

CA Welcomes the Class of 2017

by Julia Shea '16

Throughout the year, the Admissions Department at Concord Academy has been busy interviewing prospective students and reviewing applications in order to assemble a new freshman class and add to the sophomore, junior, and senior classes. According to Director of Admissions Marie Myers, the goal of the admissions process is to create a diverse student body comprised of students with a range of interests, talents, and backgrounds.

"It is a given that the students will be smart, talented and kind," Myers said. Myers said that, among other considerations, CA seeks to maintain a small class size and balance between boarders and day students.

applicants, 527 applied as boarders and 287 as day. And 587 applicants applied as incoming freshmen, 177 as sophomores and 49 as juniors. CA also accepted one Thai Scholar, who will join the CA community as a senior.

According to Myers, Admissions Committees review applications on a need-blind basis, meaning regardless of the student's ability to pay for school tuition. Once the committees decide which applicants will be offered admission, the groups then consider the financial needs of the students.

CA's financial aid resources, approximately four million dollars annually, are enough to support around 25% of the student body. But the money required to provide the 37.8% of admitted students that applied for partial or full financial aid exceeds this

Revisit Days Open CA to Students

by Alex Weyerhaeuser '15

On April 3, 5, and 8, prospective students and parents visited the Concord Academy

campus and got a glimpse of life at CA during the school's annual Revisit Days. The Revisit Days are an important experience for prospective students, meant to inform students' decisions as they consider which high school they would like to attend.

On Revisit Days, each visiting student is paired up with a member of the student body, primarily an underclassman. The student then spends the day with that underclassman, attending classes, having lunch, and seeing the school. Revisiting students' parents also spend the day at CA, hearing from teachers and current students, and visiting upper-level classes in the afternoon.

While the influx of visitors could potentially overwhelm classes, History Teacher

Sally Zimmerli said that, in her experience, teachers at CA embrace Revisit Days. "The dynamic was positive and friendly," Zimmerli said. Zimmerli added that her students worked to not only show students what a

typical class might be like, but also to inform the visitors about Concord. "My current CA students balanced the class with explaining to the visitors the topic we were studying, as well as CA academics overall," Zimmerli said.

Computer Studies Department

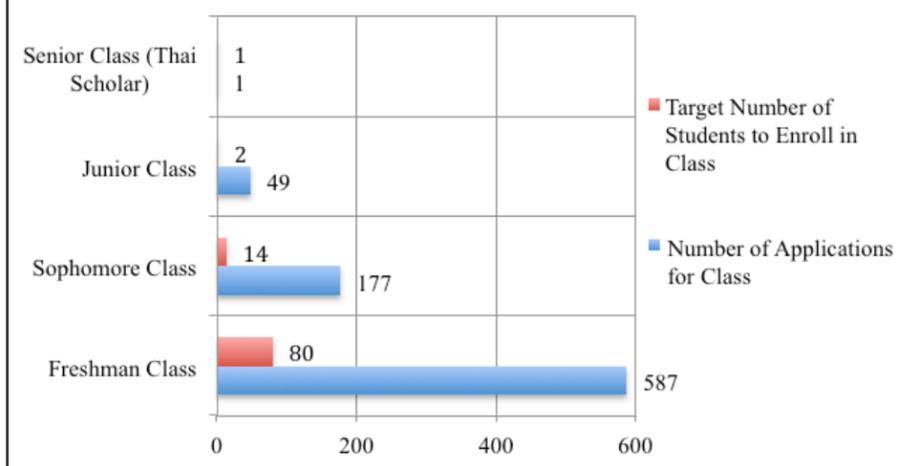
Head Ben Stumpf also noted the positive attitude his students displayed on Revisit Days. "My classes seemed to be energized by revisit day students," Stumpf said. "The discussion was lively, and the visitors joined in." In Zimmerli's classes, she noted that some visitors "preferred to observe and ask questions in the smaller groups in which they were sitting," while others were "happy to jump right in."

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Head of School Rick Hardy welcomes families on Revisit Day. Photo by Dora Hui

Applications Received and Target Numbers for Each Class



CA admissions statistics for the Class of 2017. Photo courtesy of Marie Myers

Because there are only so many spaces for new students, Myers said that admissions at Concord Academy remains highly selective. "The quality of the pool of applicants this year was very, very strong," Myers said.

According to Myers, this year's record 814 applications made the decision-making even more challenging for the Admissions Department. Myers said that, for this reason, each year students who "would absolutely flourish here" are placed on the wait list. Typically, five to ten students on the wait list are granted admission each year.

Of the 814 applicants, CA accepted a total of 249 students for the 2013-2014 school year, which correlates to an acceptance rate of approximately 30%. Of those 814 ap-

allotted budget. As a result, Myers said that some students are granted admission but are waitlisted for financial aid.

Associate Head for Communications, Enrollment, and Planning Pam Safford said that she wishes this discrepancy between financial aid applicants and resources did not exist. "My dream is that we would be affordable for everybody and that resources would not interfere with a student's ability to attend CA," Safford said.

This year, Myers said that she and other committee members were pleasantly surprised by the creativity of the essays on standardized tests. Myers said that standard-

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Directors Seminars Hit the Stage

by Abby Brooke '13

In the upcoming week, two Concord Academy Seniors, David Lander '13 and Jonah Toussaint '13, will debut the culmination of a year's worth of work in their Directors Seminar theater productions. A Directors Seminar is a year-long course during which a student works to stage an independent production that could range from an adaptation to an original work, under the guidance of Theatre Program Director David R. Gammons. Lander's play is an adaptation of Arthur Miller's *Incident at Vichy*, while Toussaint is staging *Mint*, a production that Toussaint wrote.

David Lander '13 said that he has hoped to do a Directors Seminar at Concord Academy since his freshman year. He said that his interest in theatre was piqued when he saw his brother, Daniel Lander '09 in Deborah Breevort's *Women of Lockerbie*, which Jannie Kitchen '09 directed. "That was what really got me interested in theatre," Lander said. "Freshman year, I put Directors Seminar on my four-year plan."

In preparation for his directorial debut, Lander read about fifteen plays over the winter break of his junior year, the first of which was Miller's *Incident at Vichy*. An avid history student, Lander said that he was fascinated by both *Vichy's* historical basis and by the personal ties he felt with the play. "I know a lot about the Holocaust, I've done a lot of research on it," Lander said. "I've

gone to Hebrew School for most of my life, and there's family history there." Although he continued to read other plays, he said he "kept coming back to *Vichy*," and eventually chose it for his Directors Seminar proposal that he submitted last spring.

In addition to its historical import, Lander chose *Vichy* for its relevance to a modern-day audience. "Although [*Vichy*] is so rooted in World War II, [Miller] finds a way to touch all major and minor discriminations in the seventy years after the war," Lander said. "When I was reading it, I was thinking a lot about post-9/11 anti-Islamic sentiment in the US, and anti-immigration actions in Arizona." Lander added, "I was fascinated by how Arthur Miller was able to make this play more than just another Holocaust story."

Lander said that he engaged in extensive visual and historical research in preparation for *Vichy*. He looked at images of France during World War II, as well as paintings and photographs from Miller's era, to see what types of art influenced Miller. Lander said that he found himself "really fascinated" by the work of German Painter Gerhard Richter, whose paintings and photographs look like the "ghost image of a real picture." Lander also explored film, revisiting classics like *Schindler's List* as well as the French film *La Rafle*. Finally, Lander sought to bring his play into the twenty-first century with research on the Rwandan and Bosnian genocides.

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Inside This Issue...



Students Pursue Music Opportunities

by Teresa Dai '14

While Concord Academy students fill their days with schoolwork and sports, many also devote time and energy to participating in music outside of CA. Student instrumentalists and singers alike seek opportunities beyond school to improve their musical skills and enjoy their hobbies.

In early February, Music Teacher and Choral Director Keith Daniel announced to the CA community that Matt Bliss '13 had been recommended to the All-State Massachusetts Music Educators' Association competition as an instrumentalist and to the All-Eastern competition as a vocalist. This competition is designed for high school musicians who would like to have concert experiences with other talented musicians in an orchestra, chorus, or jazz band. "I have gone to a few concerts and they are extraordinarily high-level in terms of their accomplishment," Daniel said. "Each year we have students go audition, and we have had several who made All-State in the past. This is the first time it has happened where a singer has been named All-Eastern."

