

A Teaching Truth: Faculty Pay

by Ben Stoloff '15

Students at Concord Academy often take the work of their teachers for granted. Yes, many students say “Thank you” after every class, but do students truly recognize what their teachers do for them? And what they receive for doing it?

The tuition for day students at CA, according to Business Insider, is the seventh highest for college preparatory schools in the United States. Still, student tuition does not cover the vast expenses of running the school, and thus, the school relies on various donations and endowment funds to meet its total cost. Faculty salaries make up a significant portion of the operating budget.

Faculty at CA are a well-educated crew: 13 percent of the faculty hold PhDs in their field, while another 74% have earned Masters degrees. Some teachers were once non-teaching professionals in their fields while others have been career-long teachers. Some taught at other schools before coming to CA. And many of the art teachers at CA also have studios outside of school, where they produce their own professional work.

Teaching, as a whole, is a generally under-compensated profession compared to others requiring this much education. Many argue that teachers should be paid more because of the impact of their work. As with all jobs, salary often acts as a major factor in determining the strength of a job offer.

At CA, this issue is especially prevalent. It is a well-known fact that many CA teachers could make more money teaching at public schools. Even some private schools in the area provide better financial compensation for their faculty. However, assessing the quality of a job requires much more than numerical statistics.

To determine what is a fair salary, administrators face the difficult task of comparing CA to other similar schools, which involves looking at what teachers at this school are required to do both inside and outside of the classroom. For example, some private schools require all teachers to coach as part of their contract, whereas CA does not. Other factors also influence teachers' decisions to work at CA.

Concord's culture revolves around common trust for all members of the community, teachers and students alike. That means the administration trusts CA teachers to perform all of the tasks that are required of them; while teachers are asked to do many things, including weekly one-on-one meetings with advisees, no one from the administration checks up on them. A similar system is in place with regard to course curriculum. Although there is, of course, oversight by each department, teachers are largely able to create their own curricula and teach what they believe is important to their students.

This approach differs significantly from how teachers go about Honors or AP courses in other schools, and this freedom makes CA attractive to teachers.

Another important factor that makes CA attractive to teachers is the school's position on teacher accreditation. In order to teach in any public school system, a teacher must go through a lot of red tape before becoming an accredited teacher. CA, however, does not require such bureaucracy. While the administration scrutinizes every aspect of a candidate, Jenny Chandler, the Dean of Faculty, said, “Teaching licenses do not advance a candidacy.”

Similarly, another major difference between CA and public schools is class size. At CA, teachers only have to be responsible for teaching classes with an average of twelve kids. At most public schools, classes are made up of at least twice that number. And Concord students themselves also attract teachers to the school. For the most part, CA students are happy and motivated to learn. That makes it much easier and enjoyable to teach here.

In fact, there are so many differences between CA and public schools that, when asked about the process of determining a fair salary, Chandler was prompted to say, “It's like comparing apples and oranges.”

The administration and members of a department spend a lot of time determining if a teacher is a good fit for the school. Beyond the normal interviews and resumés, a prospective teacher must also submit an educational philosophy statement as part of his or her application. The rigorous process is intended to ensure that a candidate has the ability to adapt to and meet the standards at CA.

Once teachers start at CA they are entered onto a 23-step pay scale. For every year that a teacher is at CA, his or her salary goes up by a step on the scale. The scale itself also usually rises by some percentage points close to inflation.

Amy Kumpel, a former Raytheon engineer and current science and math teacher said, “I took a massive pay cut to go back into teaching. I did it because I like being a teacher. I do feel there is room for us to be compensated better.” Kumpel had prior teaching experience before coming to CA. The administration honored this previous work by putting her at a place on the pay scale that reflected her prior experience.

While young teachers benefit annually from rising on the scale, some of the older teachers feel that it needs to have more steps. Cynthia Katz, the photo teacher, has been teaching at CA for over twenty-five years. This means that she has topped out on the pay scale. Katz said, “CA teachers are not

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Boston's Mayoral Race: Impact Beyond Boston

by Nathan Gress '15

The 2013 Boston Mayoral Race started differently than other recent citywide elections, with twelve candidates competing for the outgoing Mayor Thomas Menino's long-held seat. It was clear from the beginning

leadership at the hub of the Commonwealth of Massachusetts.

I grew up in Watertown, Massachusetts and have lived there my whole life. Even I could not escape the mayoral race for a city to which I have had little connection. For people like me, nonresidents of the city or outsiders to the race, its invasive effects



*Boston's new mayor Marty Walsh.
photo courtesy of www.wvcb.com*

that this race was going to be different from other Massachusetts races; given the year, the contenders, and the issues, the race's effect was going to extend far beyond the confines of Boston. Indeed, the Boston mayoral race was so important this time around because it fundamentally changed the city and the

came as a surprise; it was seldom that news broadcasts did not have a segment on the candidates. On my drives home from school to Watertown, National Public Radio profiled the twelve candidates one by one, day by

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Service Trip: Council on Aging

by Sam Culbert '15

In partnership with the town's Council on Aging (COA), Concord Academy students spent a Saturday in November at seniors' homes performing house and yard work. With 28 percent of Concord's residents over the age of 60, according to the 2012 census, youth volunteers and the COA are in great demand, especially for winter preparations.

The COA is a department of the municipal government authorized under the Massachusetts General Law. Carol Dromgoole, the COA Volunteer Coordinator explained, “The law states that a Council on Aging may be established for the purpose of coordinating or carrying out programs designed to meet the needs of the aging in conjunction with programs of the Office of Elder Affairs.”

Offering a variety of activities, the COA seeks to improve seniors' overall health and wellbeing. “We promote a good quality of life by helping them maintain their dignity, self-esteem, personal independence and their roles as full participants in the life of the community,” said Dromgoole.

As coordinator, Dromgoole organizes the volunteer activities at the COA and encourages youth participation. “We have dream teams from [Concord Carlisle High School] and local churches that help with fall cleanup,” says Dromgoole. “Concord Academy has stepped up for winterization projects, which helps the seniors feel safe and warm in their homes each November.”

A group of CA students gave up the morning of Saturday, November 23rd to help seniors prepare for the winter months ahead. During this “Service Saturday,” students

raked leaves, cleaned out garages and attics, installed storm windows, and stored away porch furniture. “Prior to the date, a mailing is sent to the elderly in town letting them know of the opportunity to have our students work at their houses. Those who are interested respond,” explained Dean of Students David Rost.

Rost noted that this year there were a few students for whom this was not their first Service Saturday. Rose Crowley '15 said she returned after a “great experience” with the Council on Aging last year. “David asked a few of us to be leaders of our small groups, so I was technically the leader in mine, but everyone worked so well together. There really weren't any problems,” Crowley said. She added the trip gave her the opportunity to get to know some of the freshmen better. Ally Morin '17 and Ally Culbert '17, two of the freshmen attendees, thought that the service opportunity was both fun and worthwhile. “It was really rewarding,” said Morin, and Culbert agreed.

“It was amazing all the work we accomplished that morning,” said Michelle Robidas '15, “and it was so worth it after seeing [the senior citizens'] gratitude!” Robidas shared that when cleaning out a garage, she found several books that the resident wanted to discard. Instead of throwing them away, Robidas offered to donate them for her. Robidas felt that she had not only done the senior a favor, but that she would also help the community to which the books were donated.

For CA students, the Council on Aging is a resource allowing students to help within their own community. The relationship CA has forged with the COA will hopefully provide students with more opportunities for local community service in the future.

Inside This Issue...



