

The Chandler Bowl Is Changing Lives

by Alex Weyerhauser '15

Holding the silver bowl over her head and beaming, Athletic Director Jenny Brennan accepted Concord Academy's win of the Chandler Bowl for the first time in 21 years in October 2012. The 2012 Bowl represented another change in the annual fall athletic competition between CA and the Pingree School: it was the first year a charity fundraising component had been added to the festivities. October 18, 2014 will mark the 24th annual Bowl, and the third in which CA and Pingree athletes play for a cause.

The Chandler Bowl, also known as Pingree Day to CA students, is an annual competition between the two schools in which all the fall sports teams play one another. The school with the most wins takes home the bowl. The tradition arose 1990 CA's Head of school at the time, Tom Wilcox, and Pingree's former head of school, John Chandler, decided to create a day of friendly competition Pingree maintained a streak of two decades before Concord's victory in 2012.

In 2012, three members of the boys' varsity soccer team, Charles Manzella '14, Malin Segal '14 and Matt Simon '15, pioneered the idea of adding a community service component to Athletics at CA. "With the Chandler Bowl we already have a critical mass, so it makes sense to have it be on that day. The way the Concord Academy community is, it

made sense to do something that hit close to home and that you could tie a story to. I think when you try to do fundraising if you have a story or a face or something where people can see that they're making a huge difference, people are more likely to want to be involved," Brennan said. In fact, the community was really excited to support charities and last Chandler Bowl CA and Pingree raised \$4,500 together in one day.

"There were a lot of good things going for us that fall," Brennan said, referring to CA's win in 2012. It was the first year CA had the Moriarty Athletic Campus and the addition of the charity component. "It was almost like for CA athletes making it about something that was bigger than themselves put everything in a different light and from the very beginning we really believed that we could do it," she added.

The first cause CA athletes played for was "Team Luke," to raise money and awareness for cerebral palsy, a disease affecting one of CA's faculty children, Luke Seston. Last year, Pingree chose to donate the proceeds to the Thomas E. Smith Foundation, a charity that a Pingree alum founded to cure paralysis, and this year CA's Athletic Council voted for the proceeds to be donated to the

Dana Farber Cancer Institute for esophageal cancer research, a disease that Brennan's father, Tom Brennan, passed away from this past spring, as well as to scholarship funds at his old high school. "Cancer is something that affects so many lives, and I'm hoping to talk to [Fiber Arts Teacher], Peter Boskey about getting some sort of quilt that says 'today I play for... or today I run for...' and let people sign the names of family members and friends—both people who have passed away and survivors," Brennan said. "Anything we can do to recognize that it's an awful disease that affects so many people and there's still so much work we can do to help the survival rates increase. I think this is something our community would be really excited for and it's 100% who my dad was."

This year nine different sports teams will be competing for the bowl: boys and girls



Jenny Brennan and her father Tom Brennan at the 2013 Chandler Bowl. CA teams compete in honor of Tom Brennan to raise money for the Dana Farber Cancer Institute this year. Photo by Molly D'Arcy '16

cross country, boys and girls varsity soccer, boys JV soccer, varsity and JV volleyball, varsity field hockey, and golf. CA needs five wins to claim the bowl for a third consecutive year. "There's a lot of pressure on each team because every game counts and you could be the one to make the difference," boys varsity soccer co-captain, Chris Pappay '15 said. Playing for both your school and a cause is extremely rewarding. One of the varsity field hockey captains, Karly Oettgen '15, said she is "really excited for the whole school to get together and play."

This year is especially exciting because the Chandler Bowl will be held on Family Weekend. With so many more people on campus than in previous years, we might be able to break the fundraising record set last year. Starting on Thursday night before the games, CA will be cultivating school spirit and raising money at a pep rally for teams, coaches, and fans. The games will be staggered throughout the day on Saturday, with shuttles transporting fans between the main campus and the Moriarty Athletic Campus. "I think it's going to be a fantastic day. The energy will be really great and obviously it will be pretty special for my family," Brennan said.

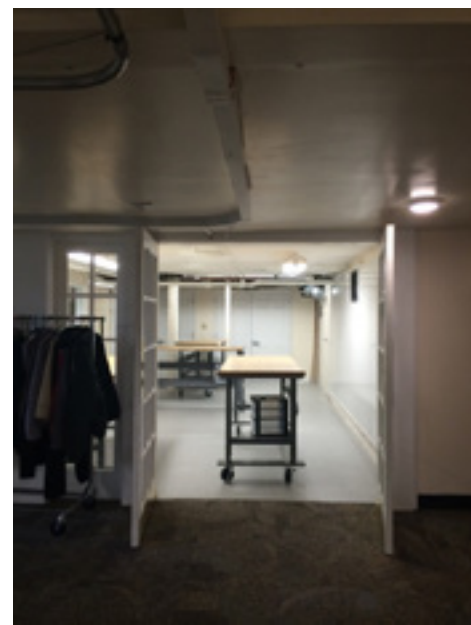
Social Makes Way for Collaborative: Reconfigured Spaces

by Julia Shea '16

Over the summer, CA undertook two projects to encourage collaborative learning: converting the old TV lounge into a versatile space called a "beta classroom" and rearranging the front area of the J. Josephine Tucker Library.

When students walked through the Main School basement last year, they saw a dark room with a television and a few couches. A select group of people frequented the TV lounge, but for most of the day, it was devoid of people. Now, in its place is a well-lit, renovated room with white boards on all sides and a few large tables. That's it. As of September, the room is "a blank canvas," Science and Math Teacher Amy Kumpel said.

The beta classroom planning committee purposely designed the room to be simple, although teachers are currently in the process of stocking the room with supplies, equipment, including a 3-D printer, power tools, a projector, and some craft supplies such as popsicle sticks and glue. The committee, consisting of Kumpel, Science Department Head Andrea Yanes-Taylor, Science Teachers Max Hall and John Pickle, and Visual Arts



CA operations renovated the basement TV lounge to create a simple but multi-use classroom.

Photo by Molly D'Arcy '16

and History Teacher Chris Rowe, met last year to discuss the purposes of the space.

