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Did You Notice?

by Anika Talwar '17

Each year, Concord Academy makes changes to enhance its campus. Amidst the hustle and bustle of school life, it is easy to miss these improvements. This year, two additions to the CA campus should not go unnoticed: the quad patterns and the installation of the sidewalk lights.

The quad, situated in the center of the CA community, is the first thing that one sees when entering Concord Academy. So doesn't it make sense for it to highlight CA style?



Grounds Manager Brad Nartowicz has been mowing creative designs into the Quad.

Photo by Molly D'Arcy '16

With the addition of these artsy patterns, the quad is able to do the job.

Brad Nartowicz, CA's Grounds Manager, is the man behind it. When asked what inspired him to mow the quad in this unconventional way, Brad replied, "It happened totally by accident. One particular day, I was mowing and I thought you know what, this is really boring. I thought to myself, what would happen if I just started to get creative?"

Brad's mower helped shape his creativity since it offered great flexibility and gave him the idea to come up with these patterns. It allowed him to deviate from the regular conventional way of cutting grass in straight lines.

As Brad pointed out, "The mower that we have has four-wheel steering so it offers a nice turning option. You can do a lot of different things with that one mower that other mowers can't do." He expanded, "I just started with circles one day in the middle and I was like, 'Wow, this is really cool!' Once I got positive feedback, my inspiration grew a little more and I thought, I bet I can make different patterns." Indeed, Brad's inspiration has led to many more designs including squiggly lines, waves, squares, triangles, and the CA logo.

What better place to be creative than here at Concord Academy? Since CA is well known for its arts program, these elegant patterns are fitting. Brad explained, "Being

at such a creative place, I'm allowed to do that kind of thing here and it actually fits CA really well."

In addition to the quad patterns, you should also make sure to notice the new sidewalk lights lining Main Street in front of campus. Don Kingman, Director of Operations, was responsible for supervising the installation of the sidewalk lights, which are a continuation of the lights in downtown Concord.

"This is part of the overall Main Street

improvement plan which is going to involve a new sidewalk along the whole front of the school," Kingman described. The main reason these lights were installed on campus was to increase safety for everyone.

As Kingman said, "The sidewalk is really dark, and safety is one of our paramount concern for students and adults." To solve the problem, nineteen sidewalk lights were installed stretching all the way from Wheeler to 228 Main Street, the residence of Head of School, Rick Hardy.

Apart from improving safety, these sidewalk lights will also help to define CA's campus. Kingman believes that these lights will help create a uniformity that will grab people's attention. He went on to say, "A repetition of certain elements will send a signal to the eye that something important is going on here." This way, things look symmetrical, which in turn help demarcate the edges of CA campus.

So, you might be wondering, how was CA involved with all of this? CA helped with the financial aspect of this project. CA paid the total cost for the installation of the sidewalk lights and agreed to pay half the cost of the sidewalk. Furthermore, CA developed a partnership with the town to efficiently get the job done.

Hong Kong Briefing: Rafferty Bursts CA Bubble

by Shannon Sun '17 & Alex Berry '17

On the coast of the South China Sea, the metropolis of Hong Kong flickers and glows, its avenues dense with iconic skyscrapers, its bay reflecting the fluorescent lighting of the bustling, sleepless city. From the ancient fishing village to the former British colony to the Chinese Special Administrative Region, Hong Kong has become one of Asia's most cosmopolitan regions. Under the principle of "One Country, Two Systems," Hong Kong retains its capitalist system and a higher degree of autonomy compared to Mainland China. However, the societal differences rooted in the dissimilar history of Hong Kong and Mainland China lead to a widening sense of disagreement on recent political issues.

On October 7th, History Teacher Ed Rafferty held a dinner briefing for members of the Concord Academy community on current issues in Hong Kong.

"In my time here I don't recall doing anything like this," said Rafferty of the recent Hong Kong lecture; "It was mostly [Dean of Students] David Rost's idea." Rafferty is currently teaching a mid-level course entitled China in the Early Modern Era. Although the early modern era typically covers post-14th century history, he strives to keep the material relevant. "I try to frame my classes about what's happening in the world," he reasoned. Rafferty said he tries to emphasize current affairs and historical events equally.

Rost first approached Rafferty because of his specialization in Chinese history and

politics. Rost hoped that Rafferty would agree to organize a briefing on the ongoing protests in Hong Kong. Rafferty said he eagerly agreed to lead a dinner briefing. To him, educating students on international issues is a necessary step towards understanding the world we live in. "We often get so wrapped up in our own problems [at CA] that everything else gets ignored," he said.

A wide array of students attended the meeting in the Trudy Room, along with Math Teacher Kem Morehead, Mandarin Teacher Wenjun Kuai, and of course, David Rost. Of the students who attended—estimated to be around 20—many were international. Rafferty expressed excitement about the turnout and diversity of the crowd. "When it comes from the students, it is all the better," he said of students' growing interest in foreign affairs.

Known as the "Umbrella Revolution," the current protests in Hong Kong were the specific focus of the lecture. Originally, the paramount goal of the movement was to oust the chief executive, Hong Kong's central political figure, Leung Chun-ying, and to win additional democratic rights for the city.

The current system requires that officials in Beijing choose candidates for Mr. Leung's position. From there, the candidates will be presented to the citizens of Hong Kong in 2016. Anger has sprouted because the Chinese government maintains political control over Hong Kong. Since the government

continued on page 3...

Trick-or-Treat! Halloween on Campus

by Isabel Cushing '17

As the cold breeze and slushy snow of winter sets in, there is more to look forward to than Bean Boots and fuzzy sweaters—the holidays! As usual, Halloween kicked off the festive season.



Campus kids in Halloween costumes
Photo by of Kellie Smith

If you happened to be walking down Main Street, you might have witnessed a group of the children of on-campus faculty skipping from house to house. The campus kids often start their night trick-or-treating among the boarding houses before expanding their search for delicious goods throughout the small neighborhoods of Concord.

As always, the centerpiece of the night

was the costumes. The kids dressed in various creative and elaborate costumes. Elsa from *Frozen*, Sonic the Hedgehog, and Yoda all appeared during the night.

Rachel, the daughter of Mandarin Teacher Wenjun Kuai, said that she collected a grand total of 115 pieces of candy.

Alongside the collection of treats, however, the kids pulled a few Halloween tricks. Cole and his mother Kellie Smith, the Assistant Director of Athletics and a house parent at CA, created some mischief. As Cole described it, "we tricked somebody... we put a [fake] rat in the bowl [of candy]."

Although costumes, candy, and pranks are certainly part of the fun, the holiday as a whole represents something greater. Halloween brings neighborhoods and communities together around the creation of a special night for the trick-or-treaters.

Nowhere is this better exemplified than at CA. Smith often organizes the Halloween trick-or-treating route for these "campus kids." She said that the route is never very long or intense, but with smaller children, often visiting only a few houses can fulfill all their expectations.

The route does not need to be long because Halloween is not all about the candy or the distance—it is about being part of a community, about teachers and students collaborating to create a special night and kids coming together to dress up and have fun.

Inside this issue...



New Kids on the Block

by Kunaal Verma '17

In the heart of this fall semester, we’re all undergoing some kind of transition. While each year marks a transition for all students, ninth graders arguably make the most significant transition. The *Centipede* caught up with a few ninth graders just over two months into their high school careers.

