they can participate and see what other kids have done and they’ll be able to see what I’m talking about and recognize when they’ve made a mistake.” Though Morris-Kliment enjoys using the Smartboard, she

Smartboards do have their benefits. Referring to Kumpel’s physics classes, he said, “She can do applets and demos that are kind of nice and the fact that her notes are available to students who miss class is a big plus. I guess I feel like all those factors are mitigated because students can so easily access their own demos online and the notes are always easy to get from someone who has been in class, so I’m not sure the benefits that that has in terms of convenience makes up for the inability for me to be very precise and organic in my lectures.”

Like many other teachers, Giannino-Racine was displeased with the placement of the Smartboard in his classroom. “It’s fairly annoying to have it plastered on top of the whiteboard space that I used to use. I’ve gotten used to it, but I went from having two walls of giant board space to one and a quarter without really any discussion of where it should go and why.” He said that he used to teach Advanced Physics in the Great Room, but does not anymore because there is no more whiteboard or chalkboard space.

Many history teachers however, no longer have the option of using a whiteboard. In most rooms, the Smartboard was placed directly over the main whiteboard, leaving teachers with no option but to use the technology. History teacher Deanna Douglas was not pleased to find one in her classroom this fall. “They ruined the whiteboard in 122,” she said. “And now we have to schlep our laptops around and re-set up the board every single time, which takes time out of class.” Douglas added that she has not used the Smartboard yet, and instead prefers the smaller, awkwardly-positioned whiteboard on the side of the room. “I haven’t figured out ways in which [Smartboards] are useful, nor have we had training in ways that people find them useful,” she said, adding that she would like someone to show her how they can be better applied to humanities classes. Douglas added, “Who installed these and who was consulted? Why was there no

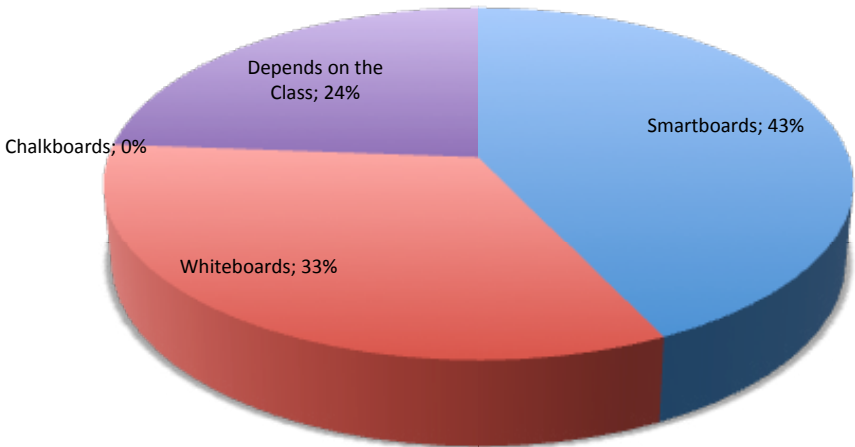


# Debate: How Smart are Smartboards?

## Faculty Surveys:

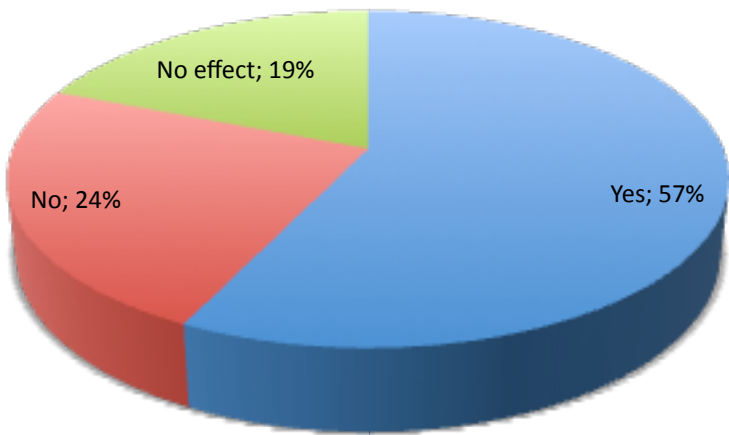
22 teachers were polled about their experiences with Smartboards in the classroom.