Hall and Pickle, advisors to DEMONS (Dreamers, Engineers, Mechanics, and Overt Nerds), CA's engineering club, plan to use the space for their meetings on Sunday mornings as soon as the room is equipped with their tools. Previously, the club worked in a basement science classroom. The open beta space will be more conducive to the out-of-the-box projects DEMONS is known for working on.

"It's a highly flexible space," Kumpel said, speaking about the configuration of the room. The large tables are mobile and there are no chairs. "It's not discipline-specific," she continued. "There's a reason why it's not called a 'science beta classroom' but just a 'beta classroom.'" Already, Cammy Thomas's Poetry class has taken advantage of the space. Students wrote all over the walls and glass panels; it's an Expo Dry Erase Marker haven. The space gave students' imaginations free reign.

Students can use the room in their free

time, just as they can use the art studios. They can also reserve the room for club meetings or other events, according to Kumpel.

Kumpel's Engineering elective has met twice in the beta classroom, once to design toy bugs that can dance and a second time to brainstorm ideas for building what Kumpel described as "an appliance that would keep bread warm and crispy for a long period of time." The elective is new this year, as is the project, but Kumpel said that, "Students



Connie Blumenthal '15 and Sam Feibel '16 plan an engineering project on

definitely felt less constrained than they would have in a traditional classroom setting." Students used the wide-open space to organize the Post-It notes they had been scribbling on with ideas for the appliance.

Conscious of the ever-changing nature of learning, Kumpel sees the room as an investment in progressive learning. She claimed that the chair-and-desk, static classroom is gradually becoming obsolete. "20 years ago, who would have thought that there would be engineering electives in school? Now, it's pretty common. We need to be supporting the type of learning that might be happening in 20 years," she urged.

This kind of flexible space is exactly what the Space Utilization Plan (SUP) science lab committee has in mind, as well. Kumpel, who is also a member of that committee, said that the redesigned labs to come with major renovations will probably, "not look all that science-y." The lab benches won't be stationary as they are now, allowing for more free flowing collaboration. Presently, students are crammed for space and forced to the back of the classroom to work on labs.

Just upstairs from the beta-space is a re-configured school library. The heavy wooden tables nailed to the floor are gone, and instead there are three pods of lightweight tables with wheels. CA Librarian Martha Kennedy decided to take on the cost-free project (using tables in storage and her own labor) to make the library "less social and more collaborative." Those two goals initially seem somewhat paradoxical, but Kennedy clarified: The CA library has long been a social hangout where students congregate after school and during their Tuesday H-block free time to "snack and chat," so Kennedy hopes to discourage this socializing while encouraging students to work together on academics. After all, it is a library.

As CA has grown in the past decade, designated student hangouts have been converted into needed classroom or office space. The Academic Support Center took over what used to be the "Senior Room," and the Diversity Office or "the D.O." where students used to lounge was chopped up into offices

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Divide in Concord

by Channah Powell '17

Unlike many New England prep schools, Concord Academy is comprised almost equally of boarding and day students. The resulting geographical diversity means that nearly all students have friends with greatly different backgrounds from their own. The goal: students will gain greater world perspective and become more accepting, curious, and empathetic. While this model is, theoretically, ideal, the formation of cliques and stereotypes is unavoidable in any high school setting. Could the nearly equal division of boarders and day students at CA contribute further to these unwanted social constructs within our community and ultimately result in a visible divide within the student body?

"In every social situation you can see the divide," said Grace Lin '17, a boarding student from China, when asked about the separation between boarders and day students. Many other students interviewed commented on the transparency of the day divide, especially when it comes to friend groups and participation at social events. "People's best

friends tend to be day students if they're day students and boarders if they're boarders," said Abby Bresler '17, a day student from Lexington, Massachusetts.

"Some kind of divide is going to be natural, especially because boarders are living with each other," said Jess Pine '17, another day student, explaining her reasoning behind the separation. Other day students commented on how they found it harder to connect with boarders, since they spend so much time together. Similarly, many boarders find it difficult to establish close friendships with day students because of the logistics of signing out with permission slips and the lack of opportunity to see day students outside of class. As Alonso Perez-Putnam '16, a boarder from Pennsylvania, explained, "There are all types of ways for boarders to get to know each other which are so much easier than getting to know day students."

While in some cases it may be challenging for day students and boarders to build close friendships, the boarding community continues to cultivate intimate relationships internally. Indeed, many boarders described the boarding community as a familial group.

Spanish Exchange Students Reflect

by Somerset Gall '16

For two weeks in September, 13 Concord Academy students mingled and lived with Spanish exchange students from a public school in Colmenar Viejo, Spain, called Angel Corella. Some CA kids already knew these "new students" – they had met and lived with them for a two-week visit to Spain during last year's March break. The exchange students attended classes, spent time with their host families, and explored the surrounding Boston area.

Two of these Spanish students shared

not provided at school. Granted, their school is not solely a day school.

Nonetheless, both students were quick to recognize that apart from the structure of the day and other more factual details, Concord Academy and I.E.S. Angel Corella shared important similarities. Both schools foster powerful relationships between teachers and students. Yet CA's principle of common trust stood out to them, they said, noting that the CA is inclusive and home-like. They were amazed to find that they could leave out their wallets or phones and come back later to find



CA student took their Spanish exchange students apple picking at HoneyPot Hill Orchards in Stow for a traditional American experience. Photo courtesy of Julia Kostro '16

their experience of both Concord Academy and their overall thoughts about their time in America. Kike Villellas, a sixteen-year-old, detailed some of the main differences between CA and his hometown high school. One of the most striking contrasts is the school schedule. In Spain, Villellas has "shorter classes and no afternoon activities [through school]," and does extracurricular activities outside of school. Yet at CA, afternoon events like sports and music are a staple and integral part of the school day. Laura Morala, another sixteen-year-old, agreed with this sentiment, also noting that dinner in Spain takes place much later and is

them still there.