Part of the reason new students found the transition to CA manageable was because of the welcoming atmosphere on campus. “Here, adults care about you,” said Yesenia Mozo ’18. Dhruv Sreenivas ’18 and Sam Welch ’18 agreed with Mozo, explaining that CA faculty members are more willing and available to help than teachers at their previous schools were. Other newcomers mentioned that their transition was unexpectedly easy. “I thought it was going to be a whole lot harder to make friends,” detailed Andrew Cekala ’18, “[but] because... we’re all looking for the same thing... it is easier.”

Still, plenty of students found the social transition difficult. Nick Ornstein ’17 remarked on his transition to CA last year: “I was pretty sure I would find my crowd. Then, after a few months had passed and I hadn’t really, I started to worry that I wouldn’t fit in with my class.” Ornstein slowly realized that he had not known the class as well as he thought, and began to make friends with students with whom he shared activities. Similarly, Hanson Wang ’18 found friends

mostly through common interests, but does not believe there are many interest-centered divides. “I don’t feel like there are a lot of cliques here at CA,” Wang explained.

The academic transition to CA varies from student to student, each one handling the workload differently. Some, like Neta

Kafka ’18, find the workload “challenging, but challenging enough that I could handle it.” Others, like Welch, have experienced more difficulty adjusting to the workload. “My organizational skills aren’t very good,” Welch commented, “but I’m getting more used to it and its becoming more manage-

able.” Kafka agreed, adding, “[the homework is] not that bad if you plan [it] out ... but if you get behind then it’s a lot.”

Finally, entering CA, some ninth graders had low expectations for their participation in the athletic program. “Athletically I was expecting it to not be [good],” said Kafka, a member of the Girls Varsity Soccer Team. However, after participating in sports at CA, she said, “I’ve been impressed, and it’s going well.” Sam Chester ’17, who learned to play squash in CA’s Beginner Squash class, added his standpoint on CA athletics. He said, “The CA coaching and the other members of the team were really supportive and gave me the confidence to try a new sport, [squash].” Having never played squash before, Chester thought that it was “awesome” that everyone could play the sport even if they were not particularly skilled.

While many CA newcomers have encountered a few bumps along the road, whether socially, academically, or athletically, most find the transition to be smooth in general. “I expected myself to be homesick,” Wang said, “but the community here is so warm that ... CA is my family.” No matter where you come from or where you’re going, changing environments is no piece of cake. However, many ninth graders and new 10th graders argued that the transition to CA in all aspects was made easy by the supportive environment and the availability of both faculty and students to offer guidance.



Four freshmen take a homework break in the Stu-Fac after school this fall.
Photo courtesy of Mike Cook-Wright

The Boarding Dilemma

by Emily Yeo '17

We caught up with two Concord Academy boarding students to ask how they handle the CA workload while surrounded 24/7 by a community. While boarding life has its perks – friends just steps away, campus activities on the weekends, house food, to name a few – it also has its downsides. Boarding life sometimes makes time management and productive studying more difficult.

Latisha Wade ’18 explained that when she became a boarder, she had to learn to manage time and set up boundaries to ensure that she would complete her assignments. “Managing time is harder because people are around more and you want to hang out with people but at the same time you have work to do,” she explained. “I try to use my frees to be alone and get a lot of work done. So I learned to be assertive and tell my friends to give me some ‘me time’ to do work. Doing this has helped me stay on top of my work and helped me keep up with academics.”

Living in a social environment influences the boarders in many ways, both positive and negative. Some boarders, like Wade, feel as though they are constantly “living in the moment” because boarders are at school if “anything happens.” But boarding school also comes with a price – homesickness, lack of privacy, and more difficulty focusing on homework.

In order to counterbalance the drawbacks of a boarding school, Boarding Council plans weekend activities, students study in the Concord Public Library, and house parents cook house food over the weekends. Nonetheless, boarding life still presents challenges for students who need to strike a balance between work and play. Returning boarders and especially new boarders deal with the constant challenge of time management every new school year.

Rafi Barron ’17, a returning 10th grader from Mississippi, elaborated on his difficulties organizing time. “As a boarder, managing your time can sometimes be really difficult because there are schedules already laid out for you—study halls, times that you have to be in and out of the house, and lights out. So you really have to think about how to budget your time wisely and when’s the time to hang out with friends or do homework. But I feel like that can be very helpful because it helps you build time management skills.”

He explained that each boarder manages to find a way to fit in school, after school commitments, and homework. Plus, study hall on weeknights helps the students get their homework done, as does the absence of Sunday activities.

While it does pose challenges, boarding life not only helps students live independently but also allows them to learn how to manage their time and organize themselves.

Tour Guidance

by Ben Stoloff '15

This past semester, Concord Academy students have been taking an active role in shaping CA’s future. CA seeks students from a diverse range of backgrounds who are active in their communities and have a curious intellect. Getting these students to come to CA is sometimes a difficult proposition; there are dozens of private schools in the area all looking for the same caliber of students.

In order to get these students to choose CA over the other options, the Admissions Office strives, among other things, to give students the best possible picture of CA. Tours are one of the best ways for CA to give potential students a real feel for CA. While at some schools, parents and students tour together, at CA, students tour the applicants while current students’ parents lead the applicants’ parents. This allows for the applicant to get a real feel for the atmosphere of CA.

This year however, CA tour guides are going a step further and looking to improve the touring program in new and innovative ways. In the past, tour guides have shown up for a short training session at the beginning of the year and for one 75-minute block each week to tours prospective students.

This year, however, the Head Tour Guides are hoping to make it a much more interactive experience. Now, the tour guides are meeting during club block on Wednes-

days. While the frequency and content of these meetings varies depending on the time of year, these meeting have proven to be useful. While most of the meetings are devoted to organizing the Saturday tours, they also provide an opportunity for more experienced tour guides to share their tips and experiences with the newer members of the club.

Furthermore, in order to encourage more participation, the Head Tour Guides have been handing out more Dunkin’ Donuts gift cards to the tour guides who gave exceptional tours during a particular week. The intention is that this will encourage more people to tour and discover that they enjoy doing it.

The tour guides are also adding a tips section on CA Connect, CA’s online student platform. While the project is still in the works, eventually there will be a forum where CA tour guides can post questions, share insider tips and tour secrets. The purpose of all of this innovation is to give new tour guides more experience before they begin touring on their own.

Head Tour Guide Lindsay Klickstein ’15 said of the new program, “I think its great. New tour guides are starting with so much better experience than ever before. They get to use others’ experiences to guide their own. It’s going to make touring a lot better for everyone.”

Breaking Through Bias

by Steven Rhodes ’17

I had a dream before I came to Concord Academy that I would meet people who were like me: passionate, smart, determined and focused. I assumed CA would be the perfect place for me. Not only was I wrong, but my attitude and my mentality were wrong too. If I were at a school where people thought like me, I reasoned, then people would respect and understand me. At CA, however, I was respected, to an extent, but I wasn’t understood. I don’t think I am alone; many people here are misunderstood and misinterpreted, and consequently, people miss what others have to offer. I tend to put people in groups to which they might not belong: “popular kids” who only want to have fun and “abstract kids” who are anti-social outcasts are two examples. I labeled people at CA, and they labeled me back. I limited the number

people to which I could relate because I put people in groups and judged them, and then became angry that I couldn’t make enough friends or find my group. I remember an occasion when I asked myself a significant question: “Do I know the people I judge?” I remember answering, “You don’t know these people you judge. You label all these people whose shoes you have not put yourself in.” So I made an effort to put myself, as best I could, in other people’s shoes, to think about other people instead of myself. I started wondering, “Why do they do what they do?” This led me to think about why people are here at CA, why they wake up to face many academic and social challenges each day. So I decided to do a survey, a personal one, and ask questions not often asked.