### Faculty Prefer Teaching with:



The top two surveys show that most faculty were pleased with the addition of more Smartboards. Although it was not a survey response option, in person, most faculty said they liked having the availability of both Smartboards and whiteboards in the same classroom because they each had their benefits and downsides.

### Faculty Answer the Question: Are you glad the school installed more Smartboards over the summer?



### Faculty Answer the Question: Do you feel comfortable teaching with a Smartboard?



Although 12 faculty members were pleased about more Smartboards being installed, only 11 felt completely comfortable using them. Comfort level seems to be the biggest inhibitor to teachers' enjoyment of Smartboards. Another question on the survey asked, "If you were amazing at using the Smartboard, could you envision ways in which it could significantly improve your class?" 18 out of 22 responders said yes.

consultation with the head of the department as to where they should be placed? It just happened!"

History teacher Stephanie Manzella also wishes she were consulted about placement. "You want to optimize your whiteboard. It would have been good to rescue the whiteboards from behind the Smartboards."

Dean of Faculty Peter Laipson said that he, Academic Dean John Drew, and Director of IT Bob Koskovich together made the decision to install the Smartboards. "This summer we installed a lot of them to benefit from the cost savings that comes with doing things in multiples." He said that the placement of each Smartboard was predetermined by the projectors the school had already had installed. "Smartboards have to be aligned with the projectors. Repointing a projector, my understanding is that it's kind of a big deal. The incremental cost of a Smartboard is about \$2,000. That's not crazy money for us. The big deal is putting in a projector and all that stuff. Once you have it, the Smartboard itself is not so terribly expensive." He said that they did include department heads in these discussions, but added that he thinks some department heads and teachers did not quite realize how the Smartboard installation would "compromise whiteboard location." He said the administration is looking at the need to create alternate whiteboard space.

Despite her frustration about losing whiteboard space, Manzella says she does appreciate the Smartboards. She likes being able to save a record of the work done in class, and she appreciates that she can operate the Smartboard from her computer as she recovers from surgery. Still, she agreed with Douglas who said that arriving to class and not knowing whether all of the components of the Smartboard will work is very stressful. Manzella said that the history department does not have the best luck with technology. "In our department, we're completely used to technology not working. It's not always the fault of the Smartboard—I probably have more problems with the projector and the internet, but the Smartboard doesn't work without them."

Morris-Kliment does not have technological challenges very often, but she agreed with Douglas' and Manzella' assessment. "If

there are technical difficulties, it can really mess up a lesson plan. It's the last thing you want to deal with. It creates a huge obstacle between the work you've put in and the result. It wrecks the result. I imagine that's why the Smartboard might be frustrating for people."

Students had varied reactions to the Smartboards as well. Most said that their experience with them depends on their teacher's proficiency with them. Steff Spies '12 said, "When a teacher is able to successfully use them, they are beneficial to the class environment because you are able to print out the notes afterwards and also because things can be neater when teachers type, whereas other teachers are really bad at them and they're useless." Abby Brooke '13 agreed: "There are two levels of proficiency: there are the teachers who can use them really well and the teachers who can't even turn them on."

Matt Labaudinere '11 said that Smartboards are only better than whiteboards if teachers take advantage of them. "If people just use them to write notes, then it's useless because the handwriting looks horrible; you might as well just write on a whiteboard. Most teachers do that and then it just takes more time to orient it and turn it on." However, he said that some teachers do utilize the Smartboards well. "If teachers are like Amy Kumpel and make slides and use programs and post them to the conference, then it's helpful."