In addition to participating in competitions, CA musicians explore other music opportunities outside of school. Several instrumentalists regularly travel to Boston and Cambridge to participate in youth orchestras. Eleni Hughes '13, who plays the viola, is involved in a small, local orchestra in Newburyport, MA. "It's more like a large chamber group than an orchestra," Hughes said. "It consists of members ranging in ability from somewhere below my level to a guy who used to be the concert master for a very legit orchestra. We all learn from each other."

Students also practice music in chamber music groups in the Boston area. Yong Mur-

ray '13, a violinist and pianist, is currently participating in two chamber music groups at the New England Conservatory Preparatory School. Regarding his experience in the chamber music groups, Murray said, "It's wonderful. I've had the opportunity to work

that student musicians pursue. Murray said that he takes piano and violin lessons outside of school, adding, "My primary musical education comes outside of CA, even though I participate in a lot of things at CA." Silva said that she also takes private composition

be very hard for us to monitor them taking lessons in Boston, or someone who plays in orchestras in Boston. They do it on their own time. We appreciate and encourage it, but we don't give them any academic credit for it."

In many cases, student musicians said that their experiences outside of school influence their performances at Concord. Hughes, who is the only violist in her Newburyport orchestra, said that the experience "encourages me to take a more active role in the CA Orchestra, since I've gotten used to needing to hold my own amongst some very experienced players." Murray added that he appreciated his music experience outside of CA as well. "Almost all of my solo performances at CA are a result of my activities outside," Murray said.

Daniel agreed, and considered his own experience as a music instructor at Concord. "It's the same as happens with us adults," Daniel said. He said that Theatre Program Director David R. Gammons continues to work as a director outside of Concord, while Dance Teachers Richard Colton and Amy Spencer both continue to pursue their work in dance outside of the classroom. "That, I think, informs what we do here and makes us better teachers for the students," Daniel said. "And it works the same way [for students] if it makes them better musicians, and they bring that musical skill to Concord."

Daniel said that he always encourages prospective students to think about continuing to pursue music outside of CA, as well as in school. "That makes you a better musician, and you bring that to CA," Daniel said. According to Verda Bursal '16, this encouragement affected her decision to attend CA. "At the time that I applied to CA, I intended to continue singing seriously, so music was a major deciding factor in which school I chose to attend. And, as you can clearly see, I am here at CA today."



CA's Advanced Jazz Ensemble performs.
Photo courtesy of www.concordacademy.org

with students vastly more talented than I am, as well as given opportunities to perform."

Along with Bliss, Nora Silva '15 and Hikaru Ikebe '15 are involved in the Longy Youth Chamber Orchestra. Silva said that she has enjoyed the experience of working at a high level with a larger orchestra than the one at CA. "Since CA is so small, it is impossible to build an orchestra that big at the same level," Silva said. "I like being able to play and have the energy in an orchestra like that."

Although many students take individual music lessons at school, signing up for music lessons outside of school is another option

and theory lessons in Cambridge.

According to Daniel, students who choose to take lessons at CA, like Bliss, receive credit that goes on their transcript, while students who take outside-of-school lessons, like Murray, do not. "That's a decision they make," Daniel said. "It's a choice that we give all of our students in music. If you have a teacher that you really like outside of school, by all means stay with that teacher. But for some boarders and even some day students, they find it easier to take the lessons here as long as they like the teacher."

"We certainly sanction all [outside opportunities]," Daniel said. "[But] it would

Directors Seminar

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Vichy will be the first CA production staged in the Student Heath and Athletic Center's Wrestling Room. "It really fits the interrogation room we are creating with how claustrophobic, how isolated it is," Lander said. "It's nice to have a conventional room that everyone associates with one thing, and transform it into an interrogation room *Vichy*, France in 1942."

The cast is a mix of underclassmen and upperclassmen, CA theatre veterans, and theatre novices. "Everyone is pretty much onstage the whole time. It's a pretty intense process," said Liz Gootkind '13, who plays Wilhem Johan Von Burg, a character originally meant to

be male that Lander and Gootkind decided to name Wilhemina instead. "It's fun to see new talent, to see peoples' takes on it who have never been in a play before," said Gootkind. "Sometimes it makes for more interesting choices because those who are new to the process might make decisions older actors might not have made."

A mix of new and old talent is perhaps one of the few similarities between *Vichy* and its fellow spring Directors Seminar Production, *Mint*. Written and directed by Toussaint,

Mint has been a "weird" process for cast and crew alike, according to Emerson Davis '13, who plays the character Ron. "This show is a ride," Davis said. "It is definitely going to be a show that you go into and information is being fired at you but you still feel like, 'I get this, there's something there, there's a story I understand,' but this isn't a show where you should be thinking like that." He describes *Mint* as "more of an experience, less of a linear piece. It's really a character piece above everything else."

Toussaint set his sights on Directors Seminar halfway through his junior year. According to Toussaint, the decision to tackle the project was sparked by his work in the Theatre 3 Company. "Going into Theatre 3, I didn't know what to expect," Toussaint said. "The experience has changed my whole life, my view on theatre, and the world."

Toussaint said that he did not initially know he would be writing an original script. But after enjoying a playwriting class his sophomore fall with playwright and CA Theater Department Member John Kuntz, Toussaint realized he "wanted to expand on that and make a full length show." He began the process of crafting *Mint* late in the summer, but when school began Tou-

saint had only about eight pages. Although he had initially hoped to finish the show by November, Toussaint was still writing when rehearsals began.

However, Toussaint's cast of six actors was up for the challenge of working with unfinished material. "In the beginning, I didn't know where I would end up, so I started to ask myself, 'Where will I end up?'" Davis said. "That led to a lot more character-building than any other show I've ever been in." Davis added, "Being the first person to play a character, I got to craft it. It puts a little bit of pressure, but you can really make it your own because it's been nobody else's before."

Although much of *Mint*'s plot and some of its characters are still under wraps, the director shared some of his source-work. Toussaint said that he took influences from "all over the place," but that the Greek canon played a major role in the genesis of *Mint*. "My original idea was to take a Greek myth that hadn't been made into a Greek tragedy yet, and build a more contemporary play off of that," said Toussaint. "That spiraled in every which way, and I ended up with *Mint*."

Rehearsals for *Mint* ranged from straightforward scene work, to one-on-one character analysis, to vocal exercises, to just

games. "Rehearsals are the most fun I've ever had. Being in a room with my whole cast, reading over scenes, doing fun exercises," said Toussaint. "The best time so far was the dinner my cast had before vacation." Toussaint said that he and the cast went to the house of Assistant Director Jack Colton '13, where they "cooked 'lamb-burgers' and served foods that all had to do with the script of the play."

Although Lander and Toussaint have tackled their Directors Seminar productions in significantly different ways, both hope to leave the audience wondering. "My feeling about theatre is that I don't want it to be something that's pretty, that's nice," said Lander. "People should come out of the play not thinking about what the play was, but what was being talked about in the play. I want it to be a conversation

starter."

When asked what he hopes the audience takes away from *Mint*, Toussaint said, "I want this to be the kind of show where people look back in two years and say, 'What was that? What happened?'"

Incident at Vichy will be performed on Friday, April 19 at 8:00 PM and Saturday, April 20 at 4:00 PM in the Wrestling Room. *Mint* will be performed on Saturday, April 20 at 7:00 PM in the Performing Arts Center.



The cast of *Vichy*. Photo by Sophie Drew '15



The cast of *Mint* rehearses.
Photo by Jack Colton '13

Movie Review: Oz the Great and Powerful

by Carter Kratkiewicz '16

Oz the Great and Powerful



Let me start by warning you that this is a bad movie. It isn't the worst, but it surely isn't good. The only well-done aspect of this movie is the Computer-Generated Imagery (CGI) and special effects, and even those are overused, losing their splendor rather quickly. It captured none of the magic of Oz, even though the gist of this prequel is essentially a recycled version of *The Wizard of Oz*. Only the parts of this movie that are original are enjoyable.

The film follows Oscar, Oz for short, a magician who performs magic tricks at fairs to earn his living. Oz's questionable character and over-the-top, womanizing personality are made painfully clear to the audience in the brief opening scenes, which are clearly only included to set up Oz's obvious "become a better man" character arc. This mediocre magician is then suddenly thrust into the world of Oz, where he must deal with the likes of witches, porcelain dolls, and flying monkeys, both good and bad. From there, the plot becomes rife with predictable twists, nonspecific prophecies and a bland, fairytale ending.