One of the most important questions was “Why are you here at CA?” A few said that attending CA was more their family’s

choice than their own. But, as I talked to more people, I found those who said they chose independently to come to CA. They came for themselves, because they wanted to build a better future, a better foundation for success through rigorous academic and social work. The “popular kids” or “ theater kids” knew as much I as did about hard work. When I asked them about short and long term goals, they said they wanted to make good friends but also work hard and get good grades. They weren’t all that different from me—they appreciated solid friendships and wanted to maintain them.

I tried to determine whether or not personality type (introvert versus extrovert) influences the quality and level of friendship. I found that many introverts felt restricted from making new friends and connections. Extroverts, on the other hand, said that they make a conscious effort to meet new people

and fed off others liking them. These people are often labeled as “cool kids” because they are easily approachable and friendly.

One of my favorite questions, because it challenges people who haven’t yet considered it, was: “What is your passion?” Some people were passionate about sports or music or an instrument. Others said that they had no clue what they were passionate about. I found some students who said that they were passionate about a better future or personal growth. I found that, like me, students are interested in being the best they can be and facing the social and academic challenges at CA.

I arrived at CA biased and judgmental. I made claims that weren’t true and closed my mind to people I could have been friends with. By challenging my judgments, I found that not only were they unfounded, but that most people were not so different from me after all.

Family Weekend Without Family

by Channah Powell ’17

Family Weekend is a prime opportunity for families to visit Concord Academy and get to know the school firsthand. But not all families were able to attend the October 17th to 18th activities. Whether it was because of distance or work schedules, many relatives could not participate. Students without family present experienced Family Weekend dif-

ferently from students with family visiting. She went on to say that, “after awhile it was fine, and I didn’t really think about it.” Some students also voiced that the Chandler Bowl was a pleasant distraction. “I watched one of my host kids play soccer with my host family,” said Chris Zhang ’17. Kostochka passed the time by “hanging out with other people without parents there.”

Although her parents couldn’t make it, “It was nice to see everyone else’s family,”



Students enjoy the weather and spend time on the Quad during Family Weekend. Photo courtesy of Molly D’Arcy

ferently from students with family visiting. “I was definitely sad. I mean I miss my family. But, I also understand why they couldn’t come,” said Olga Kostochka ’17, whose parents live in Russia. Other students, too, mentioned distance as the reason why their families couldn’t attend. Students described the experience of Family Weekend, minus the relatives, as a bit strange and awkward. Latisha Wade ’18 reported, “At first it was weird because you saw everyone else’s parents and you were just walking alone.”

said Wade. She mentioned that many of her friends’ families reached out to her to spend time with them during Family Weekend. Host families also reached out to students to share a meal and spend time together.

Even for students whose families couldn’t attend, Family Weekend was fun and successful. With the support of their host families, friends, and their families, students enjoyed the beautiful weather and program-

...continued from page 1
picks the candidates, top officials control the preliminary elections.

In response to the Chinese government’s imposing restrictions on the election of candidates for the Hong Kong leader in 2017, Hong Kong student leaders and organizers of Occupy Central With Love and Peace laid the groundwork for a civil disobedience campaign for democracy. On September 22nd, 2014, The Hong Kong Federation of Students, comprised of masses of energized youth, began protesting outside the government headquarters, demanding more democracy in the process of election for the territory’s chief executive. A pro-democratic sit-in lasted for several weeks, and thousands of protesters took over central areas of Hong Kong and camped outside the government offices.

Nevertheless, the protesters were split into two factions. The Hong Kong Federation of Students encompassed a large portion of the protesters. “In a sense, they are the lost generation,” said Rafferty of the Federation of Students. “They grew up after British-occupied Hong Kong.” The British only released Hong Kong from its grasp in 1997. The recent generation’s enthusiasm concerning the city’s independence is mostly derived from its frame of reference. As Rafferty explained in his lecture, the older generation considers the younger to be somewhat radical, reminding them that there have been trials far greater than the present situation.

Extensive student involvement is principally why Ed Rafferty believes the pro-democratic movements should intrigue the CA student body. “Because it is a protest of young people,” remarked Rafferty, “It should seem less remote to us.” Not to mention China’s influence on the world stage. “What happens in China is going to affect the rest of the world,” said Rafferty. This is true in a political and economic sense.

The conference ended with Rafferty’s concluding note, “I don’t think I’ve seen the end of the protest. Even though the protest has dwindled, I think that it will come back. Since a generation [the younger generation] in Hong Kong is alienated from the [Communist] Party, I think that there is going to be more unrest in the future.”

Though faculty and students held various points of views, Rafferty said that

Hong Kong

all participants were respectful of each other’s opinions. Among the students who attended the briefing was Hongkonger Anna Ginsburg ’17. She said, “I feel like it is not so much about democracy but about social issues and social changes. Hong Kongers don’t want be just another city in China – they want to maintain their independence and identity.” Another attendee, Elaine Liu, ’15 commented, “I think that the conflict is that if Hong Kong becomes independent, the Chinese government won’t be able to hold up the narrative that it has been holding for the past 65 years.” Helen Liu ’16 added, “I think that there’s a lot of misunderstanding between the mainland and Hong Kong citizens, due to the propaganda, censorship, and biased articles. It would be better if more people had discussions like what we had at CA.”

Continuous talk prevails on the so-called “CA Bubble,” in which we are perhaps doomed to closed-mindedness, letting events as vast and critical as the situation in Honk Kong fly under the radar. The purpose of the lecture was to counter that assumption.

When many people talk of the “CA Bubble,” they are referring to our lack of awareness on international issues, or even more narrowly, issues that don’t involve CA. In fact, in an invitation sent out in preparation for Rafferty’s lecture, David Rost used the term “CA Bubble” as a means of motivating students to attend. “Burst the CA Bubble! Please join Ed Rafferty, who will be talking about the current situation in Hong Kong,” wrote Rost in the invitation. His reference is yet another testament to the prevalence of the idea. It is constantly dropped into speeches, yet as a community, CA does very little to openly address those concerns.

“We have created a world that’s not like anything else.” Rafferty said he firmly believes that a “CA Bubble” does exist. He explained that when students enter into the real world, they will be faced with problems far more sweeping than they can imagine. Stanley Zheng ’17, another attendee of the dinner lecture, said, “We should have more discussions about current events, because there is much more going on in the world. We should burst the CA bubble at times.” “David is hoping to do this again,” noted Rafferty optimistically. But when it comes to breaking the bubble? “It will take work.”

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Fall Sports Teams End the Season Strong

By Alex Weyerhauser '15

After graduating so many fall athletes in May 2014, many members of Concord Academy fall sports teams were worried going into this season. They have come out of it, however, proud and without a trace of doubt in their abilities. As this fall season comes to a close, the CA community celebrates what has been a very successful athletic season.

Girls and Boys Cross Country had unbelievably successful Eastern Independent League championship meets on November 1. The girls team placed second out of ten teams, only coming short of Newton Country Day School, the defending EIL champion; however, the CA girls did beat Winsor School for the first time ever, which was an outstanding victory as Winsor has won the EIL every year from 2001 to 2010 and then again in 2012. “This is the strongest team in the history of Concord Academy Girls Cross Country,” Coach Jon Waldron said.