Laipson said, "One of the things we look forward to is educating the faculty about how to use Smartboards effectively," adding that some teachers are attending technology conferences over the summer where Smartboards will certainly be discussed. "It feels to me like we are really at the beginning of Smartboards, that as we become more fluent in their use, I think we'll find them a lot better tools." He said that when projectors were first introduced, "A lot of teachers were saying, 'what is this?' and 'why would I use this?'" Now, however, the Dean said most teachers like and take advantage of them. Laipson said, "I think for many teachers Smartboards may become like that...I think that we as a faculty will grow into their use."

## Smartboards: Art Boards?

Although no Smartboards have been installed in the visual art classrooms, some teachers feel like the technology could enhance their instruction. Painting and Printmaking teacher Jonathan Smith said, "I would be interested in learning more about the Smartboards and then deciding if one would be useful for me in the studio. Many times students have asked me to produce a hard-copy rendition of my sketched-out demonstrations that I do on the whiteboard. At times like that, I wish I could just send them the original!"

Film teacher Justin Bull said he likes the interactivity that a Smartboard might offer. "I use a lot of Powerpoints and those are largely teacher-driven classes. To the scope that I can apply Powerpoints, I'm sure there's inventive uses of Smartboards. I've seen Youtube versions of Smartboard demos and even a simple Powerpoint can become more interactive when students can interact directly on slides." He added, "I would also get excited about pulling up stills that I could pull from films. We could scribble right on a still frame and talk about the lighting set ups or the use of composition. What I have to do now is pause a frame up on a flat screen and draw imaginary lines up with my hands. The Smartboard would be exciting for two reasons. Right on the fly, we'd be able to mark it, but we'd also be able to record the information from class and it can be posted to the conference so kids can use it as a resource."



# A Valiant Effort in the Battle of Lexington and Concord

by Eitan Tye '12

After an exciting afternoon filled with hard-fought performances by athletes from both Lexington Christian Academy and Concord Academy, CA let the Battle Drum, the trophy for the school with the most victories, slip out of its grasp. Although wrestling and boys JV basketball managed to win their contests, boys and girls varsity basketball and girls JV basketball came up short against LCA.

The first team to compete in the Battle was boys JV basketball. Led by the junior duo of Naseem Silver-Hajo '12 and Adam Ting '12, the team pulled away from LCA for their fourth win of the season. The CA crowd was spirited, and students were excited to see Battle start off on a winning note.

The next contest was between the wrestling teams, and CA wrestlers were eager to beat LCA for a second time this season, this time in a more hostile, away environment. The match started slowly with both sides competing evenly, but late pins from James Guerrero '13 and Jack Moldave '11 propelled CA to another win. Coach Matt Bloom, who is usually reserved, yelled triumphantly and enthusiastically pumped his fist in the air, thrilled that his team had captured their third win in four meets. In the words of injured wrestler Adam Sodano '13, who watched with the team: "[Bloom] got wicked excited when we got an important pin. When we won the final match, the whole team went crazy, and Matt was so stoked. After about a minute of screaming, he tried to calm us down though, because we want to win like winners."

Girls varsity basketball was the third team to play, but LCA proved too much to handle. LCA's athletic forwards dominated the game, outrebounding CA and continuing to make shots late in the game. Although the girls were upset about the loss, they were still excited to know that CA had a chance to win the Battle heading into the final game.

The girls JV basketball team also failed to come up with a win, but displayed great sportsmanship and effort in playing a strong LCA team. The CA fans appreciated their team's grit and stayed cheering until the very end.

The boys varsity basketball game had the most fervent and intimidating crowd any of the players had seen all season, but CA athletes remained eager to defeat their rivals. They knew that this was their most important game of the season and that the Battle hinged on their performance. With every free throw came raucous jeering and LCA students banded together in school pride, donning "Blue Crew" shirts, some even printed in different languages. Sarah Wilker '11, who cheered for CA from the bleachers at LCA said, "Sitting in the stands at LCA was kind of crazy. There were tons of kids in 'BEAT CA' shirts covered in face paint." The basketball game was close until the end, when LCA started to pull away. Despite several desperation 3-point attempts, some even coming from 6'4" center Jordan Brooks '11, CA could not come through with a victory.