The casting for *The Great and Powerful* is also poor. I have nothing against the cast of this movie and respect most of them for their acting, but many seem ill-suited for their parts, and none stand out. James Franco and Mila Kunis are the biggest errors in this respect.

I love James Franco, especially for his role in the TV series *Freaks and Geeks*, but

he just does not fit the role of the Wizard. The only similarities between the original Wizard and Franco are that they both have moustaches and they both say, "Where I come from" frequently. They differ in every other aspect, even the way they speak: Franco speaks very deliberately and heavily, while



Oz the Great and Powerful. Photo courtesy of www.google.com

the original Oz speaks lightly and quickly. It's unfortunate that neither Robert Downey Jr. nor Johnny Depp, both of whom were considered for the role, ended up portraying Oz. Both actors would have been more suitable for the role of a fast-talking liar.

Kunis feels out of place as well, as a

seemingly innocent, wide-eyed witch. The role gives her no way to play to her strengths as an actress, instead offering her scenes in which she is either incredibly mild or hysterical. She doesn't even make a convincing sister to Rachel Weisz, who is perhaps the only decently-cast actress in the bunch,

of try-hard, magical scenery, plants and animals that aren't in the Wizard of Oz. In the novel, you feel as though there are magical and wonderful things all around you, but you only see a portion of it. This is part of the mystery and wonder of the Wizard of Oz. *The Great and Powerful* leaves nothing about which we can wonder, instead forcing the magic onto its audience by shoving all of these new creatures onto the screen. Other inconsistencies abound: Oz was a hot air balloonist in the book, not a magician, and his story never involved a tornado at all (that was Dorothy's thing).

Ultimately, however, what makes this movie such a flop is its unimaginative and one-dimensional script. It seems as though the dialogue's only goal is to over-explain a painfully simple plot, giving new meaning to the phrase "stating the obvious," and leaving absolutely no time for any character development whatsoever. The actors seem as though they are actively trying not to trip over the cardboard language. The jokes aren't funny, the romance isn't romantic, and the pithy one-liners are cliché at best. It feels as though a big-budget studio executive and his fourth grade daughter hastily penned the script.

This movie is a terrible prequel and only slightly better as a standalone movie. That does not mean it can't be entertaining, however. It has high production value, a feel-good ending, and it is very family-friendly fare. Seen in 3D with low expectations, *Oz the Great and Powerful* might be worth the two hours plus you will spend on it. But I would recommend pursuing another movie instead of this one, unless you badly want to see a poor conceptualization of what took place in Oz before Dorothy arrived.

Admissions

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ized test companies began introducing more open-ended prompts that led to more imaginative responses.

Myers mentioned that one prompt in particular, "It all began in the kitchen....," lent itself to a broad range of essays. "We read essays that ranged from a day spent cooking to a chase around the house that began in the kitchen," Myers said.

Reflecting on this year's admissions cycle, Myers and Safford noted several trends

and patterns. The student body at Concord typically consists of 10-12% international students, making up slightly less than a third of the boarding population. This year, the number of international applicants, especially from China, increased.

"The increase in applications from international students raises questions," Safford said. "It makes me wonder what attracts students to CA. We are interested in and sensitive to our product and its market." Overall, Safford said that she felt "very impressed by the applicants."

Revisit Days

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Current students also reflected on their own experience as prospective students visiting CA during Revisit Days in past years. Ada Obieshi '14 said that, from her Revisit Day two years ago, she appreciated the more intangible aspects of Concord. "I really liked the atmosphere of the school. It seemed like everyone was genuinely excited for me to be there," Obieshi said.

Sam Culbert '15 and Max Jroff '15 both noted how friendly people were and how involved they felt in the classes they attended during their Revisit Day. "It made me really excited for the school," Jroff said. Nora Silva '15 added, "The people were very welcoming. There was a general feeling that we were supposed to be there."

However, some students noted challenges that they faced during their visit to CA. "It was really scary at first," Jackson Boyle '16 said of his Revisit Day last year. Culbert added that Break, the fifteen-minute period between first and second block where students generally gather to socialize in the Student Faculty Center, was "overwhelming."

Several students also reflected on being on the other end of the application process, attending CA and hosting a revisiting student during the days. Jolie Jaycobs '16 said, "I was excited and nervous to be such a huge factor in [the prospective students'] decisions." Abraham Lyon '16 added that he believed that Revisit Days allowed prospective students to begin to sense how they would fit into the CA community.

Students, faculty, and members of the administration agreed that, overall, Revisit Days this year were successful. "From my perspective the days went very well," Admissions Office Coordinator Marion Matson said. Matson added that she was "particularly proud" of the upperclassmen, who participated in a panel during which they answered questions posed by the parents of prospective students. "Their answers were mature and compelling," Matson said.

Head of Admissions Marie Myers said that she felt "students and their families really appreciated and enjoyed the opportunity to immerse themselves in the school for a day."

Dance Company Performs at the ICA

by Katherine Oh '14

On Saturday, March 30, Concord Academy's Dance Company visited the Institute of Contemporary Art (ICA) in Boston to perform. Drummer Charlie Colony '13, guitarist Tyler Rost '13, electronic musicians Elias Jarzombek '13 and Amos Damroth '13, and Jack Colton '13 accompanied the Dance Company. The performance, which was part of the ICA's programming for Children's Day, had an audience of about a hundred people, mostly children and parents who were visiting the museum.

Each year, the Dance Company works with various source materials to develop ideas for choreography and movement. Some of this year's inspiration included works of literature and philosophy. According to Dance Company member Martha Hoffman '14, one of the ideas that inspired the Company this year was Heraclitus's notion of "not being able to step into the same river twice." "We discussed how we could not be in the same river even once, since everything is continuously changing," Hoffman said. "Change is the only constant."

According to Dance Company member Rose Crowley '15, other central ideas in the performance included the relationship between words and something concrete. Crowley said that reconciling language and reality in this manner allowed the Dance Company members to explore movements in creative ways. "[House Parent and Stonehill College professor, Jared Green] has been helping us explore philosophers such as Nietzsche and Plato," Crowley said. "We incorporate their ideas and themes into our movement. One of the main ideas we worked with was Plato's cave allegory and breaking free from the

chains of routine and sameness."

This year's performance at the ICA was unique because it involved the participation of the CA students in a day at the museum centered on family-oriented activities. According to Dance Company member Alissa Merz '13, the members of the Dance Company as well as the accompanying musicians had a chance to teach the children in the audience dance moves after performing. "We took volunteers and taught them elements of the dance on stage," Merz said. "It was really fun to be able to share something we love so much with young children. We had some kids who just loved to be up on stage dancing, and [others] we had to work out of their shells. It was really rewarding to see how happy they were once they started moving."

Crowley agreed that the experience was both enjoyable and worthwhile. "I enjoyed working with [the children] because they were very enthusiastic to learn and work with us," Crowley said. "I worked with one little four-year-old boy on a solo, and when I asked him what he liked to do he said, 'Dance, of course.'"

The Dance Company's annual show at CA will take place on April 26. Crowley said that she is already starting to look forward to the Company's show, in part because of her experience dancing at the ICA. After the ICA experience, Crowley said, "We are going to incorporate audience participation in our performance at the end of April."

Merz agreed that the group's experience at ICA has already and will continue to affect the group's future activities and performances. "[The ICA performance] will definitely influence how we move forward in these final weeks," Merz said. "We are really coming together as a Company."

Coach's Corner: Nikki Yesalavage

by Gaurav Verma '13

Concord Academy Girls' Lacrosse Coach Nicole "Nikki" Yesalavage was a highly accomplished lacrosse athlete in high school and is now beginning her third year of coaching at CA.

Attending high school at the Peddle School in Hightstown, NJ, Yesalavage played midfield on the varsity lacrosse team over the course of her high school career. named to All-State and All-League teams during her junior and senior years, and this June she and her high school teammates will be inducted into Peddle's Athletic Hall of Fame for their efforts and skilled play.

Starting in high school, Yesalavage also played club lacrosse outside of school for Tri-State Lacrosse club. She said that her club lacrosse coach was "a huge inspiration to me, and helped me grow as not only a lacrosse player but also as a person." According to Yesalavage, it was this coach who inspired her to begin coaching herself. In addition to her current job at Concord, Yesalavage currently works as a coach at her former club team during the summer months.