The boys came in second out of eight teams, only eight points behind Landmark School, an impressive result, as three of CA’s top six runners were out for injuries or sickness. The top ten boys and girls finishers received medals; CA’s Jolie Jaycobs ’16 was the fourth girl runner overall, and Lindsay Klickstein ’15 was the ninth. Matt Donahue ’16 and Nathan Gamble ’17 came in fourth and fifth respectively for the boys.

Girls’ Varsity Soccer has had a phenomenal season, with a record better than it has been for years. Captain Isabel Hajian ’15 believes that, along with great coaching and new and improving players, the reason for this remarkable season has been that “team spirit and excitement to go to practice has increased dramatically.” With their final game on November 7, they became 7th in the EIL with a record of 7-9.

Many of Boys Varsity Soccer’s starting players graduated last spring, however they have still managed to go thorough this season with a very strong team. Their impressive regular season record of seven wins and four ties has put them in second place in the EIL, only after Beaver Country Day School. The boys JV soccer team’s past few months have also been exciting ones. With no losses and only one tie in league, the boys have had a

successful, undefeated season.

Varsity Volleyball has finished up their season with a record of nine wins and seven losses, including the final CA win in the Chandler Bowl. They finished 3rd in the EIL overall after Newton Country Day School and Dana Hall School. Corey Rost ’15 and Anita Onyimah ’16 were chosen to compete in the NEPSAC All-Star Meet on November 2—an impressive achievement for CA. JV Volleyball also had a phenomenal season with a record of six wins and only three losses. This has been one of their best teams yet. Eva Koplow ’16 said, “we finished the season with wins against BB&N and Bancroft and were really happy with the success of the season.”

Varsity Field Hockey has been steadily improving the entire season and has been on a winning streak for the past few games. Eliza Guion ’15 said, “Our coach has been so positive throughout the season and our team has bonded and become really supportive and happy.” With their record of six wins, seven losses and three ties, they are placed 8th in the EIL. This is the first year the Field Hockey team has been big enough to have a JV and a Varsity team, and the returning players are very excited about the enthusiasm.

Overall, this 2014 season has been a successful one for CA’s JV and varsity athletic teams.



Boys varsity soccer players huddle up before their Chandler Bowl game.
Photo by Kellie Smith

CA Wins 24th Annual Chandler Bowl

by Chris Pappey '15

On Saturday, October 18th, the Concord Academy Chameleons and the Pingree School Highlanders competed in the 24th annual Chandler Bowl, a competition between the schools’ fall athletic teams. For the third year in a row, CA defeated Pingree.

CA’s boys and girls cross country teams set the tone for the day. Both teams won confidently. Matt Donahue ’16 won for the boys and Jolie Jaycobs ’16 won for the girls. For both the girls’ and boys’ teams, there were several personal bests, which helped the teams moving forward into the rest of the their season. “The following race was EILs so it was a good morale boost to have,” said Sarah Rodowick ’15.

The next game was on upper field for the boys’ JV soccer game. The match was neck and neck until about halfway through the first half. Andrew Yoon ’18 collected the ball at the half-way line, took some touches, and fired the ball at the net from the center circle. The Highlander keeper, not expecting the shot, jumped futilely as the ball soared into the net. The Chameleons maintained a solid defense and worked hard to protect their net, and they preserved the shutout throughout the second half to come out with the 1-0 win. “It was a good team win that helped set the tone for the rest of the season,” said defender Andy Jin ’16.

While boys’ JV soccer fought it out on main campus, the games over at the Moriarty Athletic Campus were tough battles as well. CA’s boys’ varsity soccer showed a valiant effort against the Highlanders. Much like the JV game, the varsity game was very close. The game was tied 0-0 until Jason

Seeger ’17 dribbled through the Highlander defense and shot a rocket into the upper right netting. For the rest of the game the CA boys played with a defensive mindset. One could feel the excitement in the crowd as the clock ticked down, as this would be the game that allowed CA to retain the Chandler Bowl if

it found the back of the net. The game ended with a draw, but both teams were proud of the effort they put in that day.

CA’s girls’ varsity soccer had a tough matchup against the Highlander powerhouse. The Chameleons held them off for as long as

against a tough Pingree squad, one of the top teams in the league this year. Concord came up scoreless, losing 6-0.

JV volleyball, on the other hand, came up big on Pingree Day. The Chameleons bested the Highlanders with a score of 2-0.



CA students celebrate the win after the girls varsity volleyball game on Saturday, October 18th.
Photo courtesy of Ben Carmichael

the boys won. Finally the clock stopped at two minutes, signaling the start of passing time. The boys were so close and the crowd was growing more and more restless. Pingree was awarded a corner kick with a little over a minute remaining in the game. With both teams packed in the box, the ball came soaring in and connected with the forehead of a Highlander. He redirected the ball and

they could, but Pingree ended up taking the lead heavily. The game ended with a score of 6-1 in favor of the Highlanders, but the score did not reflect the enormous effort the team put in the second half. “We came back really wanting it,” said Elly Veloria, ‘16. “In the second half, we were able to hold our own.”

Boys and girls varsity golf also played

The varsity field hockey game ended up as the deciding match in the day’s competition. With the boys’ and girls’ soccer games ending during the waning minutes of the field hockey game, all eyes were on the girls as they kept the bowl at CA. The Chameleons scored first in the game, with the Highlanders tying it up. But CA pushed two more by Pingree and emerged victorious. When the referee blew the whistle signaling the game was over, the crowd went wild, knowing that CA kept the bowl. Senior Eliza Guion ’15 said, “Pingree is a really good team, and it was certainly a challenge, but we were able to push through it.”

The day ended back on main campus at the SHAC for the girls’ varsity volleyball game. The stands were packed with cheering fans as they watched the girls play. The Chameleons easily won the first two games of the best-of-five format, but the last game proved to be more of a challenge. The energy in the gym was unlike any other event that day. With the stands packed, the crowd roared with each CA point. It was an intense match until senior Corey Rost ’15 hit a magnificent serve to win the match. The crowd went wild, and the fans gathered around as the Chandler Bowl was awarded to CA for the third year in a row.

Can I Still Watch?

by Jenny Brennan

I love football. I’ve spent many a week-end watching a full slate of college football games on a Saturday and NFL games on Sunday (and Monday and Thursday). I love football because I love team sports, and I am thrilled by the high level of play we are able to witness as fans. It’s the teamwork, the camaraderie, the insane dedication that goes into training and studying, and the preparation to be excellent every single day. I love football in particular because as far back as I can remember I would sit at the foot of my dad’s black upholstered recliner fascinated by his fascination with the game. He would pound his fist into the arm of the chair and yell at the TV, “What are they doing out there?” He would groan and drag his hand over his face claiming he just couldn’t watch anymore...but he did. He always did. I mention these details only to show the truly ingrained nature of watching “America’s favorite pastime” with my dad and, for me, that tradition has carried on into adulthood.

I will admit that, at the beginning of this year’s football season, my plan was absolutely to watch the NFL. I’d read bits and pieces about Ray Rice, I was well aware of the impact concussions were having on the lives of former NFL players, I’ve followed the Aaron Hernandez case, but somehow this

felt separate from my own consumerism. It is not just watching, it’s tradition: spending Sundays on the couch, inviting friends over, enjoying good comfort food, and doing my own fair share of yelling at the TV (the coaches can hear me after all, so my advice is crucial). It is a tradition entrenched deep in my life, even more so now when I feel for my father’s presence.