Although CA narrowly lost the Battle in 2011, with a score of two wins to three, students are eager to compete for the Drum next year and match the spirit of LCA.



CA winter athletes compete. Photos courtesy of Kellie Smith.



The boys ski team. Photo by John McGarry.

# Controversy Over Compensation for College Athletes

by Gaurav Verma '13

In recent years, the National Collegiate Athletic Association has seen several violations of policy, specifically relating to finances. These cases include the pay-to-play scandal regarding Heisman Trophy winner, Cam Newton, the quarterback from Auburn whose father allegedly took money from schools that were trying to recruit him, as well as the four Ohio State football players who were suspended for selling some of their championship gear. Incidents like these have prompted numerous people in the sports world, as well as several college athletes, to propose salaries for NCAA players.

Many college athletes come from very poor backgrounds and have no money of their own when arriving at college. While the universities do cover the cost of their college education and boarding, these athletes have very little to spend on clothing, food, and other essentials. This leads many athletes to seek benefits from rich "boosters" of their universities -- see the cases of USC stars Reggie Bush and OJ Mayo. Some players even resort to selling their gear, like the Ohio State football players. Several people believe that offering these athletes a salary would cut down on these rule violations.

But many people, including CA community members, fiercely oppose the idea of salaried college athletes. Jack Anderson '13 said that collegiate athletes should not be paid as they "are being given a college education, for free." English teacher Ayres Stiles-Hall

agreed with the sentiments voiced by Anderson and said, "The fact that this question is on the table suggests how far awry our sense of college sports have gone. Sports [are] meant to be a part of an education; instead, at this point, it seems like some teams feel and act like a development program for professional athletes. I know I'm old-fashioned here, but student-athletes should be students, first and foremost, and unless we're going to pay kids to study, we shouldn't be paying them to play sports." Dan Weiner '11, echoed similar thoughts stating, "Colleges should not pay athletes because compensating them would only further blur the divide between collegiate and professional sports."

Eitan Tye '12 agreed with many of his classmates: "College athletes should absolutely not get paid because they are amateurs and are in school to learn." But he added, "The NCAA is a little too strict with their rules on athletes selling their possessions though." In regard to the Ohio State case, Tye believes that the players "should have been allowed to sell what they received because it was given to them."

Ceramics teacher Ben Eberle, however, found this to be "an interesting debate." He said, "The universities make a crapload of money off these athletes," citing football bowls and March Madness. The athletes, he said, "never see a dime of it." However, he too believed that athletes "should be there to get an education" regardless of whether they're "at Stanford or at Southern Alabama State."

# Ski Team: League Champs Won't Slide

by Will Jacobs '12

For the past six years, both the girls and boys ski teams have won the Central Massachusetts Ski League championship, and this year the teams are on track to continue that trend. Each team has already won four races, two of which were won over break and without any in-season gate training. This accomplishment is made all the more impressive by the fact that other schools had an extra week of practice during CA's winter break.

Skiers attribute the teams' success to a combination of factors. Some, such as Head coach John McGarry said that "dryland and focused practice" contribute to the continued success of the team. "The tuning party on Thursday helps," added Nick Manos '14 after an evening up in the Barn sharpening and waxing skis with teammates. Gaurav Verma '13 also said that he thinks the team's access to video as a training aid helps skiers determine how to improve.

Still, CA skiers are not entirely sure why their teams continually dominate the league. "Concord food?" wonders coach Ben Kulas sarcastically. Manos said, "We don't know what [the other teams] have, but we practice a lot." Co-Captain Peter Benson

'11 agrees. "The coaches are pretty nifty, but it's tough to compare our coaches to theirs."

Some students, and even McGarry, attribute winning partially to the team's sheer size; McGarry said a large team means "a better chance of kids scoring." While size may help, many CA skiers are also simply more talented than those on other teams. During a recent boys race, 13 out of 18 CA skiers finished in the top 50% of competitors.