National Novel Writing Month

by Julia Shea '16

For the third year in a row, Concord Academy students participated in the 50,000-word novel-writing contest sponsored by National Novel Writing Month (NaNoWriMo).

NaNoWriMo is a 501(c)(3) nonprofit organization based in Berkeley, California that depends largely on donations to run the novel-writing contest, in addition to other programs to promote literacy worldwide. According to the NaNoWriMo website, individual donations constituted 47 percent of the organization's 2012 revenue.

With a goal of encouraging both children and adults to write, the website reads, "NaNoWriMo is all about using the magical power of deadlines to tell your story. Give someone a goal and a goal-minded community and miracles are bound to happen. Pies will be eaten at amazing rates. Alfalfa will be

used the time as a work block.

"I decided to write mostly for my own enjoyment. The main point of NaNoWriMo is to get people in the habit of writing every day and working through writers' block," said Kim. Konuk said, "I chose to write a novel to improve on writing longer fiction. Normally I write either poetry or short prose, and I thought NaNoWriMo would be good to get me in the habit of writing a couple pages everyday."

Kim described her novel as science fiction, "taking place in a futuristic society in which androids are commonplace. There are institutions that are anti-android, and the government has called for the extermination of androids. However, a family tries to escape the government order."

"My novel is about these two people who were just released from a rehabilitation center on the same day and how they deal



Members of Creative Fiction Club gathered for their weekly meeting. Photo courtesy of Molly D'Arcy.

harvested like never before. And novels will be written in a month." The contest begins November 1 and ends November 30. The strict deadlines are in place to force writers, "to put away all those self-defeating worries and START."

Although referred to as a contest, NaNoWriMo considers anyone who reaches the 50,000-word goal to be a winner. NaNoWriMo does not select the best novels, award prizes, or even read the novels submitted. However, NaNoWriMo does partner with CreateSpace to provide writers the option to self-publish.

This year, Creative Fiction Club co-heads Kiyun Kim '14 and Julia Sprague '14, Julia Konuk '16 and five other students took part in NaNoWriMo and spent a large portion of their November free time before the computer screen. Although students wrote independently, they met on Monday evenings before the contest began to discuss their ideas and get their creative juices flowing. "During October, we had a lot of planning sessions to work through plot holes and develop characters," said Kim. "Before that, we did prompt writing, sometimes more technical like writing without the pronoun 'I' or the letter 'e' and sometimes more plot-based." During November, the group continued to meet during dinner on Mondays but instead

with their mental illnesses in different ways," said Konuk.

As of November 25, Kim's novel was approximately 45,000 words. "I use relatively small font size and don't double space, and it's about 120 pages," she said. Konuk realized mid-month that the 50,000-word goal was unrealistic on top of other commitments. "I stopped trying to write the target 1667 words per day fairly quickly, so my 'novel' is more of a long short story, if that makes sense!"

Both Konuk and Kim said they have no intentions of trying to publish their novels. "I definitely will not try to get it published—the point of writing it was more to get used to writing regularly than writing something of quality," said Konuk. Kim said, "I don't think mine would be a good thing to publish. I end up rambling and it would need to go through massive amounts of editing. I don't think it's necessarily worth putting in the effort."

For NaNoWriMo, it's more about the process than the product, as evidenced by the organization's philosophy and the writers' attitudes. That being said, Konuk explained, "I could see myself pursuing creative writing in the future—however, I don't think I have enough patience to write a whole novel where the plot doesn't completely fall apart!"

What Would You Do with \$10,000?

by Claire Phillips '15

Imagine that someone told you that she or he would give you 10,000 dollars as long as you raised 1,000 on your own, and that you could help anyone you wanted with that resulting 11,000 dollars. You would probably be astonished, and, once you had the money, you would want to spend it well. Ten thousand dollars could make possible any number of beneficial effects that charitable organizations have on those in need. If spent well, it could change lives. So, if you were given 10,000 dollars, what would you do? And how would you go about it to make sure that your efforts did not go to waste?

Every year, a group of Concord Acad-

emy students and faculty advisors in CA's Youth in Philanthropy (YIP) group must grapple with these questions. YIP is a partnership with a Metro-West foundation that supplies different groups of students with 10,000 dollars per group to distribute as grants to local nonprofits; the students must raise the other 1,000 dollars. The foundation works with many schools, providing each with money to spend and then a board to whom they present their ideas. CA is not the only school that has YIP.



Members of Youth in Philanthropy on a site visit. Photo courtesy of Molly D'Arcy.

At CA, YIP meets once a week during H block to evaluate different organizations' grant proposals, get to know some favorite organizations better, and then ultimately decide which organizations they will allocate the money to. The decision process consists of five main steps: learning about the role of nonprofits and government organizations in meeting the peoples' needs and raising money; reading all of the organizations' proposals; narrowing down the possibilities to three or four organizations and visiting those favored organizations; discussing the visits and presenting a plan of action to the Metro-West Board; and giving out the grants to the chosen organizations.

Step one. The group works to understand the many facets of how nonprofits and government organizations work. Some of these facets include how to raise money to help those in need, how to determine what

about what matters to us and where we want to make a difference and which difference would be the most effective." Consequently, the decision-making often comes down to the way in which the group wants to help out. As Haartz added, "Oftentimes you have to decide whether you're helping a lot of people in a small capacity or few people in a huge capacity."

Step two. This year, the group received proposals from five or six different organizations. Each proposal consisted of two main components: a request for a certain amount of money less than or equal to 5,000 dollars, as well as an explanation of what that money would help the organization do. The group discussed the proposals and spent time narrowing down the list. However, narrowing was a feat in itself because, according to co-head Deborah Haartz '14, eliminating organizations can be quite difficult. "While two organizations might seem to be equally deserving of a grant," she explained, "it's all

Step three. After narrowing the list of possible organizations to three or four, the whole group went to visit each organization and got to know it better. Because the grants need to go to local non-profits, each group-member gets to know the greater Boston area itself a bit better, and to some, the experience is new. YIP co-head Audrey Stein '14 said that she loves that YIP "gives everyone in the group a chance to see what's going on in our own domestic areas." On a similar thread, YIP faculty advisor Mark Engerman explained that he likes "the way the club exposes students to youth in need in our local area and introduces them to people who are spending their lives helping others." Haartz added that when they went on the site visit this year, she felt that "people were getting excited," and she further explained, "Site visits are oftentimes the turning point for people. When you get that connection [with the members of the organizations], it's great." Finally, Haartz

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Recycle The Centipede!

Nine Questions about China

by Tim Lu '17

It is hard for me to articulate various truths about China, because of the enormity of information available and my own limited experiences. The geographical distance between the United States and China not only prompts our mutual curiosity, but may also lead to oversimplified and abstract understandings of each other. Our mutual lack of close-up observations raises many questions. Below are several questions about China frequently asked by American students with answers provided by current CA Chinese students, myself included. They may not represent every Chinese person's view, but they are opinions from people who have experienced the country first hand.

1. Are all Chinese people communists?

Politically, only adults who have joined the CCP (Chinese Communist Party) are considered "Communist." Socially, Communism serves as an acquiesced-to social contract established by the birth of the People's Republic in 1949. "Communism" is a term that frequently appears in Chinese textbooks.

"In China, Communism is both an incomplete objective and a memory of the past. I can hardly feel its existence in my ordinary life and it has little intersection with my personal experiences, well, especially in a city like Shanghai," Helen Liu '16 remarked. "I feel that Chinese government keeps putting new elements into its original ideology to match its rapid economic and military development."