But would he watch? Can I watch? How do I balance this tradition and its deep meaning with what the League has become? As a woman, as an athlete, as an educator, can I reconcile maintaining a tradition with the well-known transgressions of players, owners, and the Commissioner? They’ve denied the impact of concussions, denied having performance enhancing drugs problems, denied that suicides and even murder-suicides can be linked to their game, and most recently they’ve made mind-numbing decisions about player conduct.

Louisa Thomas, a contributing writer for *Grantland*, writes about the inequity in NFL player suspensions for PEDs vs. Code of Conduct issues in her article “Math is Hard! A Girl’s Guide to Orlando Scandrick’s Suspension.” It is a tongue-in-cheek review of the crazy inconsistency in punishments, including suspending players for a greater length of time for engaging in recreational drug use than for beating and dragging their

partner. Kate Fagan (espnW) is calling for an honest conversation and pointing out this can be an opportunity to “hold up the mirror.” The twitter #whyistayed #whyileft campaign is also raising awareness around the issue of domestic violence.

My dilemma grew when I watched the US Women’s National Soccer Team compete in a friendly game against Mexico, and to my great surprise Hope Solo was playing in the net. In June, Solo was arrested on suspected domestic violence against her 17-year-old nephew and his mother. She was booked, plead not guilty, and was released on bail. Where is her suspension? If we are against athletes playing when they are in violation of Code of Conduct policies, we are against athletes playing. We don’t get to pick and choose.

Now the conversation is getting interesting, now we are talking about gender, about gender equality. The influx of female writers or reports in the conversation about Ray Rice is double-edged. It seems that while women are never tapped to sit at the “big boys table” when it comes to NFL coverage (or any other male league) suddenly they are featured on this story. I have a problem with that.

The NFL needs to address their very real issue of domestic violence, and the new policy is certainly a step in the right direc-

tion. It should not have taken the widespread release of the video of Ray Rice beating and dragging his now wife to get there. Sports organizations, as a whole, help society set a tone for what we will and what we will not accept. For better or worse, they impose a massive influence over popular opinion and need to be responsible for that. I also don’t think punishing everyone for the acts of a few is appropriate. Plenty of men compete in the NFL and never beat their partners or children.

So we are in week eleven, and I will admit it: I’ve watched each one of the Patriots games. I am not sure my not watching would accomplish much of anything. Maybe I would feel better, or maybe I agree with Katie Nolan (Fox Sports) that the answer might be more about continuing the conversation than simply tuning out. I haven’t mustered the same excitement, haven’t invited friends over or made any of the usual plans. I’ve turned the channel more often, not exclaiming over the big hits, and certainly not enjoying the over-the-top exaggerated stereotypes at every turn. Instead, I find myself shaking my head when they throw to the female reporter on the side who is allowed to quote a coach or trainer and takes us to a commercial break, never quite part of the conversation.

A Reflection on the Recent History of Music

by Leo Feininger ’16

On October 5th, I was lucky enough to attend a concert with my family—a solo performance by none other than Neil Young, a former member of two seminal bands from the ’60s and ’70s: CSNY (Crosby, Stills, Nash, and Young) and Buffalo Springfield. I could be wrong, but my guess is the majority of CA students is not familiar with either of these groups, but the majority of CA faculty is. If you don’t know them, look them up (even if you don’t like them, you will become more knowledgeable about music).

The concert was an interesting experience; Neil Young’s music is (technically) that of my parents’ generation, and these days most kids my age seem to be listening to all the same contemporary pop music (which I have no interest in whatsoever). I think my parents thought I would enjoy the concert, but they were a little unsure.

Neil Young’s music as a solo performer is acoustic, influenced by rock, folk, and country music (old country music). A number of songs he played were originally written by

CSNY and Buffalo Springfield. The others he wrote himself during his solo performance era. Many songs related to political, social, and environmental issues at the times of their releases.

When I first started paying attention to music (in 2009 or so), I started off listening to pop music very much like today’s because it was what everyone I knew listened to. I remember disliking Neil Young and other similar artists’ music. I honestly can’t explain how or why over the course of the next several years I gradually moved away from pop music, even developing a real dislike for it. During that time I expanded my musical horizons and have come to like and appreciate the music of Neil Young’s era and genre.

As I have said several times, I dislike much of, but not all of, today’s music. If Neil Young’s music belongs to my parents’ generation, then contemporary music is essentially the music of my generation. Many factors have contributed to how music has changed over the past 30 years, but two seem especially relevant.

The first is the gradual loss of actual message, meaning, and stories within pop music (again, not the case with all new music), and it may be unfair to compare the ’60s and ’70s, a time of very complex, powerful political and social issues to the present. While there certainly are important political issues today, they just don’t seem to carry the same powerful messages, and aren’t as present in everyday life as they were in the ’60s. Though modern music may lack influences from current events, it could still contain a storytelling aspect. But even this seems to be missing from most new music; most of it seems to be simply about love and partying.

The second major change is the advance in technology since the ’60s, and its impact on new music. Whether this is a change for the better or worse depends on how you interpret its impact. It is increasingly common for music to be made nearly or completely electronically (with computers). Additionally, technology like Auto-Tune is frequently used to adjust a singer’s voice, which creates a disparity between the tones of recorded and live music. It was during the late ’70s and

early ’80s that music began to incorporate more artificial sounds, primarily through new wave music, but usually the technology was used tastefully. Now, however, the use of technology has become downright excessive. Miley Cyrus is a good example of this: her music is not completely reliant on technology, but does make use of it in significant amounts. There is also a prevalence of electronic music made entirely with computers. Take for example someone like Skrillex. This is not to say that electronic music is inherently bad; it’s that music loses a great deal of depth if it isn’t played by someone using an actual instrument. Even though I may not agree, I can see how the use of technology could be considered progressive.

Music is subjective; like most art forms, it’s based on opinion and everyone is entitled to their own. Despite the fact that I don’t like what has happened with music, it will be interesting to see what path it follows in the near future.

Amy Poehler Talks About Her New Book

by Nick Hiebert

It’s a rainy, windy, and generally-Halloween-ish evening in late October, and the Burlington-raised actor/writer/comedian Amy Poehler is sitting on stage at Boston’s Back Bay Events Center conversing with her high school English teacher, Kathy Dalton.

More specifically: it’s October 29th, the day after the release of Poehler’s first book, *Yes Please*, and Dalton is peppering Poehler with questions about everything from what it’s like to write a book to what it’s like to be a female comedian in a roomful of men. Poehler and Dalton are sitting on a relatively spare stage featuring little more than two simple arm chairs, a small coffee table, two bottles of water, and some flowers.

The event is sold out, the line for general admission winding its way well around the block. Once the conversation between Poehler and Dalton gets going, it’s easy to

miss entire sentences of it because the audience is laughing so hard.

Boston is Poehler’s second stop on a brief cross country tour (plus Toronto!) to publicize and celebrate the release of her book, *Yes Please*. As of this writing, *Yes Please* sits atop the *New York Times* Best Seller List for Hardcover Nonfiction. Amazon.com has already anointed it one of “The Best Books of 2014.”

After brief remarks from the staff of the Harvard Book Store (who sponsors the event), Kathy Dalton walks out to wild applause from the audience. In her introduction of Poehler, Dalton refers to her as both a “multitalented human dynamo” and “just everything.” And then to nearly deafening cheers, Poehler herself arrives on stage, sits down to Dalton’s left, and announces that what follows will be “payback for all the book reports.”

