

CA Collects Stories for the Century

by Teresa Dai '14

On September 20th, in conjunction with History Club, the Community and Equity (C&E) program at Concord Academy launched CA's Oral History Project. History Department Head Kim Frederick said that this program served to kick off CA's historical archiving effort in anticipation for the school's centennial in ten years.

During the C&E program, students took pictures of three of their favorite

good history produced for the hundredth anniversary, we need to start now." History Club then connected with members of the C&E team, who create programs based on a range of issues that the entire CA community attends during a two-hour session approximately every six weeks. The two groups agreed that the first C&E of the year would incorporate the historical archiving project.

Deborah Haartz '14, one of the History Club Co-Heads, said that the conversational history approach appealed to her and to the



Members of the CA community share stories for the project. Photo courtesy of www.concordacademy.org

places around campus and then recorded a conversation revolving around personal CA stories with a randomly selected peer. Each pairing contained an upperclassman and an underclassman, with the two students taking turns asking each other a series of questions ranging from memories of their orientation at CA to describing a person who had been meaningful to them during their time at Concord. "The things that most urgently need to be collected now are the experiences of present-day students, because you can't recapture those," Frederick said. "Once they are gone, they are gone. This project will preserve and tell the story of the school."

Frederick said that she began working with History Club to start planning the Oral History Project last spring. "It takes a long time to do any kind of good historical work," Frederick said. "If we want to have some

other members of History Club because of its accessibility and variability. "We really like to get involved in real history here at CA, so I think oral history is a great approach," Haartz said. Frederick added, "Oral history is really accessible and really fun. Everyone can be involved. It's a good way to get people's energy invested in the project because they can see the kinds of things that come out."

C&E Coordinator and English Teacher Ayres Stiles-Hall said that he supported the project because he believed that it would give students the opportunity to understand both themselves and each other a bit better. "Seeing their own progress as members of this community can be really valuable," Stiles-Hall said. "Also, connecting to other people in the community is itself a worthwhile project."

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Celebrating 90 Years

by Andy Zou '13

On Friday, November 2, 2012, Concord Academy will celebrate its 90th anniversary. The day's program will consist of a lecture by CA graduate and Harvard University President Drew Gilpin Faust, followed by a formal dedication of the Moriarty Athletic Campus.

Associate Head for Communications, Enrollment, and Planning Pam Safford said that planning for this five-hour event, which the entire CA community will attend, began early last year. Safford worked with Director of Advancement Kathleen Kelly to plan the day, with Head of School Rick Hardy overseeing the process. Safford said, "We had to figure out who we would invite to celebrate, the guest speaker, the activities, parking, transportation, and publicity, as well as the logo design."

As for deciding on the guest speaker, Safford said that Faust was CA's first choice. "A few years ago, she was unable to make a graduation speech, so we asked her again for this celebration," Safford said. "We are pleased and honored that she accepted our request."

With such a prominent figure coming to speak, Safford said that she has worked to open the event to people from CA's greater community. "We will be inviting the whole school community, the town council, and the town newspapers. In a sense, we are celebrating this with the town," Safford said.

While Faust's speech makes up the main event of the day, Safford said that the school decided to include the dedication of the Moriarty Athletic Campus because many people would be interested in both celebrations. Safford said that the dedication of the AC, which will include a speech by Hardy, will, in part, honor the contributions of the Moriarty family. "It is the greatest way to offer thanks to a family who, in large part, made this new campus possible," Safford said.

Both teachers and students said that they were looking forward to the celebration. History Teacher Ed Rafferty said, "Anniversaries like this permit us to reflect on ourselves, and help institutions think about their identity." Gaurav Verma '13 added, "I certainly am looking forward to seeing what the school has planned. CA has a lot of rich traditions and many unique qualities, and I really hope that the celebration can highlight some of them."

Green Day at CA

by Claire Phillips '15

On Monday, October 8, Concord Academy and Acton-Boxborough Regional High School hosted the Green Our Schools Conference at CA, during which thirty attendees from seven schools discussed global environmental issues and shared ideas about ways to promote and execute environmental change. The daylong event included student

During her session, Crosby explained that on average, 30 to 35 percent of energy usage in a building comes from electronic devices that are plugged in and turned off, yet continue to draw and collect energy.

Another workshop leader, Bemini Jenkins, a founder of the Concord Climate Action Network, spoke specifically about Concord's "Bottle Bill," a ban on single-serving bottled water that she helped the Town of Concord



Environmental Co-Head Kai Salem '14 and Acton-Boxborough's Environmental Counselor Kate Crosby talk at the conference. Photo by Sue Salem P'14

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presentations, workshops, a lunch with locally grown foods, and it ended with a talk by State Senator James Eldridge.

Kai Salem '14 helped to coordinate the event along with Brown University's Sophie Purdon '16 and Acton-Boxborough High School's Henry Zhou '13.

During the first activity, students from several of the participating schools gave presentations on different changes their schools had undertaken in order to become more environmentally friendly.

Following the presentations, participants attended a series of workshops that covered topics ranging from social change to energy conservation. Kate Crosby, Energy Advisor for the Acton-Boxborough Regional School District, led one of the workshops.

accept and implement last year. Jenkins discussed the ways in which an individual can make a difference in environmental causes by creating, advertising and planning an effective environmental activism movement.

State Senator James Eldridge of Massachusetts finished the conference. Eldridge discussed one of the focuses of his current work, the Neighborhood Solar and Net-Metering Bill. Eldridge said that the bill would initiate jobs in Massachusetts for people who would handle and control energy-reduction plans and hopefully make Massachusetts become more environmentally friendly. Eldridge urged students to "advocate at the state level," and added that, while many say that

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The Boston Program At CA

by Julia Shea '16

Through the Boston Program, Concord Academy students have the opportunity to experience professional dance and theater performances in Boston over the course of the academic year. With the help of an anonymous donor, CA offers tickets to these productions that are either free or significantly reduced in cost. Four years after its establishment, the Boston Program is thriving with increasing participation.

Dean of Students David Rost said that

every year he selects performances he believes will be of interest to CA students, working alongside members of the Performing Arts Department including David R. Gammons, Megan Gleeson, and Richard Colton. Typically, the committee's choices include two Broadway

shows, a Shakespeare play, new plays and classics, as well as dance performances.

Six performance trips are planned for this year's Boston Program: *War Horse*, *Pippin*, a performance by Savion Glover, West Eastern Divan Orchestra, *Book of Mormon*, and a performance by Alvin Ailey Dance Company. Last year, the Broadway smash hit *Wicked* was especially popular among CA students.

Rost, Gammons, Gleeson and Colton seek to provide a wide range of performances. The first trip this year, *War Horse*,

which took place on Saturday, October 12, was a major success, with 40 students attending. Rost said that, on average, twenty-five students attend each performance that the Boston Program funds. The trips are always on Friday or Saturday nights, and are spaced evenly throughout the year.

Tessa Johnson '14 has attended many of the Boston Program trips. Johnson said that some of her favorites include *Wicked*, *Avenue Q*, and *War Horse*. "Although I come from a family of theater lovers and see shows often, I think it's especially great for people who don't," Johnson said. She added that the recent trip to

War Horse was "fantastic."