In addition to their positive reaction to CA, the students said that they enjoyed their trip to New York City. They took a historic bus tour, rode the ferry to Staten Island, and climbed the Empire State Building. Both Villellas and Morala were amazed at how similar the cities of both New York and Boston were to their portrayal in movies – expansive yet clustered, with tall, towering buildings that seem to graze the sky. They said they were also struck by how "green" everything was – trees, grass, and the landscape in general.

Overall, Villellas described his experiences at CA and in New England in as "wonderful."

Coming to CA with an immense diversity of backgrounds and without pre-existing relationships, boarders rely on each other a lot for support.

Perez-Putnam said, "I think there is generally a sense among the boarding community that this is our home and this is just a school to day students. They are guests in our home." This illustration of division between the two communities seems to be a common opinion among many boarders; day students cannot relate to them because they haven't had the experience of boarding at CA.

Because day students and boarders tend to stay somewhat separate, stereotypes and assumptions form within the student body. Some day students described boarders as cliquey, and several boarders viewed day students in a similar way. These stereotypes seem to further prevent students of different backgrounds from getting to know each other. As Jane Lindstrom '17, a boarder from New Hampshire put it, "Boarders think the Day Students look down on them, and Day Students think the Boarders look down on them."

It is reasonable to say that boarders and day students have different relationships

with CA, even if only because boarding and day life are such different experiences. What became evident with interviews was that the majority of students see the boarding and day communities as two separate entities, rather than as one community brought together by common differences. This seems to contrast with many of the school's core values, especially CA's focus on "engaging students in a community enriched by a diversity of backgrounds and perspectives." While the members of the Concord Academy community may have diverse backgrounds, these interviews present the question of whether or not these members are truly exposing each other to different perspectives of the world.

How can our community be enriched by diversity if it is in fact visibly divided, not only by social constructs but also by stereotypes? These separations within the student body may be inevitable, due to the closeness of the boarding community and the formation of groups among day students. Still, as Brandor Matos '17, a local boarder advocated, "I think it's important to have a boarding community and a day community and a train community, but its important to find ways to get them together."

Students Fight for Change at People's Climate March

by Claire Phillips '15

12 Concord Academy students, two faculty members, and 400,000 other climate activists convened in New York City to participate in the People's Climate March – the largest climate march in history – on September 21st.

At 12:58 pm exactly, nearly all 400,000 took a moment of silence. Along with the rest of the crowd, CA representatives lifted their hands and turned their eyes to the sky to recognize the global impact of climate change. At 12:59, we broke the silence with a wave

org co-founder Bill McKibbin, and United Nations Secretary General Ban Ki-moon represented the cause, among others.

Past climate marches have had more specific agendas. One urged President Obama to refrain from build the Keystone XL Pipeline. Others expressed dissent at burning of fossil fuels, or the hope that we can move towards a sustainable future. These marches all pale in size and power in comparison to the People's Climate March

The march was comprised of six sections: students and families, people whose communities are most impacted by climate



12 students dressed in green traveled to New York City on September 21st for People's Climate Match and marched with large posters.

Photo by Emmy Ells '15

of screams, horns, and whistles that surged through the parade. The sound may not have carried around the nation, but it certainly echoed throughout Manhattan.

Decked out in green, holding signs and banners, and united by a common goal of raising awareness about climate justice, marchers traveled from afar to take part in the event. Police directed traffic around the two-miles stretch of the march. While most of the marchers were small-scale climate activists, a few celebrities attended, too. Actors Leonardo DiCaprio and Mark Ruffalo, 350.

change, environmental organizations, anti-corporate and justice groups, scientists and interfaith groups, and everyone else. Participants represented different age groups, occupations, and causes, but they intermixed and mingled, so the CA contingent – marching in the student section – met people for whom climate change is an integral part of their professions.

In a small private school like CA, it can be easy to forget that the outside world

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Getting to Know New CA Faculty

This fall, CA introduced six new faculty members. *Centipede* writers caught up with these six teachers to learn about their backgrounds and how they decided to join the CA community.

Enrique Alcaiyaga
by Nadia Itani '16

Enrique Alcaiyaga is a Spanish Teacher at Concord Academy and one of the newest additions to the community of faculty members. Just a year ago, Alcaiyaga and his (now) wife arrived in the United States from Guatemala, where Alcaiyaga had lived his entire life and worked as a lawyer.

Speaking about being a teacher, Alcaiyaga said, "This is my first time actually doing this kind of job—it's totally different, but I think it's pretty cool to teach my own language." Although this is his first year as an official teacher, Alcaiyaga has picked up tricks from multiple positions he has held in the past as an assistant to a professor in a Guatemalan law school, a substitute teacher at The Rivers School in Weston, and a volunteer in the Modern Language Department at Noble and Greenough School in Dedham, Mass.

Helping others learn Spanish has been one of Alcaiyaga's passions for a long time, ever since 11 years ago when he worked for an international organization in Guatemala. As he put it, "I like the idea of helping others to increase their Spanish skills." Alcaiyaga found CA through a global faculty recruitment consulting service called Carney, Sandoe & Associates.

"I never thought, in my life, I was going to live in a foreign country," having moved here because he didn't want to lose his girlfriend when she went back to her home country. When asked if he missed his home country, Alcaiyaga replied, "Sometimes I miss my friends, sometimes I miss the Guatemalan food, but I don't really miss the country." Something Alcaiyaga misses most, however, is warm weather and a short winter.

Peter Boskey
by Connie Blumenthal '15

Concord Academy alumnus Peter Boskey '08 returns as the new Fiber Arts teacher this year. Boskey took Antoinette Winters' Fiber Arts class his sophomore year, and from then on it was "all about fashion and fibers!" He loved the class so much that he wondered if, someday, he might teach fibers at CA. Boskey went on to study fashion, fiber arts, and English at Syracuse University, unaware that his CA fibers opportunity might present itself so soon.

When Winters retired last spring and her position became available, Boskey jumped at the opportunity. "It was a dream come true," he said.

Boskey had one fear in returning to CA: he was worried that his former teachers would see him as he was in high school. Fortunately, he has found that this is not the case. Now that he is back and on the other side of CA life, Boskey has a new view of CA. While using the faculty room to grade is still "unfamiliar and strange" to him, he was taken aback by how easy going the faculty members are. He recalled the stress of being a CA student, and said he is surprised by the calm and collected manner of the faculty.