2. Does everyone in China believe in Buddhism?

While it may be tempting to make a generalization and call all Chinese people Buddhists, not everyone in China identifies as Buddhist. "Throughout Chinese history, Taoism is the original doctrine, which established the foundation of Chinese social structure, interpersonal relationships and our common values," Daxing Gao '16 said. Taoism is also one of few religions worldwide that strongly supports scientific developments and women's rights. Most importantly, Taoism has influenced various aspects of Chinese civilization including family life, academics, politics, arts, and people's way of thinking.

Buddhism, which originated in India and then spread throughout China, not only absorbed Chinese traditional cultures, but also incorporated the essence of Taoism. The balance between free thoughts and rational science in Buddhism contributes to its popularity in China nowadays. "In my memory, devout Buddhists mostly are old people.... Usually Chinese [people] like [myself go] to temples attracted by the cultural aspects of Buddhism instead of for religious reasons; for instance, [I] went during festivals to pray for good luck and wealth," Gao added.

3. Why do Chinese students come to private high schools in the U.S. (like CA) to study?

"There is too much stress and competition in high school back in China," Xinkai Zhou '16 said. "Though CA also challenges its students academically, we have...more opportunities and time to develop our own talents."

In China, striving for good grades means two things: continuous mental stress and the sacrificing of the students' interests. At Concord, on the other hand, the tension between academics and personal interests are dissolved by CA's emphasis on the signifi-

cance of "diversity." Diversity refers to both the general variety of cultural backgrounds and the comprehensive skillsets (leadership, ability to work well with others, etc.) every single individual has. Chinese students come to CA not to avoid challenges, but to use these abundant resources to pursue a true self.

4. Is every Chinese student good at mathematics?

First, there are students who don't like math back in China (believe it or not)! Second, current Chinese students at CA take relatively higher-level mathematics classes because they had to start learning math earlier in China and thus gained an "advantage."

5. Are weather conditions in Beijing really bad?

"The air in Beijing is literally polluted every day and people have to get used to that. Sometimes the air quality is so bad that people are not even supposed to walk out [of] their apartments," Nora Zhou '17, who comes from Beijing, said.

Because of the persistent adverse weather conditions, the Chinese government has worked to raise awareness. Awareness about PM (Particulate Matter) 2.5-- an air pollutant that poses a threat to health and reduces visibility outdoors-- has become more widespread recently as a result of such efforts by the government.

6. What do Chinese students think of the Gao Kao (college entrance examination) in China?

Gao Kao is the most important threshold for all Chinese high school students who apply to universities. Xinkai Zhou explained: "Gao Kao is the most crucial component of Chinese students' studying life, and the large population of China and its comparatively limited resources have determined the necessity of this test."

Gao Kao is also the most fair and efficient way to evaluate the ability of Chinese students so far. Nevertheless, students may only take the exam once each year; this is often perceived as a major shortcoming in the education system, and causes huge stress among high school students.

"It's unimaginable and I feel lucky that I don't have to go through that. The education bureau keeps trying to transfer part of the test pressure to other non-academic areas such as arts and athletics but I think it still takes time," Xinkai Zhou added.

7. Does every Chinese person use chopsticks?

Yes.

8. What do the Chinese think about the relationships among different ethnic groups?

Most CA Chinese students live closer to the east coast where most of people belong to the ethnic Han group. There are 56 different ethnic groups in China in total, but the governmental unification of time, education and many other standards slowly erases the ethnic distinctions. "Sometimes I even felt a little surprised to encounter people of different ethnicities from the Southwestern part of China. Generally I had the chance to see the interactions between different ethnic groups in various cultural festivals or in large events like 2008 Beijing Olympic Games," Liu '16 explained.

Vespers

by Teresa Dai '14

Vespers at Concord Academy are Sunday evening formal dinners, sometimes followed by performances that all boarding students attend. These events are also open to the rest of the CA community. Although they only take place roughly once a month during the school year, Vespers are an important part of weekends at CA.

Vespers at CA has a long history. Dean of Students David Rost explained that, "vespers have preceded me. I've been here for 19 years. There have always been vespers with dinner and some type of performance."

At Vespers, dinner is served in a manner different from usual meals in the CA dining hall. Most vespers are held in the Student-Faculty Center (Stu-Fac), but the tables are covered with white cloth, and the seats are arranged neatly before silverware. Students get appetizers in the hallway outside of the dining room before getting seated and waiting to be called into the line for main dishes.



Students at vespers.
photo courtesy of www.facebook.com

To provide different offerings of food at Vespers, Rost, Director of Residential Life Annie Bailey, and the Food Services team prepare for the dinners beforehand. Rost said, "We meet with Shawna [Penders of the Food Services] ahead of time and talk through options." Bailey added, "It's more work for their team because they have to set our tables and [put out] appetizers. We try to make the food a little bit different from what is typically offered, so it's a little bit fancier, if you will."

The performances that follow the meals are carefully selected as well. Rost explained that the selection of activities takes into account the school's budget, the time of the year, and the community's interest. Rost said, "For instance, right now, the Chinese New Year is January 31. We have a vespers three weeks later. We could do something again, whether it's New Year related or not. We asked Boarding Council two weeks ago to think of some ideas. I'd much rather fill students' interests than to come up with my own."

With the dinner and performances, vespers can take up to about two hours. Some students may find that inconvenient because of their heavy workloads. Barbara Piantedosi, who has been a house parent for eight years, said, "I think the [Vespers] that are well-timed are well-received." She referred to the Thanksgiving Vespers as an example, saying, "I'm thankful that the Thanksgiving vespers is just a dinner, because kids have so much work to do that night."

Rost also raised the issue of time management. He explained that the vespers are on the calendar and students should plan their time accordingly over the weekend. He said, "Day students have family obligations that will take them away from their studies. It's on a Sunday. You have all weekend to do the

work. It's part of time management."

But to meet the students' needs, some recent modifications have been made to help students with their balancing of time. Bailey said, "we have decreased a couple of Vespers over the years to help that. So it does keep the special feeling without feeling like 'Oh God, another Vespers'." For example, there used to be a choral Vespers on the second weekend in December, but the administration "moved it away from there because that did seem to be hitting disproportionately the boarders, sometimes the night before the first exams," Rost said.

Vespers serve as a time for the CA community, especially the boarders, to come together. "I love it because it brings everyone together. We usually eat by house, so it's just a special meal—you know, white table cloth, sometimes candles—and just, for me, it's a special time to be together and get a little bit more gussied up than normal and share a meal together," Bailey said. "And perhaps [there's] an activity, but really the sharing of

the meal together is my favorite part."

Rost echoed, "it's one of the few times, as a boarding community, we come together...without any surrounding news. It's just a time to get together. There's a difference between boarding and day, and the fact that we live together, and this is one of the six times a year we get to share a meal together, and that's not a lot, so I do think it's nice to come together as a community."

Many students share this feeling. Leandra De los Santos '15 said, "I love Vespers. It's one of the only times I see the boarding community really come together, and everyone is so happy and enjoying each other's company. It's truly special." Bink Sitawarin '14, a new senior, said, "Although I have had only two vespers since coming here, they were wonderful times allowing all boarders to meet, talk and see each other. It emphasizes a better sense of close and warm community at CA."

Another part of vespers is dressing up. Rost added, "I think the other thing is that there are some kids who actually like the opportunity to dress up. This school does not have a lot of occasions to dress up, and these are one of those rare occasions. I think some people do like that." Piantedosi agreed, "I feel at certain times of the year, kids are up for it, and enjoy it. The girls especially seem to enjoy getting dressed up."