With a common goal of giving high school students access and exposure to cultural events in Boston, Rost said that the Boston Program hopes to ensure that CA stu-

dents do not feel isolated. "I feel strongly that being exposed to cultural outings is a good way of appreciating art and life in general," Rost said. With a heavy workload and little time to explore the city, Rost said that many CA students rarely have the opportunity to travel outside of the town of Concord. "Boston has much to offer and CA wants to ensure that students are taking full advantage of those benefits," Rost said. As Gammons put it, "We want all of our students to have access to the wealth of cultural opportunities in Boston."

Will Evernote Ever Last?

by Marisa Kager '13

Along with the wave of new students and faculty this year, a new technology has arrived at Concord Academy: Evernote. Introduced in a number of pilot programs last year, Evernote is an online program that allows users to save Internet articles and pictures, create notebooks, and communicate with teachers and peers in one central location.

IT Services Instructional Solutions Architect Iván Nieves described Evernote as a "curation tool" that holds "a constellation of services and applications." The program can be accessed through smartphones, computers, tablets, and other devices, with or without Internet access.

"In 2001, Google noted that there were five exabytes [one exabyte is one billion gigabytes] of information on the Internet," Nieves said. "Today, [there are] 611 exabytes. How do we as a school develop tools to allow you to harness your creativity? We get to something like Evernote."

Academic Dean and Science Teacher John Drew said that, while he hopes that Evernote will become useful to many members of the community, it is not a replacement for CA's current online email and communication system, the Concord Academy Bulletin Board System (CABBS). "The First Class

software that CABBS is on is changing this year," Drew said that the school will begin using a new system once CABBS is no longer available, which will likely be Gmail.

On the switch away from CABBS, Nieves said, "CA is investigating, developing, and arranging services that better fit the curricular goals of the school. CABBS might have done that really well ten years ago, [but] I don't believe that it really serves any longer the needs and described objectives of the mission statement."

While teachers have experimented with other resources such as blogs, Google Docs, and class web pages, Drew said that Evernote is different because "the tools [Evernote] will provide students with are the same as they will need for careers. There are lots of parents who use [Evernote] in their professional lives."

Drew said that, as a teacher, he appreciated the way in which Evernote facilitates the centralization of data collection. Drew said this feature was particularly useful in the interdisciplinary Boston Class, which he taught with History Department Head Kim Frederick last spring. "It made access and information much easier for the whole class, especially coordinating with two teachers," Drew said. Drew said that he particularly enjoyed using one of Evernote's unique features

Fresh Theatre

by Katherine Oh '14

On Saturday October 13, a group of approximately twenty members of Concord Academy's Class of 2016 gathered in the Performing Arts Center for a morning of theatrical activities.

Instead of continuing with the eleven-year-old tradition of Frosh Project, which called upon the entire freshman class to participate in a series of short, comedic skits directed by upperclassmen, this year the Performing Arts Department decided to try a something new.

Theatre Teacher and Director Megan Gleeson said that CA's administration and the Theatre Program "agreed that it was time to experiment with some new possibilities using theatre to further support the new freshman class." The Morning of Theatre was put together as the result of a meeting among Dean of Students David Rost, Academic Dean John Drew, the freshman class advisors, and members of the Performing Arts Department.

The Morning of Theatre program consisted of theatre games and improvisational activities led by Gleeson and a group of upperclassmen volunteers. Freshmen who were interested in participating signed up in advance, and were placed in small groups for the day. Unlike Frosh Project, the Morning of Theatre did not include a final performance of short skits for a larger audience. The students did, however, get a chance to create a final theatre piece together during the program. "The most important thing about this day is that this is a time for freshmen to get to know one another, to know some of the seniors, and to have fun creating theatre together," Gleeson said.

Five students in Theatre 3 were co-leaders for the day, and a few seniors participated in the event by playing live music. Emerson

Davis '13, one of the leaders, said, "I've taught improvisation classes in the past, and when Megan brought this to my attention, I was excited because not only could I quasi-teach another improvisation program, but I'd get to meet some new students interested in theatre."

The student leaders contributed to the program by brainstorming ideas for games and by leading many of the activities, but Davis said that the freshmen were the ones who played the most important role in the event. "[The co-leaders] were just contributing to what the freshmen were producing," Davis said. "We just provided guidelines and they flourished. The enthusiasm was incredible: it felt like nobody

had been dragged into this, that everyone was there because they were truly interested in the work."

Fellow co-leader Regina Coyle '13 said, "The student leaders met with Megan Gleeson several times to discuss activities and assign them to certain leaders. But it turned out that none of that rigid scheduling was needed because everything flowed quite smoothly." Coyle added, "When I was a freshman, I was too scared to try out for any theatre production. I would have loved to experience a day of theatre that allowed you to work closely with other members of your class and to get to know upperclassmen."

Mia Kania '16 enjoyed how the freshmen that participated were "just able to have fun. There weren't many of us there, but we were able to goof off, which is always a bonding experience," Kania said. "It made me excited to do more theatre at CA." Sophia Ginsburg '16 said, "I wish more people had participated, because I thought the theatre games were fun and hilarious, and all the seniors were very cool. I made some new friends as well."



Upperclassmen lead freshmen in theatre games. Photo by Abby Brooke '13

Be the Change: Metamorphoses Arrives

by Alex Weyerhaeuser '15

"It is an amazing piece of work," said Performing Arts Teacher Megan Gleeson of Mary Zimmerman's *Metamorphoses*, Concord Academy's Fall Mainstage Production this year. A series of vignettes based on Ovid's epic poem, *Metamorphoses* includes the stories of Midas, Alcione and Ceux, Erisythion, and Orpheus and Eurydice. The production, directed by Gleeson, will be held on November 16th and 17th in CA's Performing Arts Center.

Although the play is made up of a sequence of short stories, Gleeson said that the work as a whole has an underlying theme: change. "This is an absolutely beautiful play," Gleeson said. "It encourages me, and I hope it will encourage the audience, to consider the very act of what it means to change. It is a very powerful, thrilling, yet often terrifying idea. Change is one of the

most creative and essential acts to undertake in life."

As the opening of *Metamorphoses* approaches, Gleeson said that her vision of the production is getting clearer. Gleeson and the cast are involved in character work, including thinking about different fabrics for the costumes and the set design to create a distinct world onstage. Cast member Lucy Farnsworth '15 said, "The combination of the fabrics in the set and in the costumes is going to create a really cool look."

In order to fulfill their artistic vision, Gleeson said that she worked with the cast and crew to look deeply into the characters. "The more I explore this play with the cast, designers, and crew, the more I see the importance of getting to the very essential ideas of the play through sheer simplicity," Gleeson said. "There is a spaciousness, a kind of generosity to this piece that I hope we'll be able to share with the audience."

Concord Museum Taps Student Artists

by Jordan Lueck '15

Recently, at the Concord Museum, the photographs of eleven Concord Academy students were selected for a regional exhibit-

photos involved less intimate yet more exotic subjects than those from CA. "We wanted the theme to be something fairly universal, so that we would get a variety of pictures, including people, places, anything that felt like a sense of place," said Foster. With forty-one photos in all—ten each from Middlesex, Concord-Carlisle High School, Lawrence Academy, and Middlesex School. The exhibit, which opened on September 14 and will close on October 31, is comprised of photographs related to a sense of place, and is being held in conjunction with Pilgrimage, a show featuring work by Annie Leibovitz.