As a result of her decorated high school athletic career, Yesalavage was recruited by a number of Division I and Division III schools as her four years at the Peddle School drew



Coach Nikki Yesalavage in her lacrosse gear at St. Mary's.

Photo courtesy of www.smcathletics.com

to a close. She eventually chose to attend St. Mary's College of Maryland.

"I couldn't have been happier with my decision to go to St. Mary's," Yesalavage said. "Picking a college based on the school and not the lacrosse program was the best decision I could have made." Yesalavage added that, while at St. Mary's, she pursued other interests such as Painting, Sailing, and her major, Studio Art. Additionally, Yesalavage met her fiancée at St. Mary's, Concord Academy's Assistant Director of Admissions and Boys' Lacrosse Coach Warren Samuels.

After college, Yesalavage said that she and Samuels moved to Aspen, Colorado, and "absolutely loved it." However, they soon returned to Massachusetts, Samuel's home state, with the

hope to coach lacrosse.

While CA initially hired Yesalavage as a cross-country coach, she happily accepted the job of lacrosse coach when the position was made available. Samuels also found work at CA as the Assistant Ski and Lacrosse Coach.

Yesalavage said that initially, she and Samuels "had intentions of coaching lacrosse for the spring and summer, and heading back to Aspen in the fall." However, Samuels and Yesalavage enjoyed their experience at CA so much that they decided to stay. "We ended up really liking it here," Yesalavage said. "We have been here almost four years now."

Papers and PKs: CA's Faculty Athletes

by Harry Breault '16

While all Concord Academy students will participate in athletics over the course of their high school experience, it is not a guarantee that faculty members will be involved in sports as well. While this is true, several members of CA's faculty are not only skilled teachers but also talented athletes, who have competed in high school and in some cases college, and continue to pursue their athletic interests outside of the classroom. Science Teacher Susan Flink, Assistant Director of Annual Giving and Girls Varsity Soccer Coach Julie O'Shaughnessy, and Computer Studies Department Head Ben Stumpf '88 all have been, and in some cases still are, athletes outside of the classroom.

Flink said that her primary athletic interest is volleyball, which she played in college and coached during her earlier time at CA. Flink competed in Division III volleyball at Swarthmore College for two years, and then played for two years at the University of Chicago over the course of her college career. Flink said that, several years ago, she also played on an all-female club team that was part of the Boston Volleyball Association. According to Flink, the team traveled regionally and played in weekend tournaments to prepare for a Co-Ed Memorial Day Weekend Tournament in which teams from across the country competed. Flink said that her team played in the tournament and won the gold medal in the consolation bracket after an initial loss. She added that, on that team, she

assumed an offensive role. Currently, Flink says that she plays "to have fun."

O'Shaughnessy participated in a wide range of sports in high school and pursued soccer in college. At Governor's Academy, she played soccer, basketball, and lacrosse. O'Shaughnessy said that she played center midfield and forward in soccer, point



Stumpf in his CA soccer picture. Photo courtesy of Ben Stumpf '88

guard in basketball, and defensive wing in lacrosse. Upon graduation from high school, O'Shaughnessy focused on soccer. At the University of New Hampshire, O'Shaughnessy competed in Division I soccer. She said that her role on the soccer field "required great field vision [to be] able to distribute the ball, create goal scoring opportunities, and drive the tempo of the game."

O'Shaughnessy led the Girls Varsity Soccer Team this fall, and helped to coach the Girls Varsity Lacrosse Team last spring.

A third faculty athlete is Stumpf, who graduated from CA in 1988. Stumpf, whose primary sport is soccer, was Captain of the Boys Varsity Soccer Team at Concord. He currently plays on team in the New England Over-the-Hill Soccer League, a league comprised of teams with players from ages twenty to sixty. On the field, he primarily plays central defense. At CA, Stumpf has coached Intramural Soccer, Junior Varsity Soccer, and has been the Assistant Coach for the Boys Varsity Soccer squad. Of his talents on the field, Stumpf said that he believes one of his primary skills is passing to his teammates to create goal-scoring opportunities, adding, "I have a weird ability to thread needles and create assists."

Advice from Beyond: Concord's College Athletes Share Their Stories

by Ben Stoloff '15

While some Concord Academy students participate in athletics solely to fulfill an athletic requirement, many students also attend CA to continue developing skills in a sport about which they care deeply. A number of graduates then go on to compete in a host of sports at colleges across the country. The Centipede has caught up with several CA graduates who currently participate in collegiate sports. The athletes shared insight into their college experience and offer advice to those hoping to continue pursuing sports in college.

Eric Benvenuti '09: Hamilton Basketball

How did you deal with the increased difficulty of college competition?

It's hard to compete with sometimes 23- or 24-year-old men when you are 18 years old and still a boy. Over time, I learned what I could do to help the team win, and it wasn't anything similar to what I did at CA. Once I found that niche, I started playing more and impacting games, but the first few years were a struggle.

What advice would you offer to athletes hoping to play in college?

Lift weights. [Head Athletic Trainer Reid Young] knows his stuff, and I wish I had started lifting with his group before I went off to college. It would have made a huge difference.

Bonnie Cao '09: Bowdoin Squash

What are the biggest differences between college and CA sports?

There are different expectations for college and CA sports. At CA, I played sports because I thought they were fun and I loved the team atmosphere. In college, the coaches expect athletes to train all year, so there is a bigger commitment.

How did you deal with the increased difficulty of college competition?

We do team introductions before every squash match, and I was so visibly nervous that one of the captains had to tell me to relax and just have fun. Initially, I was very intimidated by the competition, but I grew accustomed to it. In squash, you just have to tell yourself that you can compete with

anyone no matter what their ranking is or how good they appear to be during the warm-up.

Eva Frieden '11: Wesleyan Crew

What do you miss about CA sports?

I miss how at CA you could pick up any sport and play on that team. At college, with the exception of a few teams, you have to have been playing it forever to make the team. It doesn't leave room for trying out new sports. Also, at CA it was easier and more common to have friends come watch and support your games. Crew meets are all off-campus and college students are busy and don't always take time to attend the games. I miss the CA spirit.

What is special about playing college sports?

I love playing college sports because they feel competitive and you have to invest time, but not so much as an athlete where your salary depends on it. I like being able to take the classes I want to and learn while also playing competitive sports with motivated athletes. I don't think I'll ever again get this opportunity.

Adam Pfander '12: Hamilton Cross Country

What is it like to be a college team?

The camaraderie is the best thing. At this point, my social life and athletic life are one and the same. All of my friends are Cross-Country or Track athletes. My roommate runs as much as I do. In fact, it looks like I will be living in a suite with most of the XC team next year. Cross Country is a fraternity in all but name.

What do you miss about CA sports?

For one, the coaches. [Head Cross-Country and Track and Field Coach] Jonathan Waldron is the best running coach I have ever met. He takes the time to personally learn each and every one of his athletes. He finds out what makes them tick. He discovers how to drive runners to perform and to hone their skills. I've seen him turn non-athletes into varsity runners in just a few seasons. What's more, he lets them love the whole process. He creates runners, not just athletes.

What The Buck: Senior Spring Reconsidered

by Alyssa Taylor '13

As the weather warms up and school begins to wind down, high school seniors prepare to say goodbye to the communities that they have been a part of for up to four years. It is a time to start thinking about the fall, to say goodbye to friends and teachers, and, for many, it is accompanied by lowered expectations for academic performance by the faculty and administration. At Concord Academy, however, little changes within the classroom itself during these final weeks.

With seniors and juniors taking classes together, seniors have been expected to put in the same time and effort that they always have in CA's rigorous academic environment. This year, however, a new academic privilege has been implemented for the senior class that represents an initial effort to shift the way in which Concord deals with the spring of senior year. The new system centers on a unique creation dubbed "spring bucks."

The idea for this senior privilege was introduced in *The Centipede* early in the school year, when Executive Editor Charlotte Weiner '13 wrote an Editorial proposing that, in order for seniors to have an increased opportunity to relax and to say goodbye to the CA community without working under constant pressure, seniors should be allowed to drop the lowest grade they received on a major assignment in each of their academic classes. In a following issue of *The Centipede*, English Teacher Sandy Stott responded to Weiner's recommendation with a slightly different idea. Instead of turning in what Stott believed could be sub par work that might be

unhelpful for the student and laborious for the faculty, what if seniors could simply skip a major assignment in each of their classes?