Still, Boskey continues to hold on to his identity as a CA graduate. Despite losing his class ring twice—he found it both times—Boskey continues to wear it even though he is a faculty member. "It's like you think you might've lost it, but it's never really lost," he explained. "Like CA, it always finds a way to come back to you."

Leah Gilmore
by John Vernaglia '18

Leigh Gilmore is one of the newest members of CA's English Department. Gilmore is a graduate of the University of Washington. Although this is her first high school teaching position, Gilmore taught college classes for 25 years, most recently at Scripps College. Her interest in CA stemmed from a "seed that was planted several years ago"

by a very talented CA alumna who attended Scripps and was in Gilmore's class. Gilmore was curious about where this all-around good student had attended high school and discovered she went to CA.

When Gilmore moved to Boston, her older son began his CA career, and she continued to learn great things about the school. "From visiting on Parents' Weekend and seeing how the classes ran to getting to know the faculty better and attending cross-country meets, I really became a fan of the school," she said.

Right now, Gilmore is teaching an upper level English course covering three of Concord's most prominent writers—Emerson, Thoreau, and Fuller—and the friendships among them. After only three weeks at CA, she already had a glowing assessment of the CA students: "they are bright, curious, independent, creative, and, in Thoreau's terms, they're . . . awake!"

Monica Ripley
by Mika Cook Wright '18

Monica Ripley has joined the Arts Department and will be teaching ceramics at Concord Academy. Ripley grew up in Chatham, Illinois and attended Beloit College and the University of Nebraska (Lincoln). At Nebraska, Ripley earned a bachelor's degree in archeology and a master's degree in Fine Art Ceramics.

Prior to her arrival at CA, Ripley taught ceramics at Harvard Mudflat Studios, The Clay School, and Massachusetts College of Art. She has been recognized for her talent with multiple awards and has displayed her work in several exhibitions. She said she is very excited to become acquainted with the CA studio. As a working artist, Ripley has a show coming up this October.

Laura Twichell
by Sofia Jones '18

This fall, CA alumna Laura Twichell returned to Concord Academy after a two-year hiatus. Following her CA graduation in 2003, Twichell attended Swarthmore Col-

lege, then returned to teach at CA for three years before attending graduate school at Harvard. Since then, Twichell has earned her Masters of Education and taught for a year at a Winchester, Massachusetts independent school called the Acera School.

Currently, Twichell teaches three sections of 9th grade English. Second semester, she will be teaching two sections of 9th grade English and adding a section of the upper level Short Fiction elective. Along with teaching her English classes, Twichell is coaching soccer at CA this fall.

Twitchell "missed teaching a lot" when she was in graduate school. Among the many reasons Twichell decided to return to CA, one is the close-knit on campus. Having experienced CA as both a teacher and student, she is happy to be back in a community she values so much. "I love being part of this community, and I'm really excited to just be teaching these students again," she said.

Malika Mouflet Williams
by Lila Cardillo '18

Malika Mouflet Williams is joining the Concord Academy community this year as a Wilcox Fellow after graduating from Williams College last spring. Williams is multilingual; she speaks English, French, Spanish, and Mandarin, though she said French is her favorite. She majored in Mandarin in college but is a native speaker of both French and Spanish. Williams is working in the Academic Support Center to help students with foreign languages.

Spanish was her first language, but she learned English quickly. "I learned English just by being in New York and going to public school," she said. From first to 12th grade, she attended a French school, where she learned French.

Williams appreciates how welcoming the community is, especially since this is her first job out of college. Mouflet said she looks forward to is getting to know herself better as a professional and that the Wilcox Fellowship is a great opportunity to do so.

Mark(ed) Success

by Tim Lu '17

Even if you haven't heard of Mark Engerman, the Head of the Math Department, an enthusiastic runner, and an experienced businessperson, you might have encountered one of his family members on your way to your math class: a vivacious and beloved black Labrador, Milo. Outside of the classroom, Engerman is an involved member of the CA community, as the leader of the Fall Running intramural, an advisor of the Youth In Philanthropy club, and the mentor to the math team. A leader in many ways, Mark shared some distinctive perspectives on the significance of mathematics, education, and community.

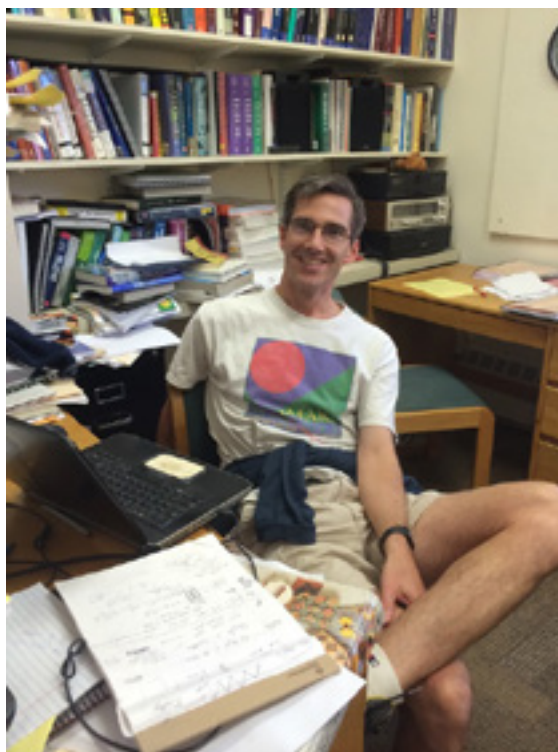
Born in Rochester, New York, Mark was the second son of his Jewish family. After studying in a local public high school, he attended Brown University and graduated in 1989. With a Bachelor's of Science Degree in Applied Math/Economics, Mark worked at an investment company designing mathematical models for the markets, where he further pursued and solidified his interests in economics for another 13 years.