Last spring, Susan Foster, Director of Education at the Concord Museum, contacted CA's Photography Teacher Cynthia Katz about the possibility of doing a student-based exhibit that, in part, featured photographs by CA students.

Katz said that, in the following months, she worked with students from all of her photography courses to pick out a selection of photographs that were powerful and conveyed the strongest sense of place.

Katz and the photography teachers at the other participating schools were in charge of sifting through their students' submissions and selecting the final pieces. After submitting her final selection to the museum, Katz said that she was pleased when the organizers complimented her on the "sophistication" of the photos.

"It was interesting to see the different voices and styles of the different schools," Katz said, later noting that the Middlesex

style, heeled boots, or even hiking boots, boots are everywhere on campus during the autumn season. Plus, they are a practical addition for New England's chilly weather as winter approaches.

Many CA students also sport worn, purposefully faded sweatshirts that have a vintage feel. Most of these shirts are either paired with simple jeans or a pleated skirt and heels.

Another pattern that has emerged is the return of the trench coat. This trend recalls a *Breakfast at Tiffany's* Audrey Hepburn: clean lines, high glamour, and effortless style. The trench can be seen in a soft beige, eclectic green, and, of course, various shades of red, especially burgundy. Whichever color, the trench coat protects from chilly weather while still creating a put-together and sophisticated look.

It's hard to discuss fall fashion at CA without tackling the scarf. Scarves serve both a sensible and stylish purpose: they not only are cozy but also instantly spice up a simple outfit. They come in every color and pattern—polka dot, striped, floral, leopard print, and even sequined—and can be found in almost any store this time of year. The shapes and sizes are endless, from the classic wool to the soft infinity scarf.

No matter what trends are in right now, remember that they don't always last. So talk with friends, check magazines—and read the school's newspaper—to get inspiration and to stay informed about the favorite looks for this fall fashion season.

Fall Fashion Favorites

by Elly Veloria '16

Fall has officially arrived, and along with the change of season comes the arrival of the new autumn fashion trends at Concord Academy.

One of the biggest trends of the season is red. As *Glamour Magazine* put it, "crimson is the new black this fall." Around campus, students have been sporting varying shades of scarlet, cherry, crimson, oxblood and more. CA students have been spotted wearing red tops paired with skinny jeans and riding boots, maxi skirts, or shorts over tights.

The next major trend of the fall season is, of course, the classic cozy sweater. This fall staple is versatile, and keeps people warm while still looking cute.

Students at CA have also been channeling the spirit of the 1960s with elaborate, flowing bohemian-style dresses. Other students have opted for the pleated dress, maintaining a chic schoolgirl look. Paired with fitted leather or denim jackets, the ensemble is effortlessly cool.

This brings us to a main fall trend: denim jackets. These jackets are practical and easy to find, not to mention the fact that they go with virtually anything—except for denim jeans, of course. Although, with some careful color planning, Concord students have been known to make even that tricky ensemble look chic.

One of the most basic parts of any fashionista's fall wardrobe is the boot. Whether it's the standard UGGs, riding boots, military

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Frederick said that the Oral History Project as a whole contains three distinct steps. The first step is collecting, which included the opening C&E program in September. Currently, History Club is moving towards the second and third steps of the project: sharing and archiving. They are listening to the audio files of the conversations recorded during September and viewing the pictures students captured, categorizing the information and deciding which pieces to share with the community.

Frederick, who has listened to some of the audios, said, "They are just fresh. This is kind of a lens into the mind of a CA student. One of the things I love about the school is that kids actually say what they think, and all that comes through."

Once they finish processing, Frederick

to," said Finnegan. "They're very creative and help you understand your connection to the characters."

Gleeson has high expectations for the production, in part because of the students who are involved in the production. "This play demands ensemble work, and I've been fortunate to cast a fabulous group that works beautifully with one another," Gleeson said. "They need to be flexible enough to constantly change characters, and even whole worlds, from one moment to the next, sometimes in an instant."

Despite the difficulty of the roles and the intricacy of the story line, the cast is confident that they have been able to prepare a compelling piece of work, in part thanks to the growing sense of camaraderie they feel. "The chemistry in the cast is amazing," said Emerson Davis '13. Quess Green '16 agreed. "We all get along so well," Green said. "It inspires me to audition for more CA productions in the future."

style, heeled boots, or even hiking boots, boots are everywhere on campus during the autumn season. Plus, they are a practical addition for New England's chilly weather as winter approaches.

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said that they will create navigation guides for the archives in which the interviews and photographs are located. This work will facilitate the historical work that Frederick anticipates occurring as the 100th celebration approaches.

As a participating student in the recorded interviews, Haartz said, "It was really great to get to know somebody else and to listen to their stories."

Stiles-Hall said that, while the interviews were happening, he was gratified to see that even though many students may not have had a conversation with that partner before, the students were invested in their conversations. "I think it is a testament to the connectedness of the community that, because of the power of common trust, people entered the conversations earnestly and hopefully," Stiles-Hall said. "We were able to make it work and get something out of it."

Math and Science See Upper-level Surge

by Ryan Hussey '13

Within the last three to five years, the number of Concord Academy students enrolled in advanced math and science classes has increased noticeably. According to Math Department Head Mark Engerman, while the number of students in accelerated courses has stayed relatively constant, the number of students in advanced classes and in Departmental Studies in mathematics has significantly increased. Science Department Head Andrea Yanes-Taylor said that she has also seen an increase in the number of students in both advanced courses and Accelerated Physics.

Engerman said that the increased numbers in advanced courses might partially be due to an increased amount of sections and to renaming courses, such as changing Economics to Advanced Economics. Engerman, however, also said that he was impressed with the number of students who have been pursuing Departmental Studies in math. "There are not that many schools where kids are able to pursue math at that high a level," Engerman said. "I am pleased that we have a lot of kids interested in pursuing math, and that teachers are willing to support them."

Although Departmental Studies in math traditionally have been undertaken by one student and one teacher, this year students have begun doing Departmental Studies in groups. Engerman is leading six upperclassmen in a study of linear algebra, and fellow Math Teacher George Larivee is leading four students in a study of calculus and statistics.

While the number of Departmental Studies in science has stayed constant, at around one or two per year, an increased interest in advanced and accelerated offerings has occurred. For the last five years, there have been two Accelerated Physics sections, but in the last three years these sections have been overenrolled. Usually, the Science Department tries to avoid over-enrollment by encouraging students to think about correct placement, but this time the school has instead opted to increase the size of Accelerated Physics classes.

ated Physics classes.

Yanes-Taylor said that while the Accelerated Physics class has "a bit of a reputation" for being extremely challenging, the students who enroll are excited to push themselves. Phoebe Chatfield '14 said that she chose to take Accelerated Physics this year because it would "be another challenge." This attitude has spread to other science classes as well: within the last three years, Advanced Chemistry has grown from one section to two, and Advanced Physics has grown to two sections as well.

Yanes-Taylor attributes the increase in interest in upper-level science classes to both the lack of teaching to the AP test and the quality of the teachers themselves.



Science students discuss lab.

Photo courtesy of concordacademy.org

"If we're not teaching to a test, then we have the freedom to think about what kinds of skills and content are more important from a future scientist's perspective."

Yanes-Taylor also said that this has allowed students to spend more time on challenging labs, undertaking scientific study that is difficult yet rewarding. Yanes-Taylor said, "It's not a lot of cookbook labs. It's not labs you already know the answers to, where you are just trying to go through the motions."