Their conversation begins with a discus-

sion of *Yes Please*’s preface (which Poehler has titled “writing is hard”) and then expands outward to include – among other things – ruminations on growing up in Burlington, her experiences with improvisational comedy, her friendship with Tina Fey, the final season of *Parks and Recreation* (which Poehler joked may or may not include the appearance of a *Lost*-inspired smoke monster), her website Smart Girls at the Party, her favorite books as a high school student (among them *To Kill a Mockingbird* and novels by Kurt Vonnegut), and her ability to re-conjure a Boston accent.

You quickly get the sense that you are watching two friends talking in front of an audience. And then you realize that this is exactly what is happening. Their conversation toggles easily between the amusing and the absurd (when, for instance, Poehler tells a story about visiting Waco, Texas with Tina Fey just months after the Branch Davidian compound siege), as well as the reflective

and the riotous (when Dalton confesses to the challenges of writing, and then announces that she’s tried writing topless at Poehler’s suggestion).

Yes Please’s back cover indicates that the book itself will be a lot like Poehler’s funny and meandering conversation with Dalton: “A collection of stories, thoughts, ideas, lists, and haikus from the mind of one of our most beloved entertainers, *Yes Please* offers Amy’s thoughts on everything from her ‘too safe’ childhood outside of Boston to her early days in New York City, her ideas about Hollywood and ‘the biz,’ the demon that looks back at all of us in the mirror, and her joy at being told she has a ‘face for wigs.’”

If the evening’s conversation and the book’s back cover are any indication, *Yes Please* promises to be a compelling read, by turns hilarious and wise – just as Poehler herself seems

The Corrupt NCAA

by Jeremy Liang '16

Last year, the Bowl Championship Series (BCS) committee decided to open up a college football playoffs system – a four-team tournament where the top four teams in the nation battle for the national championship. It has been one of the most radical changes in college football history, and will inevitably bring in a lot of revenue for the National Collegiate Athletic Association (NCAA).

While this is an exciting opportunity for the NCAA, the Association is riddled with corruption and its own set of problems - the most recent being whether college athletes should get paid. With the expected financial success of college football playoffs, the discussion will only multiply until the NCAA can no longer ignore the issue. However, once the barrier is broken between the college athlete and a wage for their commitment to their craft, the entire structure and image of college sports will collapse.

As it stands, the model of the NCAA is not correct, and needs to be changed in the way of the athlete. College sports, especially for football and men’s basketball, have slowly transformed from mere amateur competition to a multibillion-dollar business. According to Forbes Magazine, the Big Ten, which is the most profitable conference in Division I, has generated \$318 million thus far in 2014. The University of Texas alone has generated \$167 million in revenue thus far, according to USA Today, and it has also gotten a huge boost from their own TV network, the Longhorn Network. So much for amateur athletics.

Despite the tired stereotype college athletes are not stupid. They already acknowledge how much the schools and leagues profit off of their unpaid work. One may think that the college star lives gloriously, but that is generally not the case. Shabazz Napier, representing the best of men’s college basketball, contributed to two UConn men’s basketball championships, yet goes to sleep hungry as a broke college student. The controversy was followed by a slew of interviews, and although the problem was fixed in terms of UConn’s teams, the issue inevitably plagues athletes all across the nation.

Many argue that college athletes are compensated by a full ride scholarship, but can one actually give this argument convincingly? Athletes skip class, take easier majors, and in the case of the University of North Carolina, take fake majors and receive inflated grades so that they can keep getting dressed for game day. Most athletes are not

entering college to get an education, but to play Division I college sports. Thus, simply a scholarship is not enough, and the athletes need to be compensated with something else.

With all that said, this issue of money will become more apparent than ever after the NCAA generates hundreds of millions off of the college football playoffs, and the players will get paid nothing as a result. The interest in wages will turn into a need, as students will argue that generating money off of amateurs and forcing players to live ingloriously is unethical. The playoffs will be used heavily in this argument, and at some point, the NCAA will have no choice but to submit.

Let’s say that colleges start out with minimum wage in payment. Even with this amount, many Division II and III colleges, possibly even some Division I schools, will have to drop their athletic programs. Of all the sports, only football and men’s basketball have real potential in turning profits; each school has its own sport that is popular on campus, but almost all college athletic programs finish in the red every year. With the addition of wages, maintaining all of these sports – an average of about 17 sports per college (according to College Sports Council) – will become unbearable. Thus, smaller schools and programs will inevitably have to drop intercollegiate athletics. However, some smaller schools will be okay with the change, as the tradition of college sports outweighs the financial shortcomings.

When this change happens, the athletes will be happy and satisfied, and all will be well for the league. In five short years, however, every single athlete graduates, including redshirts, and the college landscape completely changes. While the set of athletes before sat tight and stopped complaining after receiving the minimum wage, this new set of athletes wants change just badly, and will not be afraid to ask. The NCAA, recognizing the injustice of not giving players fair pay, will have no choice but to oblige. More schools will drop out, and smaller sports will begin to dwindle in size. Five years later, the same scenario will happen, and the process will repeat in an endless cycle. Eventually, only the big, profitable schools and programs will remain.

People say that if you are good at something, you should never do it for free. It is only a matter of time before college athletes make this their motto, and the entire NCAA crumbles. Only big schools will remain of the three divisions, an athlete’s devotion and love for sports will be replaced by greed, and the zest of college sports will be completely lost.

Drafting Aaron Sorkin to Write Another West Wing

by Harry Breault '16

The state of the American televised political drama today is rather depressing. It is marked by two successful shows, both of which are highly connected to sex, corruption, and death: Netflix’s House of Cards and ABC’s Scandal. You might think that these elements are intrinsically linked to American politics and therefore that there is nothing odd about their prevalence in the contemporary American TV political drama genre. However, looking at the recent history of this genre, it is both odd and disappointing that these new political dramas are centered around the nastiest elements of politics.

Enter The West Wing!

The West Wing may be the best show you might never have heard about. Aaron Sorkin’s masterpiece ran from the late 1990s to the early-mid 2000s and detailed the fictional presidency of Democrat Josiah Bartlet, focusing heavily on his staff. Such iconic actors as Martin Sheen, Rob Lowe, and Allison Janney were longtime cast members.

According to the Internet Movie Database (IMDb), the show won nine Primetime Emmy Awards in its first season. It went on to win another fifteen and receive many more nominations. It also won Golden Globes and Screen Actors Guild Awards, with even more nominations. Digressing on The West Wing’s awards would be far too tedious for a persuasive piece, so simply take from this paragraph the impression that I am far from the only one who thinks this show was superb.

Beyond its excellence as television, it was even more significant for its ideas. The West Wing is far from dismal. It is dramatic and suspenseful and places the President Bartlet at the center of the universe, making him an overwhelmingly heroic figure. Unfortunately, articles and discussions often criticize the show with adjectives such as “idealistic” and “optimistic.”

I would not use these words to criticize The West Wing — in fact, I believe they make it what it is, and give it its enduring importance. In today’s world, where the general attitude about politics ranges from apathy to rage, there isn’t much room for Hope. Recall that this was President Obama’s victorious

campaign slogan in 2008, and we have certainly gone down again from there. This lack of confidence in the political system, reflected by dire approval ratings for Congress and the President, is not unwarranted.