"We did an evaluation probably a couple of years ago, and I was actually surprised by how many people liked Vespers," Rost said. Bailey concluded, "It wasn't a surprise, but I feel like sometimes we hear more grumbling, and there were actually a lot of people who liked vespers and didn't want to cut back anymore." Rost and Bailey also said that they are always open to ideas regarding the selection of performances and food.

Movie Review: Captain Phillips

by Carter Kratkiewicz '16



Captain Phillips is one of the most intense, suspenseful, and emotional movies I have ever seen. I was on the edge of my seat for the entire two hours and fourteen minutes, and not once did the intensity falter; never



A scene from the movie Captain Phillips. Photo courtesy of www.advocate-online.net.

did I get bored with what was happening.

The movie is based on the true story of American cargo boat captain, Richard Phillips, who surrendered himself to Somali pirates to save his crew back in 2009. The film opens with Captain Phillips saying goodbye to his wife as he leaves on his ship to deliver cargo to countries in need around the Horn of Africa.

Meanwhile, in Somalia a vicious warlord and his mercenaries force a village to send men out to loot passing ships. After they set sail, the pirates end up encountering Phillips and his crew...

Captain Phillips never strayed from its storyline for unnecessary sub-plots; the entire film focused on the conflict between Captain

Phillips and the pirates. Additionally, there were no forced clichés. The director, Paul Greengrass, focused on keeping the movie realistic and powerful.

Although Captain Phillips is an American movie, it shows no bias in favor of Americans. The film lets you see both perspectives: the Somali pirates' and the Americans'. After the incident happened in 2009, Americans viewed the pirates as

monsters who hurt innocent people. Captain Phillips, however, reveals that this was not necessarily the case. There was actually one particular individual, the warlord, who forced the pirates to do illegal, morally wrong things. I found this to be a very interesting, new perspective.

Tom Hanks delivered an amazing performance, which was important in the spectacular ending and all in all really made the movie. Captain Phillips also had one of the most climactic endings I have ever seen in a film, and while it was amazing to see on the big screen, it will be just as incredible on DVD. It's safe to say that it is one of the best movies I have seen in theaters.

Faculty Pay

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compensated enough. I would also like the pay scale to continue longer."

While many teachers feel a need for increased yearly pay, the administration also points to the health and retirement plans while also eyeing room for improvement. Head of School Rick Hardy said, "Salary is one form of compensation. Housing and community benefits, our comprehensive medical/dental plans, as well as a generous retirement plan through TIAA-CREF are all significant and competitive forms of compensation. Moreover, as part of CA's Strategic Plan, we plan to look at our financial structures with an eye to how we compensate faculty and staff -- whether it's increases in

our faculty/staff housing over the next decade or other means."

As is often the case with workers and administrators, there is a discussion going on behind the scenes about fair compensation. Both teachers and administrators are interested in seeing salaries rise over time. Still, when one looks around at the world outside of CA, as it stands now, the median starting salary for a New England private school teacher is less than tuition at CA. It is important for students to remember that while teachers are working hard in the classroom everyday, they have their own financial well being to look after as well.

Facts About China

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9. Must every family in China have no more than one child?

"Well, I have to say that it's really an efficient policy to restrict the growing population of China, though it has an obvious impact on our generation," Nora Zhou said. Katrina Wang '17 elaborated on the consequences of this policy: "first, it created the aging of the Chinese population; second,

many children in or after our generations are spoiled in their families because their parents put their whole effort and love into their kid, who finally contributed to [the development of] an 'immature' generation." Grace Yan '15 said, "It's lonely to have no siblings, and I feel that the two-child system would work better. However, we still have to wait until the opportunity is ripe to change something." As a matter of fact, the Chinese government has been relaxing the one-child policy; as of November 2013, families are allowed to have two children if one of the parents is an only

The Sound of Poetry

by Iris Oliver '15

Most students will write a few poems in English class, but certainly not everybody enjoys the process. Concord Academy English teacher, Cammy Thomas, also began creating poetry in school, but unlike some students, she fell in love with the art form and continues to write and publish poetry to this day.

Poetry was present in Thomas's life well before junior high, thanks to her mother. She remembers hearing her mother read poems to her and being entranced by the sound of poetry. Her childhood was full of poetry and song, so she was well prepared to write poetry of her own when the time came. Thomas said that she remembers thinking, "this is a way to say things that I can't say in any other way" when she first realized the value of writing poems.

Thomas continues to find much to say through the medium of poetry. Her inspiration for her poems comes from a variety of sources, everything from small objects to the "sound of a line" or phrase. For example, one of her poems is about a ring that she inherited from her aunt. Thomas described the "tension" she felt in the ring: it was "an amazing gift -- yet it was from another world." The ring was very different from jewelry that Thomas would have normally worn, and was therefore a constant reminder of her aunt's style. In addition, Thomas only obtained the ring after her aunt passed away -- it was a great gift that came at a great cost -- adding another layer of complexity to this seemingly simple and straightforward object.

Macca's "New" Is Excellentlly Executed

by Nick Walters '16



In 1963, The Beatles released their first album and achieved everlasting fame. They have been arguably the most popular music group of all time. This past October, 50 years later, 71 year-old legend and The Beatles' bassist, Paul McCartney (also known as "Macca"), released his 16th studio album, and his first album of completely new material since 2007. The album is simply but aptly titled, "New."

I am a huge Beatles fan, so naturally I was incredibly excited when I heard that Sir Paul McCartney was coming out with a whole new album. I was fortunate enough to see him in a concert this past summer at Fenway Park in Boston, where he played an amazing mix of The Beatles and Wings (the band he started after the Beatles) songs, and where he also hinted at a new album coming out very soon. An album coming from someone who was named "the most successful songwriter of all time" by multiple charts and companies was sure to be good.

"New" is a mix of many incredibly different sounds. McCartney's writing style has become a jumble of Wings and The Beatles, which creates an interesting, unique sound. While not every piece in the album appealed to me, I thought the music in the album was great overall.

The album kicks off with "Save Us," a song that I can tell comes directly from the Wings side of McCartney's heart. It's a very upbeat, intense, and catchy song. At 71 years old, Paul's voice has changed slightly from his deep, signature voice as a member of The Beatles, to a sometimes quaky, older voice. But he still hasn't lost his range or his true

sound. This song was a perfect way to begin the album.

Once she has found inspiration, Thomas's next step in crafting a poem is to simply write a first draft on a page. Thomas noted that it is important for her to just "get it out there, no matter how ugly, how awful, how terrible, how much I hate it, I just write it down anyways." After the draft is recorded, editing and completing the poem can take from six months to a year. An important step in this editing process is figuring out where she wants to go with the poem, what message she wants to convey. As Thomas put it, "a poem doesn't just lie there, it ought to come up and grab you."

After months of work on a poem, Thomas adds it to her collection. Before 2005, Thomas said she felt that "the chance of this collection actually turning into a book was remote." She persevered though, publishing her poems in magazines, and reading her poems wherever possible, until her efforts paid off, thanks in part to what she described as a "wild piece of luck."

Thomas signed up for a poetry reading at a bar in New York, a reading that the eventual publisher of her book happened to attend. The unusual reading in the back of the bar surrounded by crowd and conversation proved to be the big break that Thomas needed to make her publishing dream come true. The publisher was extremely impressed with Thomas' work, and worked with her to publish her first book, titled Cathedral of Wish, which won the 2006 Norma Farber First Book Award from the Poetry Society of America.

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"Alligator" is definitely my favorite song in "New." I thought it was a very well-thought-out song, and since I am very interested in music production, I couldn't help but admire producer Mark Ronson's work on this song. It is clean and enjoyable, with no annoying or harsh transitions. It's also well mixed, like most of the songs on the album. Also noteworthy is the fact that Giles Martin, the son of the original Beatles producer, George Martin, produced some of the songs as well as Ronson.