After talking to current and prospective parents at recent Open Houses and on Parents' Weekend, Yanes-Taylor said that she felt proud that many parents described CA's advanced science courses as both "challenging" and "exciting."

Yanes-Taylor believes that CA has succeeded in creating something of a best-of-both-worlds scenario in the advanced sciences. She said that students are prepared to take SAT IIs and AP exams if they choose, while still focusing on labs and a personal understanding of the material, and that it is this balance that has made the advanced and accelerated courses appealing to a wide range of CA students.

Going Green

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students are the next generation of leaders, "I say you students are the leaders right now."

Although recycling duty, campus clean-ups and other systems make CA environmentally friendly, attendees said that they came away from the day with ideas for more steps Concord can take. Workshop leaders made suggestions for schools and businesses in general: to reduce by unplugging electronic devices, to reuse by working with printed pages as scrap paper, and to recycle by cleaning up trash and carrying a water bottle. Computer Studies Departmental Head Ben

Stumpf, who served as CA's faculty liaison for the conference, deemed the conference "incredibly successful." Stumpf said that he hopes that the conference will become an annual event. "We can continually improve," Stumpf said. "We need to figure out ways to live with less consumption."

Of the conference's success, Green Club Co-Head Phoebe Chatfield '14 said, "Everyone who was there was really into it." Salem agreed, adding that the changes discussed at the conference "gave us a lot of inspiration about what we should do" to help CA become even more environmentally aware.

During her time at The Globe, MacMullan covered a catalog of legendary events in sports history, ranging from the infamous 1986 World Series to Joan Benoit's Boston Marathon victory in 1979. From 1990 to 1995, she also worked as an ESPN correspondent, and, from 1995 to 2000, she held the position of senior writer at Sports Illustrated. During this time, MacMullan was awarded first place for both investigative reporting and feature writing from the Associated Press Sports Editors. In 1995,

A Life in Sport: Jackie MacMullan

by Charlotte Weiner '13

Jackie MacMullan, a nationally recognized freelance sportswriter and columnist for ESPN.com, visited Concord Academy to speak at an all-school assembly on Thursday, September 27. MacMullan told stories that provided insight into the course of her career and answered questions from members of the CA community. She also shared a wealth of knowledge and experience about the field of sports journalism, ranging from her first writing job at her local newspaper to her work as an associate editor for The Boston Globe.

MacMullan began her career in journalism at Westwood High School, when she noticed that the local newspaper, The Daily Transcript, featured only male sports teams. MacMullan said, "I was complaining about it to my dad one day, and he said, 'Why don't you do something about it? Why don't you call up the paper and ask them?'" When, at his insistence, MacMullan called the newspaper, the publisher invited her to write about the girls' sports teams herself. Soon thereafter, MacMullan published her first article. "I liked to see my name in the paper," MacMullan said. "I also liked being able to write about my friends."

MacMullan deepened her own involvement in Westwood High's sports program during her junior year, when she tried out for and made the varsity basketball team. MacMullan went on to play Division I basketball at the University of New Hampshire, where she became the team's highest scorer during her sophomore year and captain during her senior year.

In the spring of 1982, as her graduation from UNH approached, MacMullan realized that she could not apply for a competitive summer internship at The Boston Globe because the program excluded graduating college seniors. At the suggestion of a professor, MacMullan decided to defer her graduation for a year so she could apply for the internship. That summer, at age twenty-one, MacMullan earned a position at The Globe, beginning an association with the publication that would stretch across three decades.

"When I went to work there, I was the luckiest person in the world," MacMullan said. "It was a major newspaper, but they threw you right in." While her internship placed her in the News section, MacMullan aspired to focus on sports. "I'd hang around the Sports Department and listen to them talk, and get to know them a little bit," MacMullan said. "Sure enough, one day a story broke and they needed somebody, and I was sitting there. That's how I got my chance."

During her time at The Globe, MacMullan covered a catalog of legendary events in sports history, ranging from the infamous 1986 World Series to Joan Benoit's Boston Marathon victory in 1979. From 1990 to 1995, she also worked as an ESPN correspondent, and, from 1995 to 2000, she held the position of senior writer at Sports Illustrated. During this time, MacMullan was awarded first place for both investigative reporting and feature writing from the Associated Press Sports Editors. In 1995,

MacMullan received the Tufts University Distinguished Achievement Award.

MacMullan cited the 2004 Red Sox World Series victory as one of her favorite sports events she has covered. In the sixth inning of the World Series' fourth game, the Sox held a 3-0 lead over the St. Louis Cardinals. If the Red Sox won the game, they would clinch the World Series Championship for the first time in 86 years. About her experience on the historic day, MacMullan said, "[Legendary Boston sports columnist] Bob Ryan came up to me and said, 'What are you going to write?' And I told him that the game wasn't over yet. And he said, 'They're about to win the World Series! This is the biggest story of your life.' And he showed me what he had written. It was all done, and it was brilliant. I thought, 'Oh my gosh, what am I doing?'" MacMullan said that, for her response to the Red Sox victory, she chose to write about the generations of loyal fans who had waited decades for the Curse of the Bambino to break. "It was probably the most incredible thing that I've ever covered," MacMullan said.

While MacMullan acknowledged her good fortune in being able to build a successful career in a field she loves, she also said that she faced challenges working as a woman in a male-dominated profession, especially during the early years of her career. "I loved to read, I loved to write, but back then there weren't many women doing it," MacMullan said. "It wasn't pleasant, honestly. I had a lot of incidents." Once, a University of Massachusetts security guard at a football game she was covering barred her from entering the locker room. In another incident, former New York Giants linebacker Lawrence Taylor threw a hairdryer at her. Several Red Sox players who were devout Mormons would stop talking to reporters whenever she entered the room. "You just had to get through all of that," MacMullan said. "And now, I am never the only woman, anywhere I go. Back then it was a little shocking, but I never even think about it anymore."

Now, MacMullan is a correspondent for several cable television networks, and regularly appears on ESPN's "Around the Horn." In addition to co-authoring the autobiographies of several prominent athletes, including basketball giant Shaquille O'Neal, MacMullan also works as a freelance writer for ESPN. MacMullan said she is currently focusing on covering the New England Patriots and the NFL season. She said that she no longer covers baseball in order to have time off in the summer to spend with her husband and two children.

On advice that she would give to high school students interested in pursuing journalism, MacMullan said to jump in and give it a try. "You have to take a deep breath and dip your toe in," MacMullan said. "My dad made me, and if I hadn't done that then, maybe I never would have. When you're fifteen or sixteen, you're kind of afraid, and it might not work, you might fall flat on your face. But dipping your toe in, taking that step, that sets you apart a little bit. And then you'll know, and I think that's always better."



Jackie MacMullan, ESPN sportswriter.

Photo courtesy of www.google.com

Coach's Corner: Jonathan Waldron

by Alyssa Taylor '13

Jonathan Waldron is Concord Academy's Head Cross Country and Track Coach. Known affectionately as "J-Wal" to most CA runners, Waldron is somewhat of a cult figure for his wise advice and dedication to his teams. He has on more than one occasion been referred to as Concord Academy's "running Yoda."