The West Wing demonstrated that that hope is not the only aspect missing from our political system. What about problems getting solved, politicians taking irresponsibly heroic actions for moral reasons, and Republicans and Democrats getting along? The show simply portrays progress. As the show’s timeline moves forward, each time a positive storyline ends, President Bartlet has another victory under his belt. Thus, the program follows an inexorable march through a slew of happy endings. I believe that this is what we would all like to see in politics and in our world, and this may help to explain the show’s popularity and cement its significance.

It is very obvious that our political climate would spawn Scandal and House of Cards. But, absent The West Wing, there is no counterbalance—where is the hope, where is the idealism, where are the televised do-gooder politicians that are so needed? It is not constructive to dramatize politics in a negative direction.

In this climate, it occurs to me that the savior of our political system might not be a politician.

Enter, Aaron Sorkin!

If Sorkin were to write another West Wing, another absurdly successful and well-written political drama portraying the rosier side of Washington, would it make a difference? There is no way to know for sure, but I speculate that it would. Another Sorkin chronicle of progress and happy endings is the perfect way both to offset public misery about politics and to encourage people to care about politics.

Finally, believe me when I say I would watch such a show whether it gave the loving treatment of Sorkin’s writing to a Republican or Democrat. This is both because of the message this show would send about politics and because of Aaron Sorkin’s utterly spectacular writing.

Perhaps this is the way to fix politics.

A Look Behind the Scenes at Drood

by Claire Phillips '15

The lights go on, actors unfreeze, and all of a sudden, song breaks out around the room. As Verreth Wilson '15 begins to sing, Stage Manager Henry Feinstein '15 stands in the back of the Performing Arts Center, ensuring that the spotlight follows Wilson’s every move, that the microphones are in working order, and that each person knows his or her lines. It’s opening night, November 14th, for CA’s fall mainstage production, The Mystery of Edwin Drood.

When audiences watch shows, they usually comment on actors’ voices and expressions, as well as the sets and costumes. But a lot goes on behind the scenes as well – aspects of the show that audiences often do not notice. We caught up with Feinstein and talked to him about his role of managing the stage for this production.

During the rehearsal process, he explained, it’s mostly an administrative role: “I’m taking attendance and taking line notes and writing down blockings so people know

where to go, and ... recording notes for the various fields, like costumes ... I’m the person who keeps track of a lot of things, and I send out rehearsal reports with all those notes.” These “notes” can be on anything from costume ideas to questions about sound for songs to formations for dancers.

In addition to taking notes on the on-stage elements of the play, Feinstein calls cues for lights and sounds. For lights, this

mainly involves turning them on or off and moving spotlights. Sound, however, includes both balancing the different sound inputs for songs and calling other sound cues. If a storm begins to brew, for example, and the play requires loud thunder and bright, flashing lightning, that’s on him. And while this may sound easy, it can be difficult to direct many performers simultaneously on a set that is busy – technologically and physically.



Students assemble the set for DROOD after school in early November.
Photo by Molly D’Arcy '16

This show is particularly fun - and complex - because it employs a large cast, a steam punk theme, and multiple endings. Steam punk, as used in DROOD, is a subgenre of fiction that employs the anachronistic use of modern advances in an older or less advanced time period. But it is the multiple endings that make this play complicated to cue. Because “it’s a murder mystery ... you vote for the ending you want. So, that’s complicated from my perspective because you have to call different endings on different nights,” Feinstein explains.

Despite any technological complexity, the show has been great, Feinstein says: “We have a really fantastic cast ... and it’s a really fun show, very raunchy and exciting and ... slapstick-y.”

So, the next time you watch a play, notice those changes in lighting, the harmony of piano, recorded, and vocal sounds, and the organization of actors on stage. Time from the actors as well as the stage manager goes into the process of creating the seemingly effortless.

CA Seeks to Further Relationship with ICA

By Reilly Loynd '15

The large yellow school bus pulled up to the curb, and students filed out, grateful that the long bus ride was over. They made their way to the large glass and steel building on the edge of the Boston Harbor. Upon entering the space, paintings and powerful images overwhelmed their vision, and they were released into the museum for further exploration. Museum Day of the 2014 school year proved to be a success, especially for the students who spent their day at the Institute of Contemporary Art (ICA) in Boston.

These kinds of activities serve as a reminder that Concord Academy students are fortunate to have access to a plethora of opportunities in the Greater Boston area which foster cultural immersion. As a way to celebrate CA's 100th "birthday," the administration has been hard at work preparing activities similar to Museum Day to incorporate into the Centennial Plan. The intention is to take advantage of outside resources, such as the ICA, by making them more accessible to the student body. In doing so, CA will accomplish its proposal for a more "boundless campus."

CA plans to expand its relationship with the ICA within the next few years. When Summer Stages dance program was held at Concord Academy, Dance Teacher Richard Colton and Performing Arts Department Head Amy Spencer formed connections with the Institute of Contemporary Art. They began by introducing the "Meet the Artist" performance series, a CA dance performance that took place at the ICA.

A program called "Collab Process and Performance" grew out of this initial rela-

tionship. The goal of this program was to bring together artists of various disciplines, primarily visual artists and dancers, and pair them together in hopes to encourage them to collaborate and commission new creative works that were byproducts of their combined skill sets.

The first of these many performances was with a Site-Specific Dance artist named Steven Koplowitz. His performance took place around the modern architecture surrounding ICA theater. Other iterations of this program included work with CA graduate and dancer, Rashaun Mitchell, who visited CA earlier in 2014 to speak at an assembly and lead a dance workshop alongside Anne Karson, the writer with whom he collaborated.

The relationship between the ICA and CA was initially centered around dance. However, Spencer said that in the future the relationship will likely be more interdisciplinary and thus benefit the greater CA community.

When asked what she would like to share about the ICA with the CA community, Spencer wanted to remind students that the ICA has great educational programs, some of which CA students have attended.

The ICA is the major museum for contemporary art for the city of Boston. A large portion of the art created at CA (in both performing and visual art) falls under the genre of modern art. The ICA aims to help audiences understand why contemporary art is significant, and how it works in harmony with other art forms like dance. Through classes and activities, CA students learn to appreciate modern art, and the collaboration with the ICA serves to facilitate this process.

Gone Girl (4 out of 5 stars)

By Carter Kratkiewicz '16



Don't let the two and a half hour run time deter you from seeing this film; it's over in a blink of the eye and makes you wonder what you just saw. You feel as though you finished a different movie than you started watching. The film starts out mysterious and veiled, ending with harsh reality that you never saw coming. Nick Dunne, played by Ben Affleck, comes home one day to find his wife (played by Rosamund Pike) missing, with some signs of a small struggle such as a turned over and broken coffee table. Anything seems possible in this thriller directed by the masterful David Fincher, who also directed *Fight Club*, *Seven*, and the first two episodes of *House of Cards*.

David Fincher has been telling compelling and thrilling stories since the mid-nineties, but in recent years his filmmaking has evolved dramatically. Earlier in his career, his artistic mark was loud enthusiasm - evident in *Fight Club*, which includes intense one-on-one combat, explosions, and a hard-to-stomach plot. His more recent films, such as *Gone Girl*, are subtler and more carefully considered. Fincher exercises a good sense of timing and approach in *Gone*

Girl. Perhaps he realizes that maybe brute force is only successful in certain areas.