Two other striking songs are "Queenie Eye" and "Early Days." From the beginning, "Queenie Eye" sounds like the "title track." No other song on this album is as upbeat and catchy. It's very exciting to listen to, and is definitely a mixture of McCartney's two sounds. "Early Days" is a sweet, quieter song where McCartney reflects on his younger years as a member of The Beatles. The song feels very much like an old, plain guitar Beatles song.

Songs such as "Appreciate," "Looking At Her," and some aspects of "Road" are not my favorites. I don't think the modern drum styles are compatible with McCartney's vibe, and some of the effects he used on his voice don't entirely work for me. But other than these minor deficits, I still like the songs and the ideas they represent.

McCartney has had an incredible year. His worldwide "Out There" tour, was a huge, firework-filled success, especially in Boston. The release of "New" was another momentous event for McCartney.

"New" is excellent, and I recommend it to anybody who likes music. McCartney is an absolute legend, and this album proves and continues to show us that he always will be.

Soccer Success: An Insider's Perspective

by Chris Pappay '15

The game was scoreless. One minute remained. The outcome of the game rested on a single free kick. Concord Academy's Boys Varsity Soccer team was battling league rival Beaver Country Day School, a team that had not lost in the league in over twenty games. CA had just committed a foul directly outside their defending 18-yard box, and a free kick had been awarded to Beaver. Both Beaver and Concord were top contenders for the title of Eastern Independent League (EIL) champions. The loser of this game would likely finish second. The outcome of the game rested on a single free kick. Beaver's star striker, Zack LaCava, lined up the shot as Concord's defense scrambled to form a wall. The referee blew the whistle and LaCava picked his spot. He hammered the ball towards the goal as the Concord defenders in the wall jumped desperately in an attempt to block its path. The ball skimmed the heads of the Concord boys and headed to the top right

corner of the net. CA's keeper, Chris Pappay '15 saw the ball and took two shuffles to his left before leaping and fully extending in an attempt to make the save, but the ball grazed

knew we had to get it together if we wanted to prove that we belonged in the discussion about the top team in New England, let alone in the league." After an extremely close



Charles Manzella '14 takes on a Millbrook defender. Photo courtesy of Matt Simon '15

his fingertips and flew into the white netting. And just like that, the game was over.

"It was really frustrating losing to Beaver," said sweeper Matt Simon '15. "We

win against Portsmouth Abbey, two disappointing ties, and the loss against Beaver, the boys knew they were headed to the bulk of the season and were ready to take on the

challenge. And "get it together" they did.

The first game after the loss against Beaver, CA put on a show for the fans at the Moriarty Athletic Campus, destroying Dexter School 7-2. "Beating Dexter by that much really opened up the gates in terms of scoring," said midfielder Noah Kelleher '15. "We had a lot of missed chances in the beginning of the season and the Dexter game allowed us to start finishing a lot more consistently." In just four games following the Beaver game, the team combined for an amazing thirty goals.

Simon attributed the success to the team's work ethic. "After the Beaver game we didn't feel sorry for ourselves or make excuses. We picked each other up, worked harder in practice, and it translated to the field." Midfielder Aidan Aciukewicz '15 agreed with Simon, but added that the team's chemistry was also an important factor in the turnaround. "Practices were always really fun. Time spent with the team in the locker room or on the bus to an away game was

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Fall Accolades

by Aidan Aciukewicz '15

This fall was one of the most successful fall sports seasons in recent Concord Academy history. The Boys Soccer team finished second in the Eastern Independent League (EIL) and competed in the New England Tournament where they were defeated in the finals; The Boys Cross Country team finished first in the EIL and third in New England, while the Girls Cross Country placed 5th in New England. CA athletes also defeated Pingree School to bring home their second consecutive Chandler Bowl. After many impressive team efforts, many Concord Academy students were also recognized with individual accolades.

Finn Pounds '15 received the EIL Most Valuable Player, NEPSAC New England All-Star, and EIL All League awards for Cross Country. The Boston Globe also recognized him as an All Scholastic. When asked what the awards meant to Pounds, he said "It's cool to be an example of what the cross country team is becoming, that is, a far more competitive and dedicated team." When asked about what he did to be successful Finn



Finn Pounds in a race. Photo courtesy of www.facebook.com

position was really strenuous. I've only been playing goalie for four seasons, so it was really great to be recognized for all of the time I've spent training. I think our record this season was not a good reflection of how well our team [played], and I think there were a number of players on our team who deserved to be on that list as well."

The Varsity Field Hockey team, finishing second in the EIL, had a fantastic season, upsetting the number one team in the league tournament. Austen Sharpe '14 and Becca Miller '14 received EIL All League Awards. When asked about receiving the award, Becca Miller commented, "[I was] really

excited to get the award. It's definitely an honor to be picked and it's a great way to end a great season."

The Boys' Soccer team forged a very strong season. They finished second in the EIL with an upset win away at Beaver Country Day School and advanced to the NEPSAC Class C Finals for the first time in over a decade. Zach Bloom '14 and Josh Calka '14, both received EIL All League and New England All-Star awards.

When asked about the award, Calka said "I am so proud of everything the team accomplished, and I think that it is always a great honor to receive an all-star mention, but it was even more special on this team. We had a historic season and I had the most fun I have ever had on a team at CA; it is an honor to have led this team, and the all-star awards make a great finish to a season to which I feel I have dedicated a huge amount of my time this semester. All of our hard work this season got us to the NEPSAC finals, and those awards were bonus personal victories." Coach Adam Simon also received the EIL Boys Soccer Coach of the Year Award.

The season concluded happily for the Volleyball team as well. Captains Alex Craig '14 and Corey Rost '15 were both

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Winter Sports Preview

by Ben Stoloff '15

After a strong fall season that included an Eastern Independent League (EIL) Championship Banner, a second place in the New England Soccer Tournament, and two other second place finishes in EIL tournaments, athletes are hoping for similar successes in the winter season. Concord Academy's athletic pedigree has grown loftier in recent years and, this winter expectations are high. CA athletes will compete in a variety of sports both against other school and against themselves.

The Alpine Ski Team will see a few changes heading into the season and expects to build upon their excellent season from last year. The ski team is perhaps the best team that flies under the radar on campus. It is also one of the largest. But, due to the fact that races occur so far from campus, their success has gone largely unnoticed. This year, however, since enrollment on the team has gone up so significantly, the team is looking to have a greater impact on campus. From grueling early season

dry-land workouts around the quad to repeated training runs down mountains, the team expects to be in great shape by the time the season begins. Describing the team's penchant for success Jared Dickstein '14 said, "I expect the usual. The guys on the team will be just as good if not better than last year."

The Boys Varsity Basketball team will have a difficult time repeating last season's success. After graduating three starters, new coach Tyron Boswell will be looking to two seniors, center Sam Stogden '14 and point guard Malin Segal '14, to carry much of the load. Jake Phillibin-Cross added, "I think that the team is doing well despite having lost some important pieces from last year. Having a new coach who pushes us all to give 100 percent every practice definitely helps. Also, bringing in younger talent to complement the core that we have from last year is great." Coach Boswell is looking forward to running an up-tempo fast-break

offence. Fans this season should expect to be treated to many close games.