Before coming to Concord Academy six years ago, Waldron was the assistant coach at Newton North High School, where he originally volunteered to coach the boys' team during his daughter's high school running career at Newton.

Waldron, who grew up in Amherst, MA, has a long and impressive running history himself. "I have been running for as long as I can remember," Waldron said. As a small child, Waldron said that he would run around his house sometimes fifteen or sixteen times in a row, just for the fun of it. In high school, Waldron was an All-State cross-country runner. Later, he held the American men's record for the outdoor 3000 meters in his age group. Last December, Waldron was inducted into the Cambridge Sports Union's Hall of Fame after twenty-seven years of membership.

Even with an impressive athletic career as background, Waldron said that he was initially "terrified of being a head coach." For Waldron, "coaching is very different from running," and he said that he was convinced he could not succeed. But Waldron quickly found that, as head coach, he could help his athletes by sharing his own philosophy of

running with the teams.

In his time at CA, approximately 270 athletes have run under his leadership. "It amazes me how much the team changes from year to year," said Waldron. Waldron said that he feels that each year there is an entirely new group dynamic and personality to the team. The only common thread through each season is the way he feels about CA athletes. "I have never worked with a group of more earnest kids who genuinely care for each other," Waldron said.

As a coach, Waldron said that his goal was simple. "I want every single person who joins one of my teams to discover something about themselves and their potential," Waldron said. Whether this discovery is made through competition or not, Waldron said that he does his best to support all of his athletes. He also said another one of his goals is for his runners to "enjoy the process of discovery."

This year's cross-country team is the largest in their league, with fifty-two students: thirty-one boys, and twenty-one girls. The job of coaching and working with each of the runners can be a daunting task, but Waldron said that there are moments that make it all worthwhile. These moments can be as simple as "an athlete running even though they are sick," or during a big race when he witnesses "an athlete having personal courage that you wish you could emulate."

"You see these things and you feel this flood of emotion," said Waldron, "In that moment, you just want to be the best possible coach you can be."



Waldron on the track.

Photo courtesy of www.concordacademy.org

able to play "even on rainy days, because there are no huge puddles." Eberth said that

this is in sharp contrast to the fields back on main campus that often flooded after heavy rains and forced teams to move practice indoors. Eberth added that the AC has created "a greater sense of athletic community."

Similarly, Field Hockey Captain Kelsey McDermott '13 said, "It's been great to be able to see every team at once," noting that Field Hockey used to be

A Saturday on the Gridiron

by Chris Pappay '15

Every year, students and faculty alike look forward to the ultimate test of skill, athleticism, and endurance: Concord Academy's Class v. Class Football Tournament. On October 13, participants from all four grades gathered at CA, eager to put their skills on the gridiron to the test.

The first two games of the day were the freshmen vs. juniors and the sophomores vs. seniors. The first game showed that the juniors were a force to be reckoned with. Shutting out all attempts by the freshmen, the juniors emerged victorious in a resounding manner.

However, the game between the sophomores and the seniors proved a closer competition. Undefeated last year and victorious for two years straight, the senior class had high hopes facing the sophomores who, last year, had not won a single game. The seniors took a quick lead at the start of the game, but the sophomores quickly answered with a touchdown for their side. The game came down to the sophomores scoring at the end of the game to put them ahead and clinch the victory. Quarterback Matt Simon '15 said, "I think that everyone contributed, and it was our team effort that allowed us to pull off the upset."

The next set of games pitted the sophomores against the juniors and the freshmen against the seniors. While the sophomores came into the game with high hopes, they were soon humbled when the first half ended with the juniors up 22-0. The juniors held their lead until the game's end.

The freshmen, on the other hand, seemed to be gaining momentum. Staying nearly even with the seniors for most of the first half, the freshmen looked to be in good shape. However, the seniors began to pull away and ended the game on top. "Overall it was a great game," Sayem Talukdar '16

said. "Even though we lost with a wide gap, the fact that everyone had fun in the process was satisfying enough."

The final matches decided who would play the faculty in the final round. In the face-off between the seniors and juniors, which proved to be a defensive battle, the seniors scraped out a six-point victory.

On the other field, the freshmen and sophomores engaged in a hard fought battle that came down to the final play when, with



The junior squad huddles.

Photo by Esther Kim '16

fewer than twenty seconds left on the clock, quarterback Matt Simon '15 threw a game-winning touchdown pass to Noah Kelleher '15.

Though the student round ended in a three-way tie among the sophomores, juniors, and seniors, the juniors

moved on to play the faculty team based on a point differential tiebreaker.

The tournament culminated in the championship that pitted the juniors against a formidable faculty lineup. At the beginning of the game, Tien Hunter '14 caught an interception and ran it into the faculty's red zone. The juniors, however, were unable to capitalize further on this opportunity, and the faculty surged back to score a touchdown. Soon, the juniors fell farther and farther behind of the faculty until the whistle blew, announcing the faculty victory. Although they did not win, Hunter said, "all of us played our hearts out during the tournament."

Based on several student reviews, the Fourth Annual Class vs. Class Tournament was a success. "It was a great bonding experience," said Nando Martinez '15. "Although it was a little competitive, we were more focused on having fun." Nathan Greess '15 added, "Though football intimidates me, and though I have no idea how to play it, I find class-on-class football very enjoyable." Ben Glass '16 agreed that the event was a success. "It was a great time," Glass said. "I look forward to playing again with my class next year."

Mid-Season Check-In at the AC

by Gaurav Verma '13

With the beginning of the 2012-13 school year came a new era for Concord Academy athletics. Fans flocked to the brand new fields on Opening Day to catch a first-hand glimpse of the Moriarty Athletic Campus. Midway through the fall season, student athletes and coaches report that they are generally happy with CA's newest property and the changes it has brought to the athletic program as a whole.

Boys Varsity Soccer Coach Adam Simon said that the fields were "spectacular. [Director of Operations] Don Kingman and the staff did a beautiful job this summer, and the fields are holding up great even with all the rain we've had." Simon added, "The play is much cleaner. There are no bad hops, and players can control the ball better. It makes the game more enjoyable and fun." As a coach, Simon enjoys not having to share the field with the Junior Varsity team because it gives the squad more room to practice. He feels that it is also beneficial for the JV team.

Student athletes are also enjoying the new fields. Sarah Eberth '13, one of the Girls Varsity Soccer Captains, said that she is "loving the AC." She said that she enjoys being

more secluded from the rest of the athletes on the old fields. McDermott said that

the move to the AC has increased the number of fans attending Field Hockey games because "fans can switch between soccer and field hockey instead of choosing just one." Though the AC has been mostly beneficial, there have been a few drawbacks, such as late arrival back on campus. Although Simon said that "it's well worth it," McDer-



Sarah Evantash '16 competes at the AC.

Photo courtesy of www.concordacademy.org

Remember to Recycle The Centipede!

The Red Sox Offseason Odyssey

by Harry Breault '16

After a season rife with disappointment, fracture, and instability (the first sub-.500 winning percentage since 1997, and it wasn't even close) the Boston Red Sox are embarking on an offseason journey that will determine the team's trajectory for several years to come. The puzzling, the lauded, and the deeply criticized transactions are fascinating. The odyssey of the Boston Red Sox offseason has begun, and in the words of Concord Academy's esteemed librarian Martha Kennedy on the rebuilding of the team, "I hope it doesn't take twenty years, like it did Odysseus."