Coherence as a team is important to, though according to Kulas, what makes the team successful is "not a classic sense of teamwork." After all, skiing is an individual sport. "But there's actually a lot of teamwork in skiing," he said. Benson said that skiers "cheer each other on," and Verma said he appreciates how more advanced skiers help less experienced skiers to learn what it takes to win.

Repeatedly winning the league does not seem to get boring. Co-captain Stephen Sarno '11 said, "I think it's kind of fun." Kulas also loves to win but explained, "It's not the winning that makes it fun." Alex Fichera '11, though, has his mind set on glory: "By the steel of our edges and the fire in our hearts we will carve our way to victory."



## Choosing a Semester Away

by Caelyn Kwak '12

When representatives from semester-away programs came to CA for presentations in my sophomore year, I was attracted to almost every program. Having spent almost two years at CA, I knew that I needed a change, and going to a semester-away program seemed like a perfect opportunity. Talking to upper classmen who had already gone to programs helped me decide to apply to CITYterm, and once I was accepted, I decided to go. I was ready to experience something different.

CITYterm allowed me to experience a new way of learning in a new environment, and it allowed me to become more independent. The classes there centered on “experience-based learning.” They are hard to describe, but it was interesting to have the opportunity to learn in a way so different from typical CA classes.

It was really the less obvious part of CITYterm, though, that had a huge impact on me. CITYterm offered a wider diversity than CA - a diversity beyond racial and ethnic diversity, but one including people with radically different personalities, beliefs, and backgrounds. CITYterm had a smaller but more diverse pool of students. Although this broader definition of diversity is something that most schools like CA strive for, it is harder for an eastern, independent school

to attract as many students from across the country. At CITYterm, however, students are just as likely to be from the west coast as the east coast; they come from all over the US. Also, the nature of a small group of forty students prevents cliques and subgroups from emerging. As a result, you learn how to live and work with people whom you normally would not.

Although CITYterm was a great experience, there were some challenges I ran into as a consequence of going away. I lost the opportunity to take classes that I wanted to take at CA for the semester that I was away.

Also, joining a year-long course second semester can be difficult. Of course, I also lost time with friends, which was hard, although I did make many new friends while I was away.

For students considering a semester-away program, I urge you to think hard about what would be best for you. If you are not sure as the application deadline creeps up, I recommend applying to the programs that interest you. You can decide to go or not once you find out to which programs you were admitted. Making the choice between a more concrete, predictable semester at CA and a completely new experience is tough. It's a very personal choice with no inherently “better” option, so my main piece of advice is to figure out which course of action appeals the most to you and then to make the most of whatever you decide.



Photo courtesy of Cityterm.org.

## Battle Hymn of the Tiger Mother:

## Child Abuse, Not Brilliance

by Scott Berkley '12

The New York Times calls it “a diabolically well-packaged, highly readable screed.” The LA Times calls it “this year’s Toyota” – which is somewhat accurate given the book’s #1 standing on bestseller lists. So how exactly did a second-generation Chinese mother who teaches at Yale Law school set off an internet firestorm?

My first experience with Amy Chua’s new book *Battle Hymn of the Tiger Mother* was inadvertent. Earlier this month I happened to glance over my mother’s shoulder while she was sitting at the computer to find that she was reading an article entitled “Why Chinese Mothers are Superior.” Intrigued, I found a copy of the Wall Street Journal Review in which this inflammatorily titled excerpt from Chua’s book appears. In it, she argues that, through a strict regimen of school and extracurricular activities, Chinese “tiger mothers” are crafting better children through an extremely repressive parenting style. As the excerpt points out quite clearly, she has never allowed her children to go to playdates, participate in school plays, or get grades lower than As. Also of note is that she once withheld food from her older daughter until she could play a certain piece on the piano.

It was not immediately apparent to me whether Chua was actually offering parenting advice or simply trying to incite riot (and thus sell copies). Chua does indeed seem to be advising Americans to adopt the parenting style of the stereotypical Asian, but she seems to intentionally spark controversy. She

said for example, (among other somewhat contradictory sound bytes) that Tom Brokaw, who is completely Caucasian, was raised by a “Chinese mother.” But her point, in summation, is quite clear: kids should only do things they are good at because nothing is fun unless you’re good at it. (And when she says good, she means good; her elder daughter Sophie played piano at Carnegie hall at age 14).