The wrestling team is hoping to repeat last year's success where they raised an EIL Championship Banner. Despite losing several talented seniors, the team still expects to compete at the top of the EIL. The team is led by captains Zach Yudkoff '14, Fortune Jackson-Bartelmus '14, and Matt Scott '14. Josh Calka '14 said, "We have a bunch of new guys who are going to need to step up if we are going to have a chance to win again." The team's greatest challenge this year will be fending off Landmark, last year's runner-up, who has a strong team again this year.

The Girls Basketball team hopes to improve after finishing 1-13 last year. Only losing two players, the team has a strong group of girls led by senior captain Louisa Dodge '14 and Sarah Anderson '16. The



Point guard Malin Segal '14 dribbles past defender photo courtesy of www.flickr.com.

team hopes to outthrust their opponents with a variety of traps, presses and set plays. Sarah Anderson added, "Not much has changed this year, but we have some new faces and lots of energy and are excited to see how the season goes!" It should be an exciting year of improvement and winning for Girl's Varsity.

The Squash teams are hoping to remain competitive. The boys lost four players, but Zach Levy '16 said, "The new players are going to offer us a lot of depth this season. Also, they are a promising and strong future for the team." The squash team is always one of the better teams, and last year they defeated Middlesex. The team has an equally difficult schedule and will face off against prep powerhouses such as Andover, Exeter, St. Georges, and Brooks. In order to compete at such a high level, team practices are very intense. During practice look for intense personal matches as individuals vie for higher spots. Girls Varsity squash on the other hand will look to improve on their 2-9 season. The girls, however, are undaunted by the task and are looking forward to showing what they are capable of.

Council Notes

Healthy Vending:

- Replace vending machines downstairs with different ones?
 - More nutritious/ healthy, local foods in them (However, higher prices)
 - Decision: leave vending as is; (profits go to the classes: about \$500/ year)
- Get rid of soda?
 - If people don't want soda, don't buy it; don't need to take it away from everyone; could walk to convenience store

Space Utilization Plan (SUP) on campus:

- try to understand how space is used – used well, poorly, how to improve space usage, etc.
 - Chapel – one of the most central/ important places
 - PAC – used a lot, but built by someone who had never seen a theatre
 - Music practice rooms – not soundproof, not enough space for all of orchestra
 - Basement of main school – dark, claustrophobic, TV lounge gross, out of the way, secluded

Recreational activities/ improvements:

- Café somewhere on campus? Student center? (maybe where tennis courts are?)
- Should be well lighted, both naturally and artificially
- Stu-fac a student center and upper stu-fac classroom a hangout place?

Quiet study space:

- Currently does not exist; library more a social place w/ hallway through it
- In hypothetical library, more study spaces like conference room and designated quiet zone
- Need separate places to work alone and place to collaborate

Student Feedback:

- SHAC entrance hard to carry things through
- MAC: poor air circulation, right in the way between SHAC and main school
- PAC: not a user-friendly theatre
- Practice rooms: no sound-proofing, weird layout
- ASL and Library: lot of problems, congestion, etc.
- Headmaster's house; too disconnected from campus
- Bookstore: needs more space, other improvements
- Houses: brings students out of basement rooms
- Boathouse: how to utilize it better?
- Pool: never open
- Chapel lawn: not used for anything

Mayoral Race

...continued from page 1

day; later, when the pool was cut down to just two, the coverage increased even more. Consequently, despite not really feeling involved in the race, I was hard pressed not to make a judgment or select a favorite candidate.

This race reminded me of the New York Mayoral race. Again, I don't live in New York but I was barraged by news stories about the scandals and secrets each candidate hid: for example, Anthony Weiner's scandal seemed to make the news daily, even on exclusively local broadcasts, and his press conferences were front page news across the nation for weeks. Yet, even as an outsider, I began to like or dislike each of the candidates.

But back in Boston, the mayoral race, also began to gain more outsider interest, especially when it came to the issue of casino permits. The debate over a casino in Boston seemed the reason why suburban families turned on their televisions to watch the coverage of a race in which they had no real say. The Commonwealth's three regions allow for a small number of new casinos and slots parlors, and, naturally, some in Boston wanted in on the action, while others wanted nothing to do with it. Specifically, the proposal for a casino in East Boston drew lots

of outside criticism and support. The way the media and various groups marketed or fought against the casino was to cite its effects on the surrounding communities. For example, the proposed casino in East Boston had critics from Revere, Chelsea, and Everett because they said the casino would drain local business from surrounding towns. So, the race boiled down to the issue of casinos for many voters and as well for many nonresidents, who stayed tuned in to see what the outcome of the race would be.

This is all to say that politics in Boston works in strange ways. We refer to the suburbs around Boston as "greater-Boston." And, when people ask me where I live, I frequently just say Boston. Such identification shows us that Boston dominates those who live near it and influences many those who are only remotely connected to it. It may even be fair to say that the Mayor of Boston, especially Menino, but Mayor-elect Walsh as well, is the most influential politician in Massachusetts. Boston's mayor is a local political figure, but at the same time he wields statewide, even a national influence. So, the 2013 Boston Mayoral race signifies more than just a change in Boston or the end of the Menino era; it also signifies a change in the state government and the way Massachusetts will be run for years to come.

Write for *The Centipede!*

Building Local Food Connections in Concord

by Sarah Evantash '16

The journey that your food makes from the farm to your plate is often much farther and more complicated than you may think. It is increasingly important that the consumer and farmer have a face-to-face relationship in order to better the local community and simplify the process that food has to go through before being eaten. Concord Academy is working towards this kind of relationship. CA gets an overwhelming majority of its food from local suppliers during the growing season.

A Concord student may be surprised by this local focus, as I was, because it is not advertised in the Stu-Fac. But, for example, the bread we eat comes from Somerville, MA and the yogurt is from Londonderry, NH. However, feeding students food that comes directly from Concord is a different story. The town of Concord is home to sixteen working farms, including four meat and animal byproducts vendors.

Concord is also a beautiful, historic town and preserving its character has become increasingly important in recent years. One of the easiest ways to achieve this is simply buying from local farmers, such as those who have grown and raised food just a few miles from campus. Supporting Concord's many local farms not only benefits the local economy by providing employment, but also protects large masses of land from being developed or reclaimed for other purposes.

While forming direct bonds with farmers from the town of Concord is a huge step in the right direction, it is one that can seem distant for many reasons. The expense of buying from small and often family-run businesses is great, and the money that has been allocated for food services is small enough that it inhibits the school from increasing its local purchases. Also, the farms generally do not sell in quantities as large as CA would need for our more than 350 students, because they cannot grow that much due to space, money, and season limitations. Transportation would also be difficult.

Local grocery stores and markets have similar concerns about buying from Concord's farms. Seeing that they were located near a variety of farms, local markets reached

out, and yet they found that the inconveniences out-weighed their desire for the locally-sourced food.

Building Local Food Connections, a product of The Concord Food Connection, is a book describing Concord's local growers and food consumers, and it highlights the need to support the many farms of Concord and some of the difficulties: "Many (grocers) stated that though they would like to purchase from local farmers, they have found that Concord farmers often do not produce the volume that they need, nor can they reliably provide set quantities throughout the year" (pg. 49). But CA could avoid many of the problems that these grocers face because our food service does not depend on making a profit from a consistent and reliable supply of locally grown food.

It seems as though the primary obstacle to acquiring food from Concord to Concord Academy is a food budget that constrains the way we eat. A productive and satisfying goal for the school could be to increase this budget so that CA can purchase more local foods. Maria Kazanjian, the Operations Manager for Concord Academy's Food Services said: "We (the CA food team) are looking to put money into our budget, specifically, to buy more local foods."