So what improvements can the front office orchestrate this offseason? Their work begins with assessing the faults of this year's team. The Sox's pitching was horrifying. In Earned-Run Average (ERA), the Red Sox placed 27th in the league, with a 4.64 mark. They also placed 27th in quality starts. This terrible stat was caused largely by the absence of John Lackey because of injury, horrendous performances from starters Josh Beckett and Jon Lester, and largely inadequate replacements in the starting rotation. Some of the other pitchers in the starting rotation, including Felix Doubront and Clay Buchholz, were adequate or better and are likely to improve and retain their positions in Boston. On the other side of pitching, the Red Sox bullpen should be kept intact, as it is a fantastic unit that can only improve.

The Red Sox will need to act decisively to heal their wounds, however, and Free Agency is one solution. Marquee name Zack Greinke, a former Cy-Young Award Winner,



Lester takes the mound. Photo courtesy of www.google.com

will command a generous commitment, and may not be worth the risk due to recent inconsistency. Other possible choices include Hiroki Kuroda of the New York Yankees, Jake Peavy of the Chicago White Sox, or Tim Hudson of the Atlanta Braves, pending contract option decisions. All are solid to excellent pitchers who would bolster a Boston rotation. Aggressive trades that would require young talent in exchange, such as acquiring an ace like Tampa Bay's David Price, are probably ill-advised because of their threat

to gut the Boston farm system.

Let's turn next to the offensive factors in the offseason. Right-fielder Cody Ross and Designated Hitter David Ortiz would benefit

choice, players such as Ryan Ludwick, Juan Pierre, Nick Swisher, or Torii Hunter could be solid options.

Calm and rational thinking in management may be the greatest key of all. With Bobby Valentine, the one-year Red Sox manager, despised and subsequently fired, and the coaching staff otherwise in a state of flux, the Red Sox should re-examine what made their 2004 and 2007 championship teams successful. Well-liked, calm manager Terry Francona spearheaded those teams. Francona's former disciple and manager of the Toronto Blue Jays John Farrell has been lured back for the manager's job. Farrell's main drawback has been his lackluster performance with the Blue Jays, but before that, he managed to produce several successful pitching staffs during his time in Boston. He is a solid choice for manager, and should create much-needed reassurance and serenity in the dugout.

It is often highlighted that the Red Sox's player development and ability to attract under-the-radar talent helped them win the World Series in 2004 and 2007, and the team's management should return to this approach if they hope to field a team that has true potential this season.

General Manager Ben Cherington has the full support of yours truly, but divisive members of management like upper-level executive Larry Lucchino should be removed from their office. If the Red Sox succeed in establishing the rational, calm aura that they lacked this season, then only good things can come from these pivotal offseason months.

Parents' Weekend: A Faculty Perspective

by Mark Engerman

Parents' Weekend is over. No more of those awkward twenty-minute classes with more than thirty people in a classroom (what are we, a public school?). And fading from memory is the sadness of not having a parent present or the embarrassment of having one attend, or perhaps even the pleasure of sharing a day of school with a parent or two. But let's look forward and consider adjustments that could make Parents' Weekend better next year. One change I would like to see is to have parent-teacher meetings become parent-teacher-student meetings.

One thing that differentiates Concord Academy from other places I've taught is the extent to which students take responsibility for their learning and work productively with adults in the community. CA students are actively engaged in every aspect of their education. They choose from an impressive selection of courses, learn to advocate for themselves, and actively engage with the adults in their life to overcome challenges. So every Parents' Weekend, I find myself wondering why the student role is limited to scheduling meetings, ushering their parents around campus, and waiting in the hallway while their parents and teachers discuss them.

In my mind, there are two main goals of the parent-teacher meetings. First, for parents to give teachers information about their children's learning style and past experiences that may impact their classroom performance. And second, for teachers to share any early insights or concerns about each student's progress and approach to learning. Having the students included in the conversation would help reinforce the message that students are responsible for their education and would also encourage students to be more introspective about themselves as learners. I would hope that students could tell their teachers about their strengths and weaknesses in the subject, and share what in

the class is working well or not working well for them thus far.

I encourage my students to join their parents in meetings with me, and some have taken advantage of this opportunity. In my limited experience, the meetings that included students have been as productive and positive as the others, in many cases more so. Certainly some of the meetings would have gone in different directions without the student present, but I am not sure they would have been better. (Unfortunately, we cannot draw any statistical conclusions from this sample, as it is small and biased towards certain types of students!)

I am less convinced that student participation in advisor meetings would be beneficial, though I frequently have my international students present in these to help translate. Advisor meetings often focus on social and emotional issues, and these may be better held without the student. These aspects of development tend to play a smaller role in the teacher meetings, though they are occasionally central. Perhaps parents or teachers could request meetings without students when they felt it would be best.

Why not change? Some may be concerned that the meetings would be awkward. Perhaps the parents and teachers would gang up on the students. While this is not impossible, I think that appropriate guidelines and preparation could ensure that the meetings would be conducted with sensitivity to all. Scheduling would certainly need to change, given the number of juniors and seniors taking SATs that fall during Parents' Weekend. But these obstacles can be overcome, and I feel the benefits of having the students more fully engaged in the conversation outweigh the disadvantages. CA prides itself on the close relationships between adults and students in the community. Let's try including the students in the meetings next year and see how it goes.

Why I Love My Affinity Group

by June Sass '16

I recently joined Umoja, the African-American affinity group here at Concord Academy. The students were very welcoming, and we share some of the same characteristics, including similar experiences related to culture and race. Because I joined a little later than most others in the group, it could have been awkward, but it was not at all. I felt very comfortable being able to talk about our experiences as black students at CA and across the country.

Kaitlin Barkley '16, another Umoja member, said that she enjoys meeting with the group. "I feel like they're really helpful, mostly because sometimes I can't ask questions that I really want to ask in regular groups," Barkley said. "Affinity groups really help me express how I feel with people that understand."

Because CA is a predominately Caucasian school, it is both emotionally and socially helpful for a person of color to have time devoted to talking with those who are part of a racial minority or more like you.

While I have experienced this involvement as beneficial, some feel that affinity groups can be exclusive. "Affinity groups are a good thing for those that are in that group because they encourage support,"

Harry Breault '16 said. "However, it would be good if people that do not fit into these affinity groups could still go to them to learn and observe and attempt to understand differences."

Breault raises a valid point. On the other hand, affinity groups were created for those who could at times feel like outsiders in the community. I believe that affinity groups should

welcome students like Breault, but that they should also maintain a balance in which the group is predominantly made up of students who

identify with the unifying characteristic that the group represents.

Another limitation to the affinity groups at CA is the size. Most affinity groups have around ten or fewer students that attend weekly meetings, reflecting both the relatively small number of students of color at CA as well as inconsistent attendance. Nevertheless, the racial balance at CA reflects the larger one of U.S. society. While both CA and our country as a whole are increasingly diverse, caucasians still form the majority of the population.

I appreciate being a member of Umoja because I believe that affinity groups provide a home within a home for those of us who belong to diverse racial and cultural backgrounds.



Members of Umoja. Photo by Elias Jarzombek '13

Elizabeth Warren vs. Scott Brown Debate

by Phoebe Chatfield '14

Phoebe Chatfield: Welcome to Nate Greess and Gaurav Verma for our debate covering the Massachusetts race for U.S. Senate. I'm very interested to see what you, as the Heads of Democrat Club and Republican Club, have to say. Nathan, you will be supporting the Democratic candidate, Elizabeth Warren. What's the primary reason you support her?