Describing his interest and involvement in economics, Engerman said, "I don't think that mathematics is a definite prerequisite for economics and there are actually several other things about economics that really attract me. First, there are lots of competitions that would make one work harder because one could easily find the direct relationship be-

tween his efforts and his rewards. Secondly, creativity—You are doing meaningful work as a businessperson and you could always grasp the opportunity to apply the knowledge you have learned into some problems you haven't seen before. These are real problem solving skills that help connect those abstract mathematical concepts with advanced technologies in the real world."

Before coming to CA, Mark had taught mathematics in two other high schools: Newton Country Day School and Lexington High School. When asked about his teaching experiences in these different schools, Mark said, "All these schools have a diversity of students. However, at Concord Academy, we mostly emphasize the diversity of races, cultures and nationalities, while at Lexington High School, the word 'diversity' usually suggests an enormous variety of students' backgrounds and social-economic statuses. Lexington High is also a member of the program called METCO, through which inner-city kids have the chance to get better education in suburban areas. Also comparatively, because of its huge student size (roughly 2000 students), at Lexington, we had a weaker sense of community and lesser core values. Besides, the course range at Concord is much broader, especially in art electives, and teachers have the ability and flexibility to create

new courses for a smaller group of students." Mark elaborated on his opinions of



Mark Engerman, Head of the Math Department, was a successful businessperson prior to turning to education.

Photo by Molly D'Arcy '16

high school math, saying, "Some kids might find learning mathematics very challenging and boring before coming to CA because in middle school, there isn't much room for

creativity and math concepts are mostly and strictly rule-based. However, at CA, I usually encourage my students to try math in an innovative context, to find the possibilities of learning math appealing, and to develop their problem-solving skills. After all, math is an efficient tool for humans to explore and understand the world they live in."

Mark continued, "Well, and I often like to compare those abstract concepts and rules in math to the role of vocabulary in a certain language, let's say, Spanish. In order to speak fluently, you have to memorize those basic words first and then combine them into sentences. Like Spanish, learning math is to take individual techniques and put them together to solve problems. The meaning of those rules is not to be memorized and repeated, but to build the foundation for the future communication in a mathematical language."

Speaking of his hobbies, Mark's face lightened, and he said, "I enjoy running a lot. I usually run with my dog Milo a few days a week, and I attend many marathons every year. I also like traveling, and my family and I traveled all around the world last year."

Mark advised CA students, "You need to learn who you are by trying to understand why something appeals to you and why something does not, and what those [preferences] say about you. Sometimes, you ought to accept those things about you, and sometimes, you could try to challenge them. Whatever the case is, always be happy, be free and be yourself."

Meg MacSwan: Swimmer, Biker, Hard-Core Runner

by Alex Berry '17

"I knew that if I looked up I would be terrified, so I kept my head down and tried to focus on the start," said Meg MacSwan, who works alongside David Rost in the Student Life Office. MacSwan spoke with me about her trials as a competitive triathlete and marathoner, recounting her first Ironman Triathlon in Lake Placid, New York. "There is no other way to describe it," she continued. "The energy was electric." Ironic, since the race-day's forecast was filled with the threat of impending thunderstorms. "I knew that if it started lightning, there was no way I would be able to get out of the water," she added finally. In one photo she shared with me, the water teemed with frenzied athletes. Yes, I thought, after looking in awe at the picture, there was definitely no quick escape.

An Ironman triathlon is a grueling race consisting of a 2.4-mile swim, 112-mile bike race, and a full marathon of 26.2 miles. The events take place consecutively and the athletes are timed on their transitions between each leg. "You're put in a doubtful (and sometimes dark) place," she wrote to me in a post-interview email, "and in that moment, it's hard to wrap your head around

the task in front of you, because it feels so impossible."

So, as she stood in the water, surrounded by her competitors, her head spun imagining the 140+ miles of race ahead of her. "I was only 24 years old then, which is very young for a triathlete," she explained, conveying the



Meg MacSwan, an accomplished athlete, stretches before an Ironman 2.4-mile swim.

Photo courtesy of Meg MacSwan

intimidation involved with being among the youngest and least experienced. The average triathlete is between 30 and 40 years old.

Throughout her youth and adulthood, MacSwan has always been an athlete. She swam competitively as a kid, inspired by her older siblings who were already com-

peting when she began. "I was the younger sibling, so of course I had to do everything that the older siblings did," she remembered, chuckling. Despite her countless hours swimming laps, by the time she was applying to college, swimming had lost its luster. "I felt burned out by it," she said matter-of-factly. MacSwan was eager to try something new.

Serendipitously, Washington D.C. turned out to be the perfect place. Attending college there for four years, she appreciated the "beautiful scenery," as many do when they visit the Capitol. She decided to start running, choosing to take advantage of the city's magnificence. MacSwan explained that at first she ran short distances, but "every time I went out running I would go farther and farther."

Although running began for MacSwan as a non-competitive endeavor, she soon decided to register and train for the Marine Corps Marathon, an annual event held in Arlington, Virginia. Coincidentally, her training for the marathon was interrupted when her sister urged her to participate in a sprint triathlon. A sprint triathlon is ideal for multisport beginners because of the relatively short distances of each leg. But MacSwan encountered setbacks on her first race. "My pedal broke during the bike section of the race," Meg said fondly, "and I remember waiting on the side of the road until help arrived."

"Once I got going I never really looked back," said MacSwan, who has since gone on to compete in two more Ironmans; the second in Lake Placid, the third in Mont Tremblant, Canada. She swiftly fell in love with the triathlon, mostly because of the biking. "People at Concord Academy often associate me with the cross-country team, but biking is really what I enjoy most," she admitted, although this fall she is putting time aside to focus on running.

"I plan to race a 50 mile ultra-marathon at the end of November," wrote Meg in the same email, "it's called the JFK 50." MacSwan, who dealt with a major back injury this past summer due to "a large volume of racing," is unsure of whether she will finish the race, or even start it for that matter. "[With] such high training mileage, no race is guaranteed," said Meg. "Much emotion goes into these pursuits, so pulling out of a race is tough." In addition to the JFK 50, MacSwan currently has her eyes on the 2016 World Championship Ironman in Hawaii. She hopes to qualify for that race, as it is her only major long-term goal at the moment. "I was pretty young when... I was watching the televised coverage of the Hawaii Ironman," said MacSwan of her next goal. "They were replaying a scene from several years earlier, when Julie Moss crawled across the finish line of the 1982 race. I remember exactly where I was sitting when I thought to myself, 'these people are crazy!'"