Following Stott's second article, Weiner brought the idea of reconsidering an academic aspect of senior spring to Student Head of School Kelsey McDermott '13. McDermott and Weiner then began meeting with Academic Dean John Drew to discuss the proposal.

"It is certainly something that a number of faculty members, including Sandy and I, have been talking about for a while," Drew said. According to Drew, he was eager to work with McDermott and Weiner to figure out a system that could work. "Dropping a major assignment in every class was not going to be on the table because that represented such a huge reduction in work," Drew said. McDermott added that the tim-

ing of when the discussion took place also complicated the process. "The faculty's biggest issue was that they didn't know about this when they were planning their curricula,

so they hadn't accounted for that," said McDermott '13. Over the course of fall and winter meetings and brainstorming sessions with McDermott and Weiner, as well as at Faculty and Department Head Meetings and discussions at Student Council, the final system was put in place. It was implemented upon students' return from spring break.

When they came back from break, seniors were given five sheets of

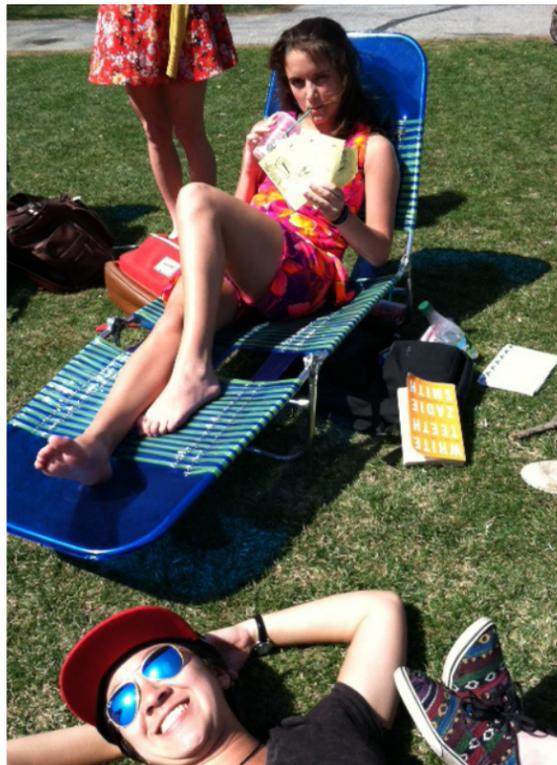
paper labeled "spring bucks." According to Drew, "With this system every single student has an individual solution." Depending on the guidelines that each teacher sets for a given class, students can use their senior bucks to

drop an assignment, make an assignment weigh less towards their final grade, change an assignment to pass/fail, or manage their workload in a variety of other ways. Teachers decide what each adjustment is worth: skipping a homework assignment might be worth one spring buck, while skipping an English paper or a Math test could be worth three. Over the course of the final weeks of school, seniors will decide how to allocate their five spring bucks in their academic classes.

"The spring bucks idea is more flexible than the original suggestion," said McDermott. "I think it's a good way for students to work with their teachers and come up with what's best for them."

While Drew, McDermott, and Weiner all acknowledged that the new system has its flaws, they also all emphasized that spring bucks were the first step in what they hope is a continued effort to reconsider the way in which CA treats senior spring. "A big part of this is just opening up the dialogue for a long term solution," Weiner said. Drew added, "I think that, as with any new idea, there are probably all sorts of opportunities and things that need to be fixed, so I'm really looking forward to debriefing on how the spring goes."

Stott said that, in the classroom, he has embraced the new system that he helped put into action. In the Creative Nonfiction class he is teaching this spring, seniors now have the option to drop the final small essay of the year. "If there is a better system it will be informed by what we have here," Stott said. "We're a creative school. We should be able to imagine ways to make this work."



Seniors relax on the quad.
Photo by Alyssa Taylor '13

CA Goes Google

by Somerset Gall '16

All good things must come to an end, and this certainly will prove true this spring as the Concord Academy community bids farewell to one of its central resources, the Concord Academy Bulletin Board System (CABBS). Since its creation, CABBS has served as a home base to teachers and students alike, storing personal e-mails, course conferences and club conferences, while also providing many other useful features such as instant messaging, e-mail history, and even an "unsend" function. This semester, Concord Academy has begun to implement a new system, CA Connect.

Director of IT Services Bob Koskovich described CA Connect as "a central place that you go to log in, get news, and search for information. Basically, it connects you to the CA information you need in a way that's much simpler and more obvious than the past system, where information was distributed and posted in a whole bunch of various places."

Due to changes in the business model of First Class, the software basis of CABBS, IT Services began to collaborate with the administration to coordinate a technological transition for CA. The first major step in this process was the introduction of Google Mail. On Thursday March 21, the new Google mailboxes replaced the CABBS mailboxes for all members of the CA community.

For the remainder of the spring, students and faculty are using Google Mail and CABBS in tandem, with all emails received and sent routed to Google mailboxes, while the remaining courses and applications on First Class remain intact. In the fall, use of CABBS will be phased out altogether.

According to Koskovich, Google Mail is merely one piece of a much larger project that the IT Department has undertaken, dubbed Technology-Enabled Learning Environment,

or TELE. "CA Connect will be the single place where members of the CA community can access information about TELE," Koskovich said. He added that while CA Connect is currently merely a logo on a page, as the TELE project continues it will become a sophisticated site filled with thousands of services and tools provided by Google Apps.

"Incorporating more modern tools into the classroom [will help] students do some hands-on learning with the types processes they will experience in college and in the remainder of their lives," Koskovich said.

To prepare for the retirement of CABBS, teachers have been and will continue to be given access to new tools in advance. Koskovich acknowledged that change can be difficult for a community, and he discussed the challenge that losing CABBS will pose. "Recognizing that CABBS has been part of the school for almost twenty years, and in many ways has become ingrained into the way we work, and even think, I suspect that changing our customs and dealing with the emotions of losing an 'old friend' will be much harder than the technology change itself," Koskovich said.

Sarah Anderson '16 said she is "excited for Google Mail and something new. Change is sometimes difficult and everyone will have to adjust, but change will also be good."

Koskovich said that he believes that CA Connect and the overall TELE project embody the values of the community in ways that CABBS does not anymore. "Our whole reason for this project is to provide students and teachers a platform on which they can build an education suitable to the realities of the twenty-first century world. Something that will be critical to students is the ability to use an array of tools to create and manage information," Koskovich said. "Since school is where you experiment, fail, and learn, it makes sense that these core skills would be part of what you'd try out while at CA."

A Fortunate Trip

by Chris Pappay '15

It is not uncommon for Concord Academy students to earn local, regional, or even national recognition for their strengths in a range of disciplines. Whether it is math, singing, dancing, or athletics, the CA community is proud to be home to students who excel in a range of areas.

This spring, Fortune Jackson-Bartelmus '14 was recognized on a national level for his achievement in German language studies. For his outstanding score on the National German Exam, the American Association of Teachers of German (AATG) program awarded Jackson-Bartelmus an all-expenses-paid trip to Germany from June 24 to July 20 this summer.

Over the course of the month-long trip, Jackson-Bartelmus will live with a host family and study at a school that Jackson-Bartelmus said is called a "gymnasium." Jackson-Bartelmus said that this type of institution is "arguably the best kind of German school."

According to Jackson-Bartelmus, in addition to sitting for the exam, he also submitted responses to a series of questions

in order to be considered for the award. The committee that later granted him the award also interviewed Jackson-Bartelmus in the decision-making process.

Jackson-Bartelmus, who is currently enrolled in German II at Concord, said that his study of German began almost two years ago, when he arrived at CA as a freshman. According to Jackson-Bartelmus, both word-of-mouth and familial ties led him to start his study of German. He said that, when he knew he was coming to CA, "I was told that the German teacher [Susan Adams] was nice." He added that he also was interested in pursuing German because his father is of German heritage.

After he returns to school next fall, Jackson-Bartelmus will continue his study of German. He said that he hopes to take up French next fall as well.

"I'll probably study a lot of languages in college, too," Jackson-Bartelmus said.

Jackson-Bartelmus said that he is eagerly anticipating the trip. "I've never been out of the country before," Jackson-Bartelmus said. "I'll probably never get a chance like this again in my life."