In an effort to save money and resources for such purchases, CA could reduce spending on unnecessary items. Herbs, for example, are very expensive in bulk and happen to be incredibly easy to grow. Instead of investing in pricey seasonings, why not grow our own on campus? This could potentially reduce the amount of food that must be bought to feed CA students. CA students could also be more aware of the amount of food they waste. Although this is simple and easily said, it is also easy to forget. Efforts have been made to limit waste in the past by eliminating trays and using drink dispensers rather than packaged beverages. Now, it is up to the CA community to try to be conscious of how much is on their plate, and how much they will eat. While each of these steps towards securing more local food may seem small, it is important that they are not overlooked. The benefits of buying more local food could be large, not only for the CA community, but also for the town of Concord.

Youth in Philanthropy

...continued from page 2

summed up the purpose of the site visits: "Most of the time, it's going to speak to you if you can speak to the person who's getting the benefits."

Step three (continued). The group narrowed down the list of organizations further and began to formulate a more definitive plan as to which organizations should receive grants and why. During the group's meeting following the site visit, YIP's other faculty advisor, Susan Flink, explained, "We had a full group conversation to start off evaluating what we saw in the places we visited on Friday. What we're going to do next, once we figure out exactly what proportion of the money we raise and what portion the Metro-West foundation gives us, is make a presenta-

tion to the board of Metro-West foundation." Soon after, while watching the group, Flink smiled. "Visiting on Friday was really amazing," she said.

Step four has yet to come. After the group presents to the board, they will finalize their plan and give out the grants.

"It's incredibly eye opening and exciting to know that we can help make a difference," said Stein. YIP member Serena Frechter '14 added, "Philanthropy is about believing in the issue and wanting to develop it ... [YIP] forces you to think about what's important." According to Engerman, "It also demonstrates that reasonable-sized financial contributions can be used by these non-profits to make an enormous difference in people's lives."

Fall Sports

...continued from page 5

named All-League Players. The team's success was also bolstered by the strong play of Anita Onyimah '16 and Kiely Mugford '16. The team finished the season at 6-4 in league play, good for third in the league, and 8-9 overall. Due to hardwork by the entire team, they were able to place second in the tournament at the end of the year.

Concord Academy Fall Sports Teams are on the up and up. This success is due to coaches, players, the entire CA Athletic Department, fans, parents, and everyone involved. This is evident in the comments from players on their superb seasons from all teams. Expect great things next season as the teams look to continue and build upon their successes from this season.

Holiday Recipes: Spiced Nuts, Roasted Vegetables, and Cinnamon Rolls

Spiced Nuts

INGREDIENTS:

3/4 cup sugar
1 tsp cinnamon
3/4 tsp salt
1/2 tsp cloves
1/4 tsp allspice
1/4 tsp nutmeg
1 egg white, lightly beaten
2.5 T. water
1 heaping cup walnut halves
1 heaping cup pecans
1 heaping cup hazelnuts or almonds

DIRECTIONS:

Preheat oven to 275 degrees Fahrenheit. Combine the sugar and spices in a mixing bowl. Stir in the egg white. Add the water. Add nuts and stir. Spread on a greased baking sheet. Bake at 275 degrees Fahrenheit for 40 minutes. Let cool and place in a tin or bag.

Recipe courtesy of Claire Phillips.

Holiday Roasted Vegetables

INGREDIENTS:

1 tablespoon fennel seed
2 pounds Yukon Gold potatoes (unpeeled, cut into chunks or wedges)
1 large yellow onion, cut in half and sliced thick
2 heads fennel (cored and cut in wedges the same thickness as the onion slices (optional: reserve tops for serving)
2 sprigs fresh rosemary
2 tablespoons extra virgin olive oil
2 tablespoons Kosher salt and freshly ground black pepper

DIRECTIONS:

Preheat oven to 400 degrees F. Toast the fennel seeds in a skillet over medium heat for 3 to 5 minutes, shaking the pan often to prevent seeds from burning. (Toasting releases natural oils in the seeds.) Place potatoes, onion, and fennel wedges in a large bowl. Add the toasted fennel seed, rosemary sprigs, olive oil, and a few pinches of salt and pepper; toss. Transfer the vegetable mixture to 1 large or 2 small parchment-lined rimmed baking sheets. Roast 35 to 45 minutes or until vegetables are crispy on the outside and tender on the inside when pierced with a fork. Remove from the oven, toss with the chopped fennel tops, and serve warm. Makes 8 to 10 servings.

Recipe courtesy of <http://www.recipe.com/roasted-holiday-vegetables/>

Cinannamon Rolls

INGREDIENTS:

1 quart Whole Milk
1 cup Butter
1 cup Sugar
2 packages Active Dry Yeast, 0.25 Ounce Packets
8 cups All-purpose Flour + 1 Cup
1 teaspoon (heaping) Baking Powder
1 teaspoon (scant) Baking Soda
1 Tablespoon (heaping) Salt

DIRECTIONS:

Mix 1 quart Whole Milk, 1 cup butter, and 1 cup Sugar in a pan. Bring almost to a boil, just "scald" the milk. If it boils, you went too far: it will curdle the milk. Remove from the heat and let it cool until warm. Add 2 packages Active Dry Yeast, 0.25 Ounce Packets and mix in.

Now transfer to a bowl all the liquid, then add 8 cups of flour, 1 teaspoon (heaping) Baking Powder, 1 teaspoon (scant) Baking Soda, and 1 Tablespoon (heaping) Salt. Cover with a tea towel and let rise for about an hour. After it has risen, turn out to a floured surface (like above) and add about 1 more cup flour while kneading it all in.

Recipe courtesy of Julia Shea.

Melted Butter
2 cups Brown Sugar
Cinnamon
FROSTING INGREDIENTS:
1 bag Powdered Sugar
2 teaspoons Vanilla
1/2 cup Milk
1/4 cup Melted Butter
1/8 teaspoon salt

Take about 1/2 of the dough and roll it out into a rectangle. I would say 18 inches by about 9 inches or so. Cover with a thin layer of melted butter, sprinkle liberally with cinnamon and then sprinkle with brown sugar. Starting with the long side away from you, roll the dough up towards you. Fold the dough up and close the roll by pinching it together.

Now take the sharpest knife you have and cut the roll into 2 to 2 1/2 inch sections. Now place them in a greased pan almost touching each other. Let these rise about 20 minutes and put them into the oven at 400 for about 15 minutes. Remove and cover with frosting!

Happy Holidays!



Soccer Success

...continued from page 5

always a highlight in my day." By late in the season, the team formed into a cohesive unit and, frankly, seemed unstoppable.

Then, the day finally arrived where the CA boys got their rematch against Beaver Country Day School. It was a cold, overcast day in Chestnut Hill when the team pulled up to the fields. The boys knew they would have to give it everything. Right from the first whistle, the CA boys came out working hard. They were first to every ball, had great touches despite the weather and Beaver's bumpy fields, and constantly put pressure on Beaver's defense. In the first half, captain Charles Manzella '14 was able to get off a shot and it sniped into the lower right corner to put CA up 1-0. At halftime, the boys were praised for their hard work so far, but knew that Beaver would be a different team coming out in the second half. Although Beaver came out strong, they were no match for the cohesive CA team. Concord seemed to be pulling away when midfielder Gabe Perez-Putnam '14 hammered the ball to the upper left corner of the net to make the score 2-0. Beaver, however, began to battle back. Halfway through the second half, the ball was in Concord's defensive end when a Beaver striker took a shot that deflected off a CA defender and got past Concord's keeper. CA, however, refused to back down and put the pressure right back onto Beaver. The whistle finally blew and the CA boys rushed the field as they defeated the mighty Beaver Country Day School with a score of 2-1.