Meg MacSwan has since conquered her fear of the sport, but still partially agrees with her younger self: "I do still think Ironman is a little crazy, but I've learned that crazy isn't synonymous with bad, especially because this sport taught me so much about myself

Amy Spencer Tells Her Story

by Shannon Sun '17

"Have you ever taken a step down a path, not knowing where, or just how far, that road would lead you?" In the hustle and bustle that accompanies the beginning of the school year, Performing Arts Department Head, Amy Spencer, posed this question to the Concord Academy community in her inspiring convocation speech on September 1st, 2014. With her voice ringing in the quiet chapel, Spencer encouraged CA students not to be afraid of embarking on a journey toward an unknown destination.

"I used to be obsessed as a little kid with Fred Astaire and Ginger Rogers movies, and I would watch all those black and white 1930s musicals," Spencer said, recounting her earliest encounter with the art of dancing. Starting from the age of eight, Spencer would commute forty-five minutes to take classes at the Princeton Ballet School, dancing as a hobby outside of school. However, Spencer immediately found out that dancing was much more than just a hobby for her. As she revealed, "I didn't really see a lot of live dance, and I don't even know why, but as soon as I took my first class, it was clear that was where I was supposed to be – and there was no turning back at that point."

Determined to move to New York in pursuit of dance career, Spencer encountered many obstacles along the way, the first being her family's opposition to her decision. "My family didn't really understand it, as they hadn't had anybody in their background in the arts who was so serious about it," Spencer said, laughing. "They weren't really supportive for a long time, so I was kind of on my own figuring it out."

Looking back, Spencer never regretted her decision to move to New York City. Frequently regarded as the city's nadir, the 1970s marked one of the toughest and most dangerous periods in New York City's history. Yet in this environment, Spencer found herself surrounded by a community of people who shared a similar passion for dancing, living the lifestyle that she desired. As she recounted, "My time in New York City changed my life – I found my people there – and a home for my passion, dancing. But dancing in New York City

wasn't easy. I had to develop ingenuity, tenacity, and an unwavering work ethic."

A decade after pursuing a career as a professional dancer, Spencer moved from New York City to teach at Concord Academy and co-founded the Spencer/ Colton Dance Company with her husband, Richard Colton. Just as she had taken a plunge into the professional dance world in New York over a decade before, her decision to move to Concord in 1989 was another venturing forward on a journey toward an unknown destination. Still remembering the transition to CA, Spencer recounted, "The start of this first school year felt like walking into the dance studio to begin a brand new project – the possibilities felt limitless, the energy was high, the investment of all those engaged in the endeavor was at its peak. We were venturing forward together without knowing exactly what was ahead, accumulating possibilities, not worrying about what the outcome would be."

Echoing the question she posed in her convocation speech, Spencer's experiences both as a dancer and a professional teacher had been a quest towards the unknown. "When I chose to start dancing at eight, and later when I took a risk and moved to New York City, I could have never imaged where those choices might lead me, but a process was set in motion that has carried me through my life in the most interesting and rewarding ways," Spencer concluded, her face graced by an elegant smile.

In praise of uncertainty, Spencer encouraged CA students to take a courageous first step toward the unknown. "If your instinct, your heart, and your passion tells you to trust it, then in some ways you owe it to yourself, especially when you're young, to at least give over to it for a period of time." Spencer remarked, "Our culture has gotten very focused on the career, the safety, the money-making, but ultimately, that is not what life is all about. One has responsibilities, but when you're young, it is the time when you should explore the things that feel most meaningful to you – because, after all, you don't know where they're going to take you."

peting when she began. "I was the younger sibling, so of course I had to do everything that the older siblings did," she remembered, chuckling. Despite her countless hours swimming laps, by the time she was applying to college, swimming had lost its luster. "I felt burned out by it," she said matter-of-factly. MacSwan was eager to try something new.

Serendipitously, Washington D.C. turned out to be the perfect place. Attending college there for four years, she appreciated the "beautiful scenery," as many do when they visit the Capitol. She decided to start running, choosing to take advantage of the city's magnificence. MacSwan explained that at first she ran short distances, but "every time I went out running I would go farther and farther."

Although running began for MacSwan as a non-competitive endeavor, she soon decided to register and train for the Marine

The Drop: Entertaining and Authentic

by Carter Kratkiewicz '16



Bob Saginowski, played by Tom Hardy, and Cousin Marv, played by James Gandolfini, run a bar in Brooklyn. More specifically, they run a "drop bar." Drop bars are places where gangsters keep their money for one night, before it gets passed to another drop bar or its owner. While being involved in this business is illegal, Bob firmly states throughout the film, "I just tend the bar." Things get messy when the bar gets robbed one night. And, as you can imagine, the gangster who owns the bar is not pleased.

The Drop is a refreshing new hit. Throughout the movie, I was kept on my toes, not knowing what was to come next. This aspect of the film keeps you engrossed, since what you think will come next most often doesn't.

Almost half of the film revolves around a pit-bull puppy that Bob finds in a trashcan owned by a woman named Nadia, played by Noomi Rapace. Yet this remains one of the most tense, nerve-inducing crime films I've seen. The unpredictability of the film mirrors

the unpredictability of Eric Deeds, played by Matthias Schoenaerts, the abusive previous owner of the puppy.

The dialogue in the film is awkward, yet it works because it replicates the awkwardness of real-life interactions. The rawness of speech meshes well with well-executed accents to create authentic speech. Tom Hardy is almost unrecognizable as the quiet Brooklyn bartender. There is no trace of a British accent, and his character has little of the confidence typical of a Tom Hardy character.

The late James Gandolfini plays the role of the shifty, grumpy runner of the bar. While Gandolfini doesn't play the most likeable character, he makes you feel sympathy and understand his character a little more. This is a great final performance for Gandolfini's celebrated career.