Fortune Jackson-Bartelmus '14.
Photo by Gary Zheng '14

Arts in the Seventies and Beyond

by Marisa Kager '13

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

Drugs. Sex. Inflation. Vietnam. The seventies was an era unto itself for teenagers in the United States, when the relationships between the young and the old, the rebellious youth and the authority figures were revolutionized. Concord Academy was no exception, undergoing its biggest change to date: CA went co-educational.

With this change in 1971, Concord followed in the footsteps of many other schools and universities which started going co-educational in the seventies. Many, including Harvard University, absorbed the corresponding women's school into their own school.

According to Teacher Emerita Sylvia Mendenhall, one of the biggest reasons CA went co-educational was because the application pool had gotten smaller and the administration wanted to expand it.

But instead of merging with Middlesex School, which was then an all-boys' school, CA decided to go "co-educational on our own terms," according to Art Teacher Chris Rowe. Rowe explained that this allowed CA to maintain its focus on the arts instead of losing its character, as many girls' schools did when they merged with boys' schools.

CA's curriculum expanded tremendously during the seventies. "Up until that point, all the students had taken the same courses," Mendenhall said. She continued, saying that, in the seventies, "Everyone was questioning everything." Mendenhall remembers having to field questions such as, "Why do we have to capitalize 'I'?"

Mendenhall recalled that the English Department introduced an abundance of electives for juniors and seniors, and scheduling became more flexible. "You could take filmmaking instead of English," said Mendenhall. Mendenhall also recounted one English course called "Nonverbal Seminar," where students simply sat and meditated. More ceramics and music classes were also introduced.

But the various programs were not

systematized: the English Department ran Theatre, Film was not part of the Visual Arts Department, and Dance was part of the Athletic Department. English Teacher Parkman Howe occasionally directed plays. "Never have I seen a school so wonderfully disorganized," said the parent of a prospective student in a May 23, 1972 edition of *The Centipede*, published in the year of CA's 50th anniversary.

With the '80s came a period of massive reorganization. Many familiar faces joined the ranks of the faculty: Fiber Arts Teacher



Students sing in Glee Club in the library at Concord.

Photo courtesy of "A History of Concord Academy" by Philip James McFarland

Antoinette Winters in 1980, Music Teacher and Choral Director Keith Daniels in 1983, Rowe in 1986, and Painting Teacher Jonathan Smith and Photography Teacher Cynthia Katz in 1989, among others.

Former Visual Arts Department Chair Jessica Straus helped to establish the program and department for the visual arts. According to Winters, the Visual Arts Department "was always prominent, but this just tightened it up into a unit with a cohesive mission." One step that Straus made was creating introductory classes that could be taken without prerequisites for each discipline.

The creation of the Math and Arts Center in 1992 also strengthened the Visual Arts Department. Before its construction, the arts programs were spread out across campus. Winters explained that Ceramics was by West Gate, Photography where the costume area of

the Performing Arts Center now is located, and other arts classes were in the Science Wing.

Likewise, former Head of the Performing Arts Department Sandra Rosenblum made significant changes to performing arts at CA, in large part by combining the Dance Program and the Theatre Program with the Music Program. "That has allowed theater and dance to grow enormously," said Daniel.

Dance Teacher Richard Colton and Dance Teacher and current Head of the Performing Arts Department Amy Spencer

began teaching at CA after years of working as professional dancers in New York with renowned dancer-choreographer Twyla Tharpe. Upon their arrival in 1989, Colton and Spencer developed the Dance Program extensively. Spencer explained that they developed a curriculum that emphasized students' abilities to "use dance as an expressive form" while developing technique. While a form of the current Dance Company already existed, "what we did was totally rethink how the course was offered," said Spencer.

Spencer and Colton also started a summer dance program at Concord: Summer Stages Dance. "Summer Stages Dance has helped the greater community become aware of what a strong dance program we have here at CA," Spencer said.

Additionally, Spencer and Colton have collaborated with the Institute of Contempo-

rary Art in Boston. Over the last two years, the CA Dance Company has performed at the ICA, and Spencer said that she looks forward to "increased opportunities in the future" with the ICA.

Director of the Theatre Program David R. Gammons has been with CA's Theatre Program for thirteen years. When Gammons started, all the theatre classes were in the afternoon for forty-five minute blocks in a trimester schedule. This was not long enough to be able to go into depth with theatre work, according to Gammons. When the schedule changed in 2001-2002, Gammons took the opportunity to develop the program, and made theater classes available in a wider variety of forms to a greater range of students.

Despite all the successes of the arts programs, challenges still lie ahead. Both Gammons and Daniel expressed concern with outdated facilities and resources. Specifically, Daniel said that CA is falling behind in terms of music technology. "Twenty years ago we were cutting-edge, now we're way behind the curve," Daniel said.

Additionally, students now generally are taking fewer arts courses. "In the past, it was not unusual to have kids do four [academic majors] and two [art minors] or five and two easily," said Winters. "Now, there are limits."

The size of the Chorus has decreased as well, and CA overall has fewer off-campus collaborations. "It's really hard now to take a group of thirty kids off campus," Daniel said. He added, "The more kids are doing other things, it gets hard to take them anywhere except on spring break."

Daniel said that the largest pressures and limitations come from the college process, with students thinking about best preparing themselves for what is becoming an increasingly competitive process nationwide. "We're just part of the system now," Daniel said. But, regardless of college pressure, "You always find those who are very committed," Winters said.

"The spirit of the school sometimes changes from time to time," said Mendenhall. "[In the '70s], that was reflected in the approach to the arts. In part, the strength of the art department comes from the strength and the talent of the artists who participate."

Here a Club, There a Club, Everywhere a Club!

by Claire Phillips '15

At Concord Academy, the slightly unusual culture of student-run clubs has grown to become what it is today: clubs in all shapes and sizes that cover almost every topic imaginable. Club Expo comes and goes each fall, and club attendance swells for a few weeks while students check out new clubs and decide what they enjoy most. But how many clubs actually exist and meet right now? How many students routinely attend club meetings? While there is a preponderance of clubs, what is the system actually like?

According to Dean of Students David Rost, there are little over 75 different clubs at CA. Around one third of these clubs hold frequent meetings and maintain small numbers of participants. Clubs range from performing arts groups like Slam Poetry, to ethnicity, religion, and belief-based groups like the Gender and Sexuality Alliance, or GSA, to service clubs like Concord Academy Student Activists, or CASA. Many clubs meeting times are during Club Block, H1, after school, or at dinner. Several of the most active clubs on campus are CASA, GSA, Slam Poetry, Model United Nations, and Women's Organization. As Alex Weyerhaeuser '15 said, "Clubs are a really great way to get connected with the community and make new friends."

Every year, students who want to share their favorite activities with others create new

clubs. If the club does not already exist or overlap with another established group, then David Rost will likely approve the new club. Meanwhile, other clubs that were created years and even decades ago still thrive and meet regularly.

GSA, founded in 1988 by former CA history teacher Kevin Jennings, was the first Gay-Straight Alliance in the United States. After creating the club at CA and finding widespread support, Jennings went on to found the Gay, Lesbian, and Straight Education Network, a nationwide organization.

On the other hand, Students Promoting Equality and Knowledge (SPEAK) formed relatively recently and is actually a combination of two older clubs: STAND For Darfur and Free Tibet. Because the members and motives of the two groups overlapped, they

ultimately merged into one club that focuses on human rights, social justice, and anti-genocide movements.

The first issue of *The Chameleon*, CA's literary and artistic magazine, was written 86 years ago, in 1927, just five years after CA was

founded. According to Teacher Emerita Sylvia Mendenhall, who served as both Dean of Faculty and Faculty Advisor to *The Chameleon*, the publication originally functioned as a joint newspaper

and arts magazine. It contained news articles, literary samples, and art, with editors that students and faculty elected. In fact, Drew Gilpin Faust, current President of Harvard University, was Features Editor of *The Chameleon* during her time at CA.

After *The Centipede* was created in 1963, the *Chameleon* became what it is today: a magazine focused mainly on art

and creative writing. Mendenhall said, "At present *The Chameleon* is smaller in size, comes out less often, and is much more experimental in outlook, form, and content." She added, "I enjoy being surprised at each new publication."

However, with CA students busy with schoolwork, sports, and other extracurriculars, many participate in few or no clubs. Sports practices and games sometimes conflict with a club's scheduled meeting time. Rose Crowley '15 said, "I really don't know many athletes who go to any clubs."