While I am all for discipline and hard work rather than hedonism and complacency, a mother can accomplish this without getting bite marks on her piano (as Chua did during one particular rough patch with Sophie). And while she may argue that a parent can push her child towards a successful life simply by never taking “no” for an answer, I resolutely disagree. As many CA students know, despite the external pressures we may feel, academic motivation and drive is primarily intrinsic, not external. By the same token, no student will ever achieve greatness unless it is of his or her own volition. If a child wants to be disciplined about what she does, that is excellent, but if that is not who she is, one should not go to extremes to try to change that.

Beyond semi-empirical evidence, I also believe that, at its heart, learning should be a personal process and journey. At CA we try to center our careers on a “love” of academics, no matter how untrue this may seem at times. If Chua’s newly recruited army of “tiger mothers” are constantly at the sides of their children, prodding them along with threats of no bathroom breaks or food if they don’t complete that math assignment, the “journey” of learning will become a miserable, forced march.

## 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 question in the “Help Me, Rhonda” box in the Upper Stu-Fac.*

*Rhonda, I’m a clueless freshman girl who really wanted to go to the semi-formal with this boy, but he never asked me, and obviously I was too scared to ask him. How will I ever get his attention again?*

Dear Clueless,

You really have no need to worry; this initial mistake probably won’t cost you too much. Few lasting relationships are born on the dance floor (at least not at CA). Imagine, for a moment, what would have happened if you had been asked to the dance as a date by this love interest: you probably would have danced awkwardly in a circle with a big group of equally awkward friends (though this set-up can be helpful later because when you inevitably fail to hook-up with your date you can just blame it on your “c#%&-blocking” friends). As the night wore on, you might have even gotten adventurous and tried “grinding” with your date, but this would have quickly been broken up. Catholic schools often enforce a no-grinding policy with the motto “save room for the holy ghost.” You wouldn’t want to get the first DC of the year for violating the “save room for the David Rost” policy. After a night of disappointment and physical separation, you probably would have gone back to your house and complained that the dance sucked, the music was bad, your friends were all “c#%&-blockers”, and many other things out of your control that made it impossible to have a good time with your date. If you were really angry you might have

gone ranting about how CA generally sucks and your life would’ve been so much better if you had gone to a public high school with kids as cool as you.

Now, all of this is not to say that you’ll ever get this boy’s attention again – you probably won’t. It is to say that you didn’t miss out on much by going dateless to the semi-formal because your romantic life almost certainly would have been a failure anyways. Of course, there is always the formal, but rather than getting your hopes up, you might be more productive in preparing a laundry list of excuses for your after-formal party when you’ll want to justify not dancing (or even talking) with any boys. We’ll be on a boat this year, which might help. Here are a few to start: The smell of the salt water made me feel gross; the rocking of the boat completely threw off my dance

moves; I was totally pre-occupied with acting out the “I’m On A Boat” music video.

*Rhonda, I’m a sophomore girl trying to get in shape, and all I want to do is thirty minutes on the elliptical in the gym, but all of these ripped senior guys spend all afternoon lifting weights and prancing around with no shirts and flexing their muscles. I’m intimidated. Help?*



Image courtesy of slopeofhope.com.

intimidating breed, and their natural habitat is the weight room. Although one might suggest that you need to “toughen up” and “get over your fear,” the real solution is to eliminate the males in question. There’s no reason that you need to deal with half-naked goons when you’re trying to work on your figure.