NG: First of all, thank you, Phoebe, for moderating this. I support Elizabeth Warren because she has worked almost her whole life to fight for the middle class. As the Head and Creator of the Consumer Financial Protection Bureau that works to protect middle-class families against the trickery of large companies and banks, she has demonstrated that she believes the economy grows from the middle class up, not from the top down.

PC: Thank you. Gaurav, you are supporting the Republican candidate and incumbent, Scott Brown. What are the primary reasons for your support?

GV: Thank you. Well, Senator Brown has been a bipartisan voice in the United States Senate. These days, there's a lot of partisan gridlock in the Senate, and very little working together. I think that people like Scott Brown are who we need to move this country forward.

PC: Thank you very much. First off, as students, education is something that is important to all of us. Nathan, what is Elizabeth Warren's position on education?

NG: Elizabeth Warren believes in creating a system with manageable student loans by extending Pell Grants, a government grant program, to college students. Scott Brown, though he is bipartisan in some points, toes the party line on this issue and has voted, along with the rest of the conservative base, not to help with loan payments or to lower loan interest rates for students in college.

by Matt Simon '15

It all began because I wanted a cool T-shirt. It's the truth. I've lived my whole life in Concord, so year after year, I've been to Concord-Carlisle High School (CCHS) soccer and football games. Likewise, I've been attending CA sporting events since I was a toddler, because my dad has been a coach at CA for as long as I can remember. The biggest difference between the two schools, for me, has always been the crowds that attend sports events. As a seven-year-old, you can't tell that CCHS is much better than CA at soccer, or baseball, or anything, for that matter, but what is noticeable right away is the difference in fans. While you might be lucky to see fifteen or twenty kids at a CA soccer game, CCHS consistently draws a couple hundred students to each of their games. And that's something that I always wanted to bring to CA: that atmosphere, that intensity.

So, originally, that was my big idea for the Chandler Bowl this year. All the fall athletes were going to get a black T-shirt with their name on it, and everyone else was going to get a matching black T-shirt, and with our T-shirts were going to win all the soccer, the cross-country, the field hockey, and then finally, win the volleyball game in one of the loudest sporting events in CA history, as we all stormed the court at the final whistle in a sea of black, as we finally won the Chandler Bowl for the first time in any current student's CA career.

It's a definite contrast between the two candidates.

PC: Gaurav, would you like to respond to that?

GV: I think that's a misinterpretation of Scott Brown's position. He certainly believes in extending the Pell Grants, but the bill that was presented raised taxes on businesses, which Brown believes would harm the economy.



Brown and Warren at the close of the second debate. Photo courtesy of www.boston.com

Scott Brown didn't think that the way to pay for Pell Grants was to kill jobs, because then these college students won't have a job to go to once they graduate.

PC: Well, the economy has certainly been a debated issue in all of the campaigns this fall. What is your candidate's stance on the economy, and what would each do to help improve it?

GV: The economy is certainly the core reason I support Scott Brown. Brown believes in low taxes across the board, and I think that's the strategy that would work in America right

now. Elizabeth Warren's tax plan would raise taxes on the top two percent of the country, including businesses that file as individuals. These businesses with tax increases would see their growth as companies stunted. That would kill jobs, and that is why Senator Brown's proposal of low taxes would be beneficial to the country at this time.

PC: Nathan, in what ways does Warren's position differ from Brown's?

work. We have one candidate who's fighting for the top two percent, who may I add are the ones donating to his campaign, and then we have Elizabeth Warren. Her whole life, she's has been fighting for the middle class.

PC: All right, now we are going to move on. Gaurav, I'd like to hear what Scott Brown's position is towards LGBTQ members of society? What has he done as Senator?

GV: The forefront of Scott Brown's voting record in relation to LGBTQ rights has been the vote to repeal Don't Ask Don't Tell, which speaks of Senator Brown's support for the LGBTQ community, unlike his Republican colleagues. Personally, I think that the Republican Party is a little too strict on the issue of gay marriage, and I support the right for people to marry whomever they choose. But Senator Scott Brown has a rather moderate record with LGBTQ rights, which I think is a major positive.

PC: And what about Professor Warren's position, Nathan?

NG: On LGBTQ rights, Elizabeth Warren believes that marriage is not defined as just being between a man and a woman, and that you should be able to marry whomever you love, man or woman. She would fight for this as a Senator. In contrast, in the Massachusetts Legislature, Scott Brown voted in favor of a Constitutional Amendment to make marriage solely between a man and a woman. I think this leads to the core of what Scott Brown believes. Don't Ask Don't Tell was a great step in the right direction, but it isn't enough.

PC: Well, thank you both so much. This has been a wonderful debate, and it will be interesting to see which candidate comes out on top on November 6.

For the extended version of the debate, please visit <http://www.concordacademy.org/campus-life/publications/index.aspx>

Chandler Bowl Changes Lives

Then I thought about my idea for a little bit. Sure, it sounded great, especially since, according to my master plan, we would finally win the Chandler Bowl and beat Pingree. But in reflecting on my idea, I realized I had tried to imitate Concord-Carlisle again, just

that is either Pink (CC) or Light Blue (LS). On the back, where the player's last name would traditionally go, the players instead put the name of someone in their lives who has been affected by cancer. In addition, there are generic pink and blue T-shirts available



Zimmerli and Seston with their sons. Photo courtesy of www.concordacademy.org

in a different way. I had essentially copied Kicks for Cancer.

For those of you who do not know, Kicks for Cancer (KFC) is an annual event hosted by the Concord-Carlisle Soccer program that pits CC against Lincoln-Sudbury (LS) every year. For the game, instead of wearing their normal uniforms, the players wear a T-shirt

for sale, as well as bake sales and raffles. KFC is a huge success, and the event raises about \$30,000 each year towards helping to fight cancer.

So I decided to change my idea. Instead of getting shirts with our names on them, I figured it would be even better if we decided to dedicate the day to a cause. Then, we

could not only have the show of school spirit that I had always dreamed of, but we could also help raise funds and awareness for that cause. I ran my idea past Malin Segal '15, and he agreed that the day could be a complete success. We added Charles Manzella '15 to our team, who, growing up in Concord as well and being familiar with KFC, got on board right away as well.

We decided to present the idea to Athletic Director Jenny Brennan after an Athletic Council meeting in early September, and she became very excited about the idea. She then mentioned that Tim Seston, House Parent and Assistant Girls' Varsity Soccer Coach, had talked with her about looking into a fundraiser for his son Luke, who had been diagnosed early in life with cerebral palsy. We immediately agreed that that was the type of cause we wanted to work with—an important cause, but something that was personal and meaningful to many members of the CA community as well. So we contacted Tim and his wife, History Teacher Sally Zimmerli, and asked if they would be interested in helping make our idea come to fruition. They not only agreed, but also thought it was an amazing idea.

Now that Pingree Day is past, I can't help but feel pride. Not only did I get my T-shirt, but CA also beat Pingree and took home the Chandler Bowl for the first time since 1991. And, most important of all, Luke got the support of the entire CA community.