On top of athletics, commitments in the performing arts keep students interested in Theater and Dance busy. On top of these pursuits, CA students also strive academically to stay on top of their work and maintain good grades. So, though the large number of clubs means that students have lots of choices, it can be hard to do everything that you want to. Eve Harris '15, a member of CASA, explained, "CASA's a nice club, but I wish I had the opportunity to be in other clubs, too."

Still, overall, students seem happy with CA's club culture, although the business of a high school student's day can sometimes get in the way of extracurricular fun. Iris Oliver '15 said, "I think that clubs are what you make of them." Different students may have different roles in clubs, but almost anyone can find a club, and a balance of extracurriculars that works for them.



SPEAK members (left to right): Kathleen Melendy '14, Emma-Kate Fritschel '14, Mishla Baz '14, and Audrey Stein '14. Photo courtesy of Abby Brooke '13

Amy Rosenfeld: The Journey to ESPN

by Charlotte Weiner '13

On Tuesday, March 5, acclaimed sports journalist and ESPN producer Amy Rosenfeld '84 visited Concord Academy. During her time at CA, Rosenfeld talked with faculty and members of the Athletic Council and the Boys and Girls Varsity Soccer Teams over lunch in the Student-Faculty Center. Later, in the Ransome Room, she answered questions and discussed her time as a student at Concord and reflected on her career producing sports events ranging from the Olympics to the World Cup.

According to Director of Athletics Jenny Brennan, Rosenfeld's visit stemmed from the connections she made when she addressed the CA community during an Assembly she gave several years ago. Brennan said that since the visit "she had been looking for a way to reengage with the school. She was really clear that it was about her coming back and talking to kids." She added, "It was an opportunity, for Carol Anne [CA's Major Gifts Officer] and me, to expose kids to a different career path where you could continue to use athletics."

Rosenfeld, a Carlisle native, attended Concord Carlisle High School for her freshman year. After her first year at CCHS, she transferred to CA. "It was totally different," Rosenfeld said. "The Concord Academy community is small, you get the kind of interaction with teachers that you wouldn't necessarily get at a big school. You really learn and get exposed to a wide variety of people."

Rosenfeld said that this diversity played an important role in her education during her time at Concord, and helped foster skills that she would later use in her professional work. "I got exposed to working with people from different cultures, different languages, different backgrounds," Rosenfeld said. She added that her time at CA "really was a launch-pad for my ability to work with a big group at ESPN but still maintain that team attitude where no one is bigger than another."

In addition to finding a diverse setting from which she could learn, Rosenfeld also deepened her involvement in athletics at Concord, where she participated in both soccer and alpine skiing. "I always knew that I would want to stay in sports because it was so important to me," Rosenfeld said. "I really admired the coaches I had [at CA]."

After graduating from CA in 1984, Rosenfeld attended Colorado College. She began her work in sports broadcasting at NESN, starting as an intern and ultimately taking on the role of coordinating producer for the telecasting of Boston Bruins and Boston Red Sox games. Rosenfeld then worked as freelancer for ESPN and NBC, producing sporting events including the NBC 2002 and 2006 Winter Olympics and a series of other notable college and professional sports telecasts. In 2007, Rosenfeld joined ESPN as a producer. She is currently responsible for all of ESPN's coverage of soccer events, and, since 1999, has been the lead producer for every English telecast of both the Men's and Women's FIFA World Cup in the United States.

Rosenfeld explained the root of her deep interest in soccer coverage. "I have been around soccer a long time. I was around when nobody cared, I was around when we had no budget, and I have played soccer since I was five years old. It is the most important game to me," Rosenfeld said.

Rosenfeld's love of soccer became apparent when she shared the three events that she has produced that stand out to her as pivotal moments in her career: the 1999 and 2011 Women's World Cup and the 2010 World Cup. During the 1999 Women's World Cup, widely regarded as a groundbreaking event for women's soccer worldwide, the United States women beat their Chinese challengers in a penalty-kick shootout. But, for Rosenfeld, it was not the final, nail-biting moments of the game that first came to mind when reflecting on the 1999 competition, held in the Rose Bowl in Los Angeles, California. "I went to go take my last bathroom break at the Rose Bowl," Rosenfeld began. "I looked out, it's about an hour before the game, and there are ninety thousand fans to watch a women's soccer game. I just stood there, looking out at the crowd, and said, 'Oh my God.'" Rosenfeld said that, in that moment, the weight of what had been accomplished became clear: she had helped to cultivate arguably unprecedented interest in the sport about which she so deeply cares.

Rosenfeld also reflected upon the 2010 South Africa World Cup. "2010 was really important for me, personally, because I felt like my network made that transition into the

big-time, and we made that transition into the big-time through soccer," Rosenfeld said. ESPN had doubled its coverage of the World Cup since the 2008 broadcast in Berlin, and, throughout the 2010 event, set records for highest-rated and most-watched telecast on their network.

Finally, Rosenfeld turned to the 2011 Women's World Cup. "It was a bit of a gamble," Rosenfeld said. According to Rosenfeld, she and ESPN devoted significant resources to the event in an effort to treat the women and men on equal ground. The US women made it all the way to the final match, where they lost to Japan in another penalty shootout. Although the US team did not emerge victorious, Rosenfeld said, "It was a great show."

According to Brennan, Rosenfeld's visit was the first in what Brennan hopes becomes a series of visits to Concord by people who work in careers centered on athletics. Brennan said that she hopes to bring in everyone from sports psychologists to professional athletes. "There are amazing careers that come out of [athletics]," Brennan said. "For me, athletics is so much more than what you do for a couple hours every afternoon."

While she has travelled around the globe producing sports broadcasts that millions have viewed, Rosenfeld said that she was happy to return to CA this spring. "My experience at Concord Academy was vital in pushing me towards the career that I now have," Rosenfeld said. "I still wear my Concord Academy ring. I love this place."

New Location, New Approach?

by Annie Warzecha '15

The new Athletic Campus, affectionately referred to as the AC, has proven to be an excellent addition to the Concord Academy extended campus. Fans are in for a wonderful viewing experience on the new property, perhaps watching a Friday afternoon lacrosse match from the grassy slopes between the fields, or in the shade of the wrap-around deck of the field house.

But while the AC provides an enticing and attractive way to view sporting events, I believe it has presented transportation problems for fans and has somewhat taken away the feeling of home turf camaraderie that on-campus competitions produce.

On game days, buses are available for fans wishing to make the trip to the AC, but often I, among others, experience a fear of commitment: What if my friends don't catch the same bus? What if something comes up on campus that I want to attend? What if I'm not back in time for dinner? What if we lose and it's not worth the trip? Call me a stay-at-home person, but all these seem like pretty legitimate questions and are often the reason I choose not to attend afterschool games at the AC. Not to mention the fact that nobody really feels like hopping on a bus on a weekday to attend a sports game when we all have a load of homework weighing on us. There is no question that the on-campus fields give students more freedom to attend games



Boys Varsity Soccer huddles at the AC.
Photo courtesy of www.concordacademy.org

without having to plan their entire afternoons around shuttle schedules and game times.

Last year, a student walking anywhere on campus would find it hard to avoid being pulled into the crowd surrounding Upper Field on a game day. Accessible, just a few steps from every main building on campus, the three on-campus fields were irresistible on a nice fall or spring day. In fact, they were the place to be on any day of the week, even if you just popped by for a few minutes.

The AC may provide first-class viewing for fans, but nobody can deny that there was also something to be said for sprawling out on the hill near Upper Field with the rest of the school. Granted, all it takes is a slight drizzle to render all three of the on-campus

fields mud puddles, but, from a fan's perspective, the tradition of watching games from that small hill, a tradition that I experienced my freshman year, was a pretty special thing and one that I miss.

Whether it is the lack of convenience of making the bus trip or something missing from the overall spirit of migrating sporting events to a new location, this fall I still felt like something was missing from the fan experience at the new Athletic Campus.

But there is no doubt that the AC has been an excellent new addition to CA's overall facilities. As with any new place or addition to CA life, the kinks will get worked out. It's up to us to make sure that, before long, Athletic Campus provides new memories and new traditions for sports fans.

Rethinking Tradition

by Sarah Evantash '16

We all cherish the tradition of the senior chapel, a unique time when the whole school gathers to listen to what one member of the graduating class has to share. It's a wonderful tradition that resonates with arguably the most important value of Concord Academy: common trust. But even traditions of core morals and fundamental values can have flaws and yet, when they do, these negatives are ignored because the tradition doesn't admit change.