While the pacing of the film can be strange at times, the intensity, the dialogue, and the performances certainly make up for it. If you are looking for an intense crime drama that also gives a considerable amount of airtime to an adorable puppy, this film is for you.

A Reflection on Fall

by Leo Feininger '16

After a long winter, spring, summer, and the first few weeks of school, the scenery around us is finally starting to change, and it fall is coming again.

Many people seem to dislike autumn automatically due to the increasingly cold weather, and shut their windows. The transitional seasons, spring and fall, often seem to have the most varied weather patterns—the fall especially unpredictable with wind, frequent storms, and even chances of early snow. Most people say that summer is their favorite season, not so much because there is no school, but more because it is the warmest and greenest time of the year. Some people I know are discouraged by clouds alone, and find even mildly overcast days somewhat gloomy.

However, autumn is for many reasons my favorite time of year. In the past couple

weeks, more and more of the seasonal changes have occurred, and as of September 22nd, it is fall. While most close their windows around this time, I keep mine open, as I find the air during this time of year more refreshing than that during any other season. I also enjoy the moderate amount of daylight—less than in summer, but a more than in winter.

There is something very meditative about fall, though it is hard to pinpoint. It could be that the changing colors of foliage on trees and plants relaxes me in a unique way, or it could also be the cooler, more refreshing air. No matter what it is, I feel that I am always most at ease during the fall, even with the increasing amounts of homework.

While most people don't like everything about fall like I do, pretty much everyone seems to agree that vibrant colors of the autumn landscape, with many warm shades, ranging from bright yellows to deep reds and browns, are entrancing. These fall colors

seem to create a more interesting backdrop for almost everything, and it is exciting to witness the landscape change from week to week. This may sound strange, but something about the colors and other aspects of fall seem to create a sense of mystery. I can't explain it well in words, but I sense it, especially on windy, cloudless evenings and nights.

Another reason why I enjoy the fall is that many of my fondest memories are from this season. Playing intramural soccer at CA during the fall season for a couple of years has possibly been my favorite experience on any sort of team, and the intramural versus JV matches of the past two years have been especially thrilling.

Many of my earliest experiences skateboarding were also in the fall, and as with any new passion, when I first started I didn't really know much about it. However, the process of slowly "discovering" more and

more about skateboarding added a unique element of both fun and mystery at the time.

My first semester at CA was memorable for similar reasons. Gradually learning more about the school and getting to know more people around me made that semester very special. The fact that school began in the fall (as all first semesters do) added meaning to the season.

As with any year, I am excited to see what this fall brings. Amongst other things, I am looking forward to Halloween and Thanksgiving, mostly because I will be able to see many members of my extended family. Don't be deterred by the fact that it's cold out! Breathing in some of the fresh night air can be very rejuvenating when dealing with a lot of schoolwork. Even if you are someone who generally dislikes cold weather, try spending more time outside this fall. I suspect you will enjoy it.

Exams to No Longer Take Place in Gym

by Chris Pappey '15

This year, Concord Academy is completely changing the way that students take finals. Historically, all students take the same subject exam on the same day; for example, science and English could be on day one, with math and history on day two. However, this year the administration is implementing a whole new system.

Instead of taking finals by subject, students will take them by block. To illustrate, A and B blocks could be on the first day, with C and D on the next.

Another big change that students might not know about is that they are changing the location of the exams. No longer will students pack into the gym and those with extended time into the Math and Arts Center. Instead, students' teachers will proctor exams in their own classrooms.

Now, if you are like me, you are probably wondering what the point of all this is. At first, I was annoyed. CA is a college preparatory school. Many standardized tests

exams?

Upon hearing this, I became a proponent of the new changes. Taking exams in individual classrooms, the same rooms where you've been learning the material all semester, could be a less stressful experience.

I remember walking into my first exam freshman year. I had never taken a final exam in my life. As I walked into the gym with my pencil in hand and saw the vast expanse of tables lined up, my heart started beating faster. When the proctor said, "You may begin," all I could hear were pencils scratching on paper, feet tapping, and pages turning. I could not focus on my exam.

I looked around the room and saw kids from my class vigorously writing in their blue books. I felt alone. I felt like I was the only kid struggling to focus. Luckily, after taking more exams, I learned how to focus in a big setting and not freak myself out. However, I'm sure that I was not the only freshman overwhelmed that day, and I'm sure my experience wasn't the worst one.

If that exam had taken place in a smaller

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for administrators. Displaced students have justifiably turned to the library—one of the few remaining places in the heart of the school with enough space to gather.

The social aspect of library was, according to Kennedy, distracting for many students. "It had become difficult for students to focus on their work in the front part of the library," she said. The library is divided into two main regions: the front and the back. The front is known as the "social section" (or as Kennedy hopes, "the collaborative section"), while the back is intended for individual study.

"Here's the thing," Kennedy said, "We're asking students to work together, but we're simply not providing the space for collaborative work." Physics teachers, for example, often recommend or require that students meet after school to work on lab write-ups and problem sets. To that end, Kennedy has brought in mobile tables and a more flexible layout so that students can spread out, arrange the tables as they see fit, and engage fully in their work. She has also banned snacks and beverages other than water to prevent impromptu pizza parties in addition to a library strewn with candy wrappers. No longer having to pick up student debris, Kennedy has more time for her real

work, and students, she hopes, benefit from a more study-oriented library.

Thus far, Kennedy has noticed a change in library behavior. Most free periods, the front area is filled with students working diligently and talking quietly with others for help, Kennedy reported. She admitted that H-block is still loud but an improvement from last year and that the junior class still dominates the front of the library after school. The library is a beloved part of CA, especially for some classes, and "students are having difficulty abandoning their old habits," Kennedy said.

As for the future, the SUP incorporates a completely renovated and redesigned library that will combat many of the issues the library has faced. A production area will serve student's printing and copying needs, small rooms will provide space for group work, and carrels will be stationed in quiet areas for individual study. For now, Kennedy is making the best of the available resources to ensure that students can study with each other or individually with minimal distractions.