The Centipede

Concord Academy
166 Main Street, Concord, MA 01742

Executive Editor: Charlotte Weiner '13

Managing Editor: Abby Brooke '13

Features Editor: Alyssa Taylor '13

News Editors: Marisa Kager '13 and Ryan Hussey '13

Opinions Editor: Adetola Sylvan '13

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Seniors Sprung?

by Sandy Stott

The last issue of the Centipede contained a well-thought-out editorial aimed at improving the legendary but largely elusive Senior Spring. In that piece, the editor offered a common sense suggestion that teachers of second-semester seniors drop their lowest grade from the term's average, thereby lowering the academic pressure at a time when many seniors are both weary of work and hopeful about deepening both perspective and friendships during their final weeks of high school.

Here's a similar possibility offered in the same spirit: allow seniors in elective courses to choose one major assignment that they will not do; also, exempt seniors from any spring semester exams.

Why allow seniors to skip an assignment rather than drop the lowest grade? As a teacher who reads exams and essays, I look forward to those pieces to which a student has fully committed herself; I dread the pieces of work in which a student is half present, offering a pale or mailed-in version of her thoughts. Such half-work actually takes longer to correct (unless I want to return an insipid response) because its omissions and often-disorganized paragraphs need to be addressed. Good work, on the other hand, often needs little correction; instead, I can devote my time to the response the student's writing has excited in my mind. That seems a more positive exchange. And such exchanges are a primary reason that so many fine teachers



Students in class during the spring.
Photo courtesy of www.concordacademy.org

and students are at CA.

There are few spring exams for seniors already, but I advocate removing them entirely to clear the way for more final-week senior activities, service-kin perhaps to the now-traditional and successful senior day at the beach.

And what of juniors in electives where teachers feel exams offer a helpful, culminating experience? Do they get a free pass because there are seniors in their classes? I'd say no. Juniors, who are working to develop competencies and integrate information they

will use as seniors, can be well served by exams.

A few years ago, when teaching a spring English elective that I thought would benefit from a final exam, I began to back away

from scheduling that exam because it seemed pointless to saddle seniors with it. Then, dawn visited my mind - why not, I said to self, exempt the seniors and give the exam to the juniors? And that's what I did.

Yes, there was some teeth-gnashing and a trickle or two of bitterness from the juniors. And perhaps there was a little ill-timed gloating from the seniors. But we all knew that junior spring is a different being from its senior sibling. And so we got over it.

Oh, and by the way, the juniors' exam essays were some of their best work of the term. And while I was reading them, I was also able to remember the seniors fondly, instead of through the rumpled words of exam essays that shouldn't have been written.

Editorial

by Abby Brooke '13

October. The time of year when homework starts to pile up, extracurricular activities become full-time commitments, and Early Application deadlines loom close on the horizon. The honeymoon of September is long gone, and for many Concord Academy students and faculty alike, October can become synonymous with stress. As a senior, I've found that this fall has been my most pressure-filled time so far at CA.

Like all those who are a part of the CA community, I'm fairly accustomed to applying a certain amount of elbow grease. Every year, I'm astounded by how hard-working, innovative, and dedicated my fellow students are during the autumn months. It's no small task to juggle classes, sports, plays, clubs, and friends, but CA students are impressively adept at managing it all.

So what irks me about October is not the added stress, but rather that as soon as I am confined indoors by my homework and commitments, New England bursts into gorgeous fall colors. This autumn has been a particularly beautiful one, and I find it hard to concentrate on problem sets or personal essays when the peak foliage is tempting me to put aside my work and go for a stroll in the crisp October air.

In my opinion, October is the best month to be a New Englander. Nowhere else in the U.S. does such a stunning transition from summer to winter occur. And it's not just the beautiful foliage that gets me; it's also the quintessentially autumn traditions that you can find here in Massachusetts, whether it's apple-picking, pumpkin carving, or haunted houses.

It's therefore not shocking that I'm also a bit obsessed with Halloween. Like many other kids who grew up in Massachusetts, some of my best memories are of running

from house to house on October 31, collecting as much candy as my pillowcase could hold. The street that I used to trick-or-treat on was always decked out for Halloween, complete with creepy music, strobe lights, peek-a-boo ghouls and insane amounts of cobwebs. Even though it was sometimes so cold that I had to wear a parka over my costume, it was always a magical night. After we got home, my sister and I would plop down in front of the TV, devour mounds of chocolate, and watch *The Nightmare Before Christmas*.

As this year's date draws nearer and nearer, I find myself wishing I could go back to being a little kid again, just for that one night. I wish I could experience one more time the thrill of running through the autumn chill in a witch costume, not thinking about tests or bake sales or college applications. It's sad but true that Halloween is more fun for eight-year-olds than for eighteen-year-olds.

The academic pressures of fall at CA can make enjoying all of what this season in New England has to offer pretty difficult. To make matters worse, college admissions is in full swing: it really just doesn't seem fair that the Early Application deadline for many colleges is November 1, the day after Halloween, or that the SAT is held just a few days after that.

I sometimes feel that the universe is conspiring to prevent me from getting the most out of my fall. I'm sure I'm not the only one who, when the days start to get shorter and shorter, just wants to eat some candy, jump in some leaf piles, and watch a scary movie. So this fall, I've decided I'm going to do my best to use my study breaks wisely. Rather than spending an hour on Facebook, I'm going to research costume ideas. Instead of watching TV on a Sunday afternoon, I'm going to go pick out some pumpkins. Because at this time of year, I think we could all benefit from carving a jack-o'-lantern or two.

Help Me, Rhonda!

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

Dear Rhonda,

My peer mentor is so cool. He always gives me awesome advice about friends, school-work, and extracurriculars. He's also super funny and cute! It's his chapel tomorrow, and I really want to give him a hug, but I'm scared he will think I'm weird.

Help!

Frightened Freshman

Dear Frightened Freshman,

Seniors love having lots of people in their hug line! They're generally so starved for human contact that they will accept a hug from anyone they have gotten to know even a little bit during their time here at CA. So don't be scared to give your peer mentor a big hug tomorrow morning. He sounds like a great guy... by the way, what's his number?

Love,
Rhonda

Dear Rhonda,

I've been trying to grow a beard for quite some time now. As you may have noticed, facial hair is quite en vogue now, particularly for those of the male persuasion. Any tips for building up my Santa swag in time for those cold winter nights?

Sincerely,
Peach Fuzz

Dear Peaches,

According to the 2004 "Men's Health Magazine" in the library, Rogaine is quite effective for promoting hair growth. It didn't say anything about using it on your face, but hey, it's worth a shot, right? If that doesn't work, go for the clean-shaven look. It's very dapper.

Love,
Rhonda

Dear Rhonda,

I got in trouble for grinding at the White Out Dance, but I just don't know any other dance moves! How can I get jiggy with it without upsetting the chaperones?

Sincerely,
Dirty Dancer

Dear Dirty Dancer,

It's true that "grinding" is frowned upon by the chaperones of CA dances. But not to worry! There are plenty of other grandma-approved dance moves that are sure to impress that special someone. Try the sprinkler, the jitterbug, the shopping cart, or the ever-popular "Richard Colton." Don't know what that is? I don't either. But I'm sure the members of Dance Company would be happy to show you.

Get out on that dance floor.
Love,
Rhonda

The Centipede

Concord Academy
166 Main Street, Concord, MA 01742

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