I believe that in order to create a safer environment and allow this tradition to continue to flourish, we all need to take a moment and think about whether the rituals surrounding chapels—everything from friend benches, hug lines, and decorations, to boyfriend/girlfriend seats—need to be put into perspective.

I want to remind the community that chapels are about words and stories, not status and popularity. While posters and the well-wishing of friends and family are hardly the most offensive of traditions, when all are put together, the kind of fanfare to which we have become accustomed often only serves to distract from the real point of the chapel: an opportunity for students in their final year at CA to tell their stories in whatever way they choose. The focus should be on the speaker's

words, not the brightly-colored streamers or number of hugs the speaker receives.

On the flip side, the rituals that surround chapels can serve to dishearten those with a smaller group of friends. Although jam-packed friend benches and elaborate decorations may be present for some, those who do

not have this kind of support may feel disappointed on a day that comes with such a large amount of buildup. Bear in mind that the audience sees all of these customs

before they even hear what the speaker has to say. The watcher might come to conclusions about a senior before that senior even begins to speak.

I am sure everyone has witnessed a chapel like this and felt sympathy for the person. I know I have. We, as the audience, have already formed opinions about the speaker before the first word is out, when the point of the chapel is to help the CA community understand a given senior a little bit better in a situation free of judgment and filled with support.

I don't expect, nor do I want, hug lines, friend benches, and decorations to go away completely. But I do believe that the experience of both the speaker and the audience can be improved. I encourage people to take the extra step each morning to really listen to the words. I encourage our community to leave status outside the chapel doors.



The interior of the Concord Academy Chapel.
Photo courtesy of google.com

The Centipede

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

Help Me, Rhonda!

The Centipede advice columnist "Rhonda" helps students navigate the rocky waters of high school.

If you need her help, please drop your questions in the "Help Me, Rhonda!" submission box in the library.

Dear Rhonda,

There's this senior I want to hook up with, but I think he might already be taken. Should I just ignore my feelings or try to undermine his other relationship? And, if the latter, what kind of Machiavellian tactics would you suggest to get them to break up?

Thanks a million,
Devious Dater

Dear Devious,

My my, you are feisty one! Rhonda likes your fire. If you are truly desperate to sever this unsuspecting senior from his love, my suggestion is to sit down in front of the TV and watch a couple hours of Disney Channel. In basically every other episode of "Hannah Montana," some tween tries to break up a couple in a series of hilarious and escalating escapades, the plan eventually failing and resulting in public humiliation (being covered in jello or what have you).

Watch this. And then DON'T DO ANY OF IT. Breaking up a senior couple will probably result in shunning and embarrassment. Find someone your own age to snuggle with.

Love,
Rhonda

Yo Rhondy,

My boy needs some learning. He's a freshman and acts far too much like one. How do I make him a man without subjugating him to any illegal or otherwise questionable behavior?

Sincerely,
Big Bro

Dear Big Bro,

What a thoughtful, paternal thing to do. Bravo. It sounds like you are a responsible guy. I have a feeling you can come up with

some good male bonding activities that keep your little buddy safe while he learns the ropes of manhood. And if you ever need to cheer him up, just say these words:

"We must be swift as the coursing river, with all the force of a great typhoon, with all the strength of a raging fire, mysterious as the dark side of the moon."

Love,
Rhonda

Dear Rhonda,

I feel that school has a monopoly on all of my time. I eat dinner in the Stu-Fac every night because of late-night commitments, and I have to come to campus almost every weekend for one reason or another.

I love CA and the community here, but sometimes I worry that I'm losing touch with my outside-of-school friends and family. Is there a way for me to still be a part of the CA community and have a life beyond the gates of the Academy as well?

Love,
Overwhelmed and Exhausted

Dear Overwhelmed,

A common CA quandary. All I can say is that finding a way to balance your time between schoolwork, extracurriculars, and home is a very personal process, and one that will get easier over time.

However, the answer is yes! Of course there is a way to stay active in the CA community while maintaining a fun social life outside of school.

Unless you're a boarder. Then you're screwed.

Love,
Rhonda

Training and Trains: Striking the Balance

by Gaurav Verma '13

Over the course of the Fall Athletic Season, I heard students and coaches alike speak glowingly about our new athletic campus, the Moriarty Athletic Center. A state-of-the-art facility, the AC was a joy to play on or watch games at this fall. Concord Academy's sports teams, particularly Boys Varsity Soccer, experienced tremendous success this fall season, which many credit at least in part to the increased flexibility of having the additional fields that the AC provided. The weeks of indoor practices of the past due to inclement weather have come to an end as well, a welcome change for many CA students and coaches.

While there are many upsides to the new facilities, one aspect of the Athletic Campus that has received criticism has been its effect on afternoon transportation, particularly for students who take the Commuter Rail home. In years past, CA student athletes have had

Because CA students' days are filled with sports, academics, arts, and other activities, students often feel pressed for time. For many, the two-hour gap between trains means two fewer hours of productive time at home spent working or resting, and it could serve to discourage students from participating in sports in the future. Additionally, parents would benefit from students being able to take the earlier train, as it would allow them to pick their kids up from the train station at a reasonable hour, as opposed to later in the evening, when many parents are busy with dinner or other household chores. And given how many after-school hours most day students spend at school, I'm sure many CA parents would appreciate an two extra hours with their son or daughter at home.

We have sketched out a plan that would allow students to take the earlier train without cutting significantly into sports practices. In such a plan, athletes wishing to take the 5:20 inbound train would be told to bring all their



The Commuter Rail train. Photo courtesy of www.flickr.com

plenty of time to change after practice and walk to the Concord Station to catch the 5:19 PM inbound train. But this year, athletic practices ended at 5:15 for teams several days a week, causing student-athletes to miss the train. The next train does not arrive in Concord until over two hours later.

Director of Athletics Jenny Brennan and the school have done extensive research into this issue, hoping to find a solution that balances ample practice time without making traveling to the AC a burden on CA's student athletes. According to Brennan, she spent much of last spring trying to find an option that would allow train students to arrive home at an earlier hour, such as a shuttle that would drop students off at a central train station such as Alewife. But the survey came back with little student interest in such a proposal, and, considering the costs involved, Brennan and the Athletic Department decided to implement the system that is in place today.

Brennan's main concern centered on the shorter practice time that would take place in order to allow for students departure on the 5:19 train. This is certainly a legitimate concern, considering the fact that CA teams practice far less than their EIL counterparts. With Mondays set aside for music practices, and the absence of athletic practices over school vacation weeks, CA teams have on average three to four fewer hours of practice a week. Over the course of a season that adds up to, on average, over five fewer weeks of practice than some of our peer schools. Considering CA's investment in the AC and our interest in building a strong athletic program, Brennan's concern over lost practice time is very commendable. But the Editorial Board of *The Centipede* believes it is possible to allow students to take the 5:19 train with out affecting the momentum and support that our Athletic Program has been gaining.

belongings to the Athletic Campus on the buses that drive students from Main Campus to the AC at the beginning of practice each day. Currently, practices are scheduled to end either at 5:15 or 5:30, depending on which teams have early or late practice. This plan would not affect students whose practice ends at 5:30, but rather those that end at 5:15. For the teams with early practice, practice would instead end at 5:10. The shuttle bus would leave the AC at 5:10, dropping students off at the Crosby's parking lot, which is approximately a half-mile away from the AC, and just next door to the train station. Student-athletes would be able to make the early train, and then the shuttle would continue back to Main Campus, and drop the remaining athletes off by 5:20. We have calculated the time it takes to reach Crosby's from the AC to be comfortably under two-and-a-half minutes, meaning that should the bus leave the AC at 5:10, would be more than enough time for athletes to catch the train given fluctuations in traffic and conditions on the road between the AC and the train station.

With such a plan in place, only five minutes of practice time would be lost, and student-athletes would be better able to balance their academic and athletic commitments. While it would not apply for every day, it would allow many train-students to go home at an earlier hour, giving them more time to work while taking less than twenty minutes of time per week away from teams. Better-rested, less-stressed athletes would have more energy for practice and games, and prospective athletes who ride the train would be encouraged to try out for teams. *The Centipede* Editorial Board believes this is a manageable compromise that would ultimately benefit the welfare of both students and the athletic program alike.