As good as it felt to have taken down Beaver, the CA soccer season was not over, far from it in fact. Due to their exceptional record, the team was selected to be in the

New England Tournament to play for a New England Championship. Their record was so good, in fact, that the boys landed a number three seed, and for the first time in CA history, the soccer team would be hosting a New England Tournament game. The first game of the tournament was against Holderness

many good chances throughout the match, but CA's tough defending sent back them back to New Hampshire scoreless.

In the semifinals, the boys faced the Berwick Academy Bulldogs from Maine, the one team in the EIL that CA had not beaten. As head coach Adam Simon said before

Then, the day of the finals arrived. This was to be the first time CA soccer had ever played in a New England Championship game. The boys packed up their bags and headed down to Loomis Chaffee School in Connecticut to battle Millbrook School from New York. Right from kickoff the CA boys knew Millbrook was both talented and physical. After some stellar defending in the first minutes of the game, CA's offence started to heat up and they scored the first goal of the match. However, Millbrook began battling back and started gaining momentum. In just twenty minutes, Millbrook was able to score three goals, making the score 3-1 at the half. CA came out fired up after the half and Isaac Watts '14 buried a shot past the Millbrook keeper to make the score 3-2. Millbrook stayed strong, however, and was able to knock one more goal past Concord's keeper. The final score of the game was 4-2 and CA went home with second place in the New England Tournament.

In finishing 12-3-3 and capturing second place in New England, this has been the most successful Boys Varsity Soccer team in recent CA history. This success would not have been possible if it were not for the hard work of all the players, coaches, parents, fans, and all others involved. All the players agree that this season has been one of the most enjoyable. Players were excited to come to practice and, most importantly, we had fun together. It saddens many that this great season must come to an end, but hopefully CA will remember the 2013 Boys Varsity Soccer team for the years to come.



*The team huddles after defeating Beaver Country Day School 2-1
Photo courtesy of www.concordacademy.org*

School from New Hampshire.

The CA boys came out strong against Holderness with the help of the loud, cheering fans on the sidelines, and striker Sam Stogdon '14 buried a point blank shot past the Holderness keeper in under five minutes. Gabe Perez-Putnam '15 scored the second goal for CA late in the game. Holderness had

the game, "I can feel the CA tidal-wave approaching, and they are right in our path." And a tidal-wave it was. CA came out harder than ever, hungry for the opportunity to play for a New England Championship. By the end of the game, CA had scored five goals and the Bulldogs had no answer, scoring only one goal.

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 have any questions, please use the submission box in the library.

Dear Rhonda,

I'm a freshman girl and I have a huge crush on this guy. He's really cute and funny and he's really nice to me, but the thing is, he's my best friend's older brother. And he's a senior. I haven't told my friend because she might get really weirded out, but I don't know what to do. Help!

Forbidden Love

Dear Forbidden Love,

Your situation certainly is awkward. I agree that telling your friend would be uncomfortable, but having her find out any other way (such as reading it in the newspaper) might sabotage your friendship. An easy way to see how she would feel is to bring it up with her and see how she reacts. If you're not happy with her response you can always resort to the old "just kidding!" But in all seriousness, you need to weigh your options. Is this boy worth wrecking your friendship? Is he your soul mate?

Xoxo,
Rhonda

Dear Rhonda,

Finals are right around the corner and I'm freaking out. I've never taken an exam before and I'm afraid that I'm going to fail all of them because I don't know how to study for something so big! What if I have to redo freshman year? What if I don't get into college? Help!

Freshman Freaked Out About Failing Finals

Dear Freshman,

Relax. Finals are not that big of a deal; they're only worth about 20% of your grade at most. In terms of study methods, you'll learn all sorts of useful techniques in Freshman Seminar with your teacher and your lovely peer mentors. If you're doing ok in your classes as of now, you will be fine. If not, talk to your teacher. Also calm down about college: you're a freshman.

Xoxo,
Rhonda

Dear Rhonda,

I have the same free block as this girl, so we've been hanging out together a lot. Her friend told me that she really likes me, but I'm interested in someone else. I really like hanging out with her, but I don't want her to get the wrong idea. What should I do?

Friendzoner

Dear Friendzoner,

It's very considerate of you to think about her feelings, but you should figure out what's going on with your crush before dealing with this other girl. Once you get that under control, the good thing to do would be to talk your friend, but you could also avoid her until she gets the message... It's up to you: you can let her know that you're not interested now, or let her find out later. Either way you might put your friendship in danger. But if there's one thing I've learned it's to listen to your heart.

Xoxo,
Rhonda

Editorial

by Katherine Oh '14

Although it feels as if we have barely returned from Thanksgiving break, it is already mid-December and winter vacation is fast approaching. As the second semester looms on the horizon, I find it hard to believe that the fall semester of my senior year is already coming to an end. Perhaps in the midst of big assignments and numerous deadlines, I lost track of the passage of time. Time flies when you're having fun, as the saying goes.

As the semester draws to a close with this final week of classes, many are beginning to think of their plans for the upcoming winter break. Family traditions, gifts, songs, and other forms of merriment and holiday cheer fill households at this time of year, and it can be hard to concentrate on work when you are anticipating so much.

However, it is at times like this that one must remember that it's not quite over yet. Don't let go of your attention just yet; there is work to be done, and there are exams to be taken before you can bring your semester to a successful conclusion.

Keeping yourself motivated and working diligently without feeling overwhelmed is not always easy to achieve. So here are some tips to get you through the rest of the semester:

1. Befriend stress.

Stress keeps you alive. Literally. Although too much stress is clearly harmful to your physical and mental well-being, too little stress—believe it or not—can be just as destructive. Take this as an example— if you leave fish in a tank by themselves, you may find that they soon perish even if you provide them plenty of food; on the other hand, you put an octopus in the tank with your small fish, the fish survive much longer. A certain

amount of stress forces you to keep struggling, to keep trying. Embrace the octopus as a "necessary evil" of life.

2. Rant a little. (In writing, although speaking is sometimes okay too)

Express your feelings by writing. Keep a diary or journal where you can release your pent-up emotions freely. Talk to yourself on paper—jot down the things that are making you upset, write about how angry you are, or doodle some. It's surprisingly therapeutic.

3. Think backwards.

Often, solving the most difficult problems involves thinking in reverse. We recently did an exercise in Shakespeare class where we read a segment of *Merchant of Venice* out loud, but backwards. I thought this added another dimension to the passage; the words came together in a new way in my head that made Shylock's message clearer. Remember there are very few questions in life that have a single answer. By thinking backwards, you might be able think of it from a totally fresh point of view and derive new meaning from something.

4. Don't keep your troubles to yourself.

Don't be afraid to reach out to others when you need serious support, informed advice, or just a friendly hug. When you talk to others, tell them how you really feel; instead of the half-hearted "Good!" in response to "How are you?" try to be specific. Don't feel compelled to hide your pain or your weaknesses from your closest friends, because sometimes simply sharing these vulnerabilities with friends can make you feel better.

How about trying at least one of these things today? Even a small change in attitude or viewpoint could make you a lot happier as you look forward to the end of the semester.

Roving Reporter

*Roving Reporter Asks:
What is the best part of winter?*

Maddie Hurley: "New Years Eve and Starbucks seasonal drinks."

Sam Lazarus: "Skiing with my family!"

Sam Feibel: "Winter break and snowball fights."

Nathan Greess: "Nothing. I hate winter."

John Koury: "Sweater weather!"

Happy Winter Break!!!



Love,
-The Centipede