Both Kennedy and Kumpel expressed pleasant surprise about the effect of a change of space on student behavior. The beta classroom has piqued student creativity, and the library reconfiguration has led to increased student productivity. The downside, however,

CA Plans to Renovate

by Emily Yeo '17

During an assembly at the end of the last school year, Dean of Students, David Rost, and Director of Operations, Don Kingman, introduced the plan for Concord Academy's campus renovations.

This plan includes many new additions to the school that should improve the daily lives of both boarding and day students. Four boarding houses – Bradford, Wheeler, Admadjaja, and Phelps – will be remodeled.

The renovations will include updates to the common rooms to make them more comfortable and will even out of the number of students in the houses to create a better student to faculty ratio. A third faculty apartment will be added to houses without three house parent apartments.

Unlike the other houses, Bradford's common room will be transformed into a seminar room for use during the school day. The plan calls for Bradford to be fully handicap accessible with additional improvements such as elevators.

In addition to updating the boarding houses, the science classrooms will also be remodeled. Kingman said, "These science labs were built in the early [19]60s and a lot of teaching has changed." The plan for the

science department includes constructing another lab as well as creating a space for campus groups such as DEMONS to work. It may also include sustainability features such as a rain garden and a roof top area that could be used for meteorology, astronomy, or other classroom activities. The renovations would expand the science hall by expanding the building toward the Math and Arts Center and making the classrooms wider by "fattening" up the building, as Kingman put it.

Plans for constructing a campus center are also in the works. The new campus center will be located in a space stretching from the Arts and Science Lobby (ASL) to the College Counseling Office. The plan would include remodeling the library so that it includes more books and is more accessible. There will also be more private rooms for group study. The ASL will also be pushed towards the quad to create a more clearly demarcated front door to the school.

Construction is expected as soon as the money is raised. Depending on funds, construction could begin during the next school year. Once the projects begin, change will happen fast. With modern spaces for learning and living, the administration is ensuring that CA students will have a first class educational experience for many years to come.



Students will longer take their finals in the gym but in their classrooms instead.

Photo courtesy of Ben Carmichael

like the SAT or ACT take place in large settings, so taking exams in the gym prepares students for what lies ahead. Also, there is something special about everyone scribbling away in the same room, as if we are all in it together. However, after talking to Academic Dean, John Drew, my views changed.

Drew made an interesting point about how CA prides itself on creating a nurturing and caring environment for students. If this is the case, then why would the administration herd students into the gym to take their

setting, I would not have been nearly as anxious. I would have been able to focus more on my exam and, in turn, performed better.

During that first exam, it felt as if I were being thrown into that gym with a bunch of other kids, without any advice on how to focus in a large setting. If CA truly prides itself as being a nurturing place to learn, then having exams in individual classrooms is a good change to make.

The Centipede

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The mission of The *Centipede* is to inform, spark curiosity, and generate discussion within the community and beyond. The majority of the content relates to school issues, events, and news, but occasionally writers voice their opinions on politics, sports, and other contentious topics.

If you are interested in becoming involved with the publication, please email Executive Editor Julia Shea (julia.shea@concordacademy.org) or Managing Editor Chris Pappey (christoph.pappey@concordacademy.org).

Red Cross Club Hits the Ground Running

by Jenny Kim '17

This year, two Concord Academy students launched an America Red Cross Club to create service opportunities for their fellow students. The Red Cross was founded in 1981 and has since provided disaster relief, education, and emergency assistance throughout the United States.

Nina Callahan '16 and Somerset Gall '17 said that their main goal for the club is to build a strong bond between CA and the Red Cross, and between CA and other local high school Red Cross clubs. Gall said hoped to encourage the CA community to participate in a range of volunteering opportunities.

Even though the Red Cross club is new, the co-heads are already planning activities. The club does not meet every

week, but instead meets when planning an community service activity. Somerset said that plans are in the works to attend nearby events, such as volunteering for a food pantry in November and organizing a blood drive.

To get involved in the new club, email Callahan (nina.callahan@concordacademy.org) or Gall (somerset.gall@concordacademy.org).



Callahan (left) and Gall (next to Callahan) stand behind the Red Cross Club table at Club Expo.

Photo by Molly D'Arcy '16

Letter to the Editor

To the Editor,

In the excellent article about where to eat in Concord, there was one important omission. Farfalle is a wonderful Italian cafe just behind Chang An in Concord Crossing. They have a fine variety of freshly made panini, a special hot dish of the day, tasty salads, delicious homemade cakes and pastries and a wide assortment of imported Italian cookies, candy and frozen specialties, including assorted flavors of gelato. You can eat in or take out. Be sure to try it.

Deanna Douglas

Climate March

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is changing. As marcher Nora Silva '15 explained, "Sometimes it's hard, living in our bubble here ... [the environment is] not on kids' agenda at all, and it was really nice to be in a place where I saw that people actually cared." Chloë Sahyoun '15, another CA marcher, said that she hopes to bring back to CA the energy that she felt among the devoted crowd. "I know my part is just to be enthusiastic, and to get as many other people enthusiastic as I can ... and then, awareness will spread."

Similarly, participant Mauri Trimmer '15 said that he hopes to encourage other students to advocate for CA's divestment, or "the lack of investment in things like fossil fuels and other things that are bad for the environment." While the administration has previously considered this possibility, Trimmer said that he hopes they reconsider and act on it. "I think that it's something that the administration should try, [following]... the lead of the passionate student body," he said.

Whether or not the march makes a dif-

ference at CA, however, it made a substantial impact on politicians. At the United Nations Climate Summit on September 23, President Obama acknowledged the marchers and their cause. "The alarm bells keep ringing, our citizens keep marching," he said. "We can't pretend we can't hear them. We need to answer the call. We need to cut carbon emission in our countries to prevent worse effects, adapt and work together as global community to tackle this global threat before it is too late." The march achieved its goal of reaching the population, as Obama's message was heard nationwide, if not worldwide. Environmental justice is, as Silva described, "an issue that connects all of us." The march connected activists physically, its impact struck a chord within the population, and the legacy of the march will stand as a reminder that the environment matters very much – and we know it.



The twelve CA marchers head back to Boston after their day in New York City. Photo courtesy of Emmy Ells '15

Be green and
recycle



The *Centipede*!