The administration is on your side. For the last several years, the CA Athletics Department has been trying to make the weight room less and less hospitable to your intimidators. Two years ago, they took away the water cooler, forcing regular users of the room to continuously trek over to the water fountain, and often get locked out of the weight room in the process. On rare occasions, these buffoons became so preoccupied with their 50 lb reps that they forgot water all together and passed out, thereby subjecting themselves to an automatic two-week suspension from the gym. Last year, they started limiting the volume of the music played in the room. Since no guy can get motivated to work out without blasting some beats, this seemed like a surefire way to get every Mike Sorrentino wanna-be out of there; but it wasn’t enough.

This winter, they started cranking the heat up to 87 degrees, hoping that every muscular man would get really embarrassed by the profuse sweat he generated and stop working out in the hot room. Unfortunately, this latest measure has not caused the seniors to abandon the room out of embarrassment, but has forced them to remove their shirts, leading to your current predicament. Since it seems that no amount of discomfort will get these gym-rats out of the weight room, you might have to learn to live with it. Since you go to CA, your love life is probably non-existent, so try taking these thirty minutes to enjoy staring at a few attractive specimens of men – you won’t get the chance too often.



# The Centipede

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## CA’s Spring Arrives in Winter Spots

by Sandy Stott

It’s a cloudy late January day in the aftermath of another storm. A uniform gray bathes the campus; pallor sets up in every face; the snow squeaks underfoot. Spring. Spring seems as distant as the summer past. Then the sun comes.

I’m walking, hunched against the cold, between the MAC and Main School when the light arrests me. I look up at the sun over Aloian House, aware for a moment that this could be the title for a saccharine school story, and at the precise angle of our meeting, I feel warmth. I turn to face the sun more squarely, and, in the folds of my dark scarf, a tiny riot of heat spreads to my neck. I smile and walk back toward the MAC.

To the left of the doors, there’s a stone ledge stretching beneath the hallway windows, and where the Ceramics Studio juts left, there’s an oblique-angled corner. I go there, strip off and make a pillow of my coat and sit down on its softness. Cupped by the corner, I lean back and resume relations with the sun; I close my eyes and feel the sun’s palm spread warmth across my face, along

my scarf to my chest. Palmy dreams begin.

The bell jars me; I look up to a few quizzical faces on the path ten yards away. Have I been talking in my sleep, ordering, perhaps, a tropical drink, humming softly a Jimmy Buffet tune? The students walk on, away from this momentary curiosity. I am sun addled, but to them I’m perhaps a small pocket of weirdness on the way to lunch. Reverie returns, bringing Henry Thoreau with it.

Thoreau, when confronted by the vital daily question of where he should walk, often paused at his door and waited for the needle of his heart’s compass to settle; more often than not, that needle pointed southwest. I take heart that this writer I’ve followed for years was drawn in the sun’s direction. But the secret to a winter sun-spot lies equally in the direction not faced, the northeast. Our most punishing winds originate there, and this corner puts a whole building between me and winter’s wind channel. My spot is all sun, and, aside from our bell’s metal reminder of who I am and my schedule, here I can drift on the little raft of my mind. Here I can shift seasons, book passage, swim out of season.

### Other Spots to Catch the Sun Before Spring

**The ASL Steps (the beach):** Here, you’ll almost always have company, but perhaps it’s that warmth you seek.

**The Chapel Doors on the bluestone:** Who wouldn’t want to have close contact with bluestone? This can, however, be a wind-prone spot, so it’s best to lounge there on a calm day.

**Granite against Pillars on Gym Steps:** Also windy at times, but as winter lengthens and the sun climbs above the nearby trees and buildings, the brick pillars take on nice heat, while the granite stays cool.

**Patio steps to the PAC:** Nice shelter from northeast winds, but subject to curling gusts from the west and northwest. Still, I’ve had at least one superb sun-nap there in late winter.



CA’s chapel in the snow. Photo courtesy of concordacademy.org.

## Editorial: Springing into the Final Semester

by Kate Nussenbaum ’11

With college applications behind me, relatives and friends from outside of Concord Academy have excitedly told me that now I can kick it. “Senior spring’s here!” They’ll exclaim. “So you can chill about work now and just relax, right? That’ll be nice.” My response is generally less enthusiastic: “Well I mean, kind of.”

Cynical students will argue that this lack of excitement over senior spring is due to CA’s refusal to acknowledge that such a time period exists. And indeed, their arguments have merit. With seniors and juniors mixed in upper-level electives, teachers cannot ease the pace of classes or let seniors slack off – their relaxation would unfairly influence juniors in the midst of one of their most important semesters.

And then of course there is that note colleges slyly insert into their acceptance letters, kindly reminding students that their acceptance is contingent upon the continued strength of their academic performance.

But there’s something else too - the greatest impediment to the chill senior spring mentality: the fact that many CA students don’t actually enjoy “chilling.” Yes, take a moment to absorb that shocking statement.

Obviously, we like to have some time to relax; we watch TV, we bask on the quad with our friends, sometimes, on the rarest of occasions, we read books purely for pleasure. And of course, we spend 99% of our time complaining that we don’t have enough time to do all these things.

And yet, even armed with the knowledge that I could halve, or perhaps even quarter, the amount of time I spend working with no effect on my college future, I have little desire to do so. In fact, the knowledge that I have less than five months left at this school has had an ‘anti-senior-spring’ effect – it has roused in me a frantic energy. This is a bit melodramatic, but it’s as if someone has just told me I will die tomorrow, and I have one day left to do everything I’ve always wanted to.

This mild hysteria has stripped me of reason. Last semester, with five majors and a commitment to two clubs, I constantly felt overwhelmed. And yet taking seven majors so I could have those teachers I’ve always wanted to have and auditioning for a play even though I have no interest in acting just to experience what it’s like, have both seemed like great ideas for the upcoming one. And when I came across an interesting newspaper article on an idea I had for a biology expert project that I had decided not to pursue, I briefly contemplated writing two projects just so I could research it more and truly make the most of my final months at CA. Although

I quickly talked myself out of that one, my parents and friends have had to cajole me out of some of these other ludicrous ideas to preserve what’s left of my sanity. (I’m not kidding; my mother swore she would email my advisor and tell her not to sign the form if I even added a sixth major.) Even so, I can’t get it out of my head that in the long run I’ll be happier if I over-exhaust myself now so that I never have to gaze longingly back at the past, wishing I hadn’t missed out on so many opportunities.

And much in the same way I don’t want to regret missing out on everything CA has to offer, I don’t want to regret not putting my all into my classes, not giving my teachers my finest work, and not being the involved student I love being. I wanted to come to CA in large part because of its “learning for learning’s sake” philosophy, and I’ve loved my first seven semesters because of how much I’ve gotten out of my classes. And yet when I remind people that I’m still allowed to love learning during senior spring, they seem slightly appalled.

All that said, I feel as if I have misrepresented myself. I don’t celebrate when I’m assigned lots of homework; I procrastinate endlessly and complain bitterly about assignments. Piling on more courses probably wouldn’t make me happier, and taking some down time to “chill” would be enjoyable, as evidenced by the fact that I had a great winter break, primarily spent doing nothing.

And yet, I have a week left of winter break and I’m already getting antsy, ready to go back to school. I’m writing this piece a solid three weeks in advance because I’m going crazy lolling around. The reason I’ve been able to love CA as much as I have is because I am similar to many (or at least some) other CA students in that I don’t find relaxing very relaxing, and I don’t expect that to shift dramatically even amidst the trance of senior spring.

Heading into the spring, my resolution is this: to try to find that magical middle ground. I’m definitely going to try and savor these last few months with my friends, free of college pressure, and that might mean accepting that I cannot, and should not try, to do absolutely everything as well as I can. But I also know how much enjoyment I get out of doing my best work, out of learning, and out of frantically running around trying to fulfill every commitment I’ve piled on, and I’m not going to deprive myself of that completely.

One thing I’m definitely not going to do is blame the administration or my teachers for not allowing me to have a “true” senior spring. Perhaps the onset of warmer weather will test my love of learning, but for now, I know the only thing standing in my way of a stress-free final semester is me, and I’m okay with that.