Ben Affleck was a wise choice for the slightly enigmatic character of Nick Dunne. This role isn't really anything unusual for Affleck, being the talented actor that he is; it's just another successful performance under his belt. Rosamund Pike steps out of her usual character – the nice, pure, and sweet woman – and instead plays the bitter not-so-sweet wife. She also goes through a significant amount of physical change, with weight fluctuations throughout her role. I'm not sure whether I admire the dedication of these actors, or if I worry about the unhealthiness of these unnatural physical changes - probably a bit of both. Tyler Perry even makes an entertaining appearance in this film, which I didn't expect seeing as, in my opinion, his only other memorable appearance is in *Star Trek*, and he doesn't even have a major role in that film. Perry doesn't detract from the quality *Gone Girl*; I would argue that he even contributes a little. I guess David Fincher can pull off anything.

Fincher's take on *Gone Girl* is certainly worth seeing, even if you've read the book. It requires skill to make a two-and-a-half-hour behemoth of a film feel short and leave the audience begging for more. I highly recommend this film, especially if you are into intense, nail-biting thrillers. If you aren't, I suggest you give them a second chance.

20Q with *Drood* Director Jennie Israel

By Molly Lazarus '17

This fall, Concord Academy welcomed Jennie Israel onto campus to direct the Fall Mainstage Musical, *The Mystery of Edwin Drood*. Having worked with Israel in *Drood*, I can attest to the level of energy and commitment that Jennie brings to her work on a daily basis. However Jennie's credentials go far beyond the boundaries of the CA campus. As a founding member and associate director of Actors' Shakespeare Project from 2004 to 2009, Jennie played numerous roles within



Jennie Israel returned to CA this fall to direct *The Mystery of Edwin Drood*. Photo by Molly D'Arcy

the company, including Medea in a production of Euripides's tragedy, Jaques in *As You Like It*, The Duchess in *The Duchess of Malfi*, Helena in *A Midsummer Night's Dream*, Constance in *King John*, Helena in *All's Well that Ends Well*, Goneril in *King Lear*, Calpurnia, Trebonius, and Pindarus in *Julius Caesar*, and Elizabeth in *Richard III*. Her resume goes on, but what is most impressive about Jennie Israel is her commitment to all aspects of her life, including not just her career but also her family, her friendships, and her relationship with the CA community.

1) What was the first or most memorable play with which you have been affiliated, and in what ways did this experience impact your career?

"The play that impacted me the most was a play called *Mud* by Maria Irene Fornes. The way in which it impacted my career is that it changed the kind of artist that I am. Although it did not change the physical course of my career, this play changed me drastically. It was a much deeper level of commitment to the work [acting] and my imagination went further than it ever was able to do before"

2) Did you always want to take part in theatre? Did you ever think that it was not the right career for you?

"I always wanted to be in theatre, and I often think that it is not the right career for me. I say this because theatre is often a lot of trouble; there is stress, and there are not a lot of financial benefits, and it is hard to have a family and do theatre. I always question it, but I never doubt it."

3) Despite your doubts, what aspects

of a career in theatre make it worthwhile?

"It is an extraordinary way for people to communicate with each other. Theatre has nothing to do with computers and phones and all of that; it has to do with human response from person to person. It is a 'people-art' and that is what I get out of it and what I love about teaching it to students and doing it myself."

4) What have you accomplished in your time as a director/actor that you are most proud of?

As an actor, two things. The first is that I played Lady Macbeth on the Boston Common, which was really big in more than one way. That was amazing and it was a huge growth. And then *Medea*. Acting in *Medea* when I was six months pregnant was pretty amazing and life changing. As a director, directing *Chicago* here at CA was the most surprising because I had never been involved in a musical in any way before that, and it was shockingly fulfilling and beautiful."

5) What role model would you say has had the biggest impact on your career, or your life in general?

"There are a couple of actresses who are unbelievable. Meryl Streep is probably the number one, partly because she manages her family so beautifully while she manages such a beautiful career but also because she is so present. Judi Dench and Cate Blanchett are probably the other two, who make me the most amazed and constantly surprise me. If I put on an English accent I sort of become Judi Dench."

6) You have acted in many plays

and directed many others. Which scenario do you prefer? Has your preference changed as your career has progressed?

"I don't prefer [either]. They are really different. I have acted in many more than I have directed. Acting is a different kind of responsibility. Directing is a responsibility for the whole thing, but in the professional world you leave and that is really hard for me. They are so different that I don't prefer one or the other."

7) What is your favorite play?

"My favorite contemporary play is the play that I mentioned, which is called *Mud* by Maria Irene Fornes, and my favorite Shakespearean play, which is what I do mostly, is *King Lear*."

8) Tell me about the members of your family.

"I have a seven-year-old son named Liam and I have a two-year-old daughter named Stella. I have a husband, and my mom and my brother. That is my family."

9) Although they are young, do you see your children following your footsteps and having an interest in theatre?

"I don't know. My daughter is very flamboyant and fierce, so maybe. My son really likes being in the audience but he likes dancing a lot, so we'll see. I don't foresee it and I don't necessarily wish it on them, but I will be excited for them to do whatever they want to do as my parents were."

continued on page 8...

Twenty Questions

...continued from page 7

10) What is the lesson that you feel is most important to bestow on your children? How and when did you learn it yourself?

“I don’t think that I necessarily learned the lesson that I think is most important for them. I think that I learned it as an adult. I think the most important lesson for them is kindness to themselves and other people. I knew this, but I wasn’t taught it.”

11) How has having a family impacted your career, and what have you had to give up in order to balance your role as a mother with your role as a director?

“I have had to give up a lot. I used to act in five or six plays a year and now I act in one. I choose really carefully what it is, because it has to be really good each year. I don’t have to compromise. I could do more but I really want to be home to put [my kids] to bed. My daughter really doesn’t understand when I am gone. In May, I did my first play since she was born, and I had been gone for three days in tech for twelve hours a day, and it was six in the morning and my husband put her in bed with me and she put her hands on the sides of my face and said, ‘mama you have kids.’ She knows that she doesn’t want me to be away for bedtime.”

12) How long have you been friends with David Gammons? Where and how did you meet?

“I have known him since 2006 when we did a production of *King Lear* that he designed and I acted in with my theatre company [The Actors’ Shakespeare Project]. After that, our friendship evolved and evolved. He has directed me in several plays. I was the Texan voice coach for a production he did.”

13) What do you most value in a friend and how does Gammons live up to this?

“I value unconditional love and kindness in my family and friends, and that is what he is.”

14) Is Gammons the reason why you came to CA? Did you know about CA before you met Gammons?

“Yes, absolutely. I have some friends who have gone here but I didn’t know that they had gone here until we were adults.”

15) What would you say is your biggest struggle with working with teenagers? What is the biggest advantage?

“My biggest struggle is also my biggest joy, which is impulsivity. It is much more a joy than it is a struggle but getting everyone together to focus can be a challenge. However, everyone’s instincts and impulses are also the best part about it, and this can be really missing in adults.”

16) What plays have you directed before or helped to direct at CA? What has changed since your last visit?

“At CA, I have directed *The Beaux’ Stratagem*, *Macbeth*, *Chicago* and co-directed *Volta* with Gammons. I don’t know what has changed since I was last here. It feels very different but I can’t put my finger on it. It may that I am different.”

17) What was your first impression of the students and teachers?

“That they were all incredibly intelligent and incredibly curious.”

18) What was your favorite academic school subject in high school?

“E n g l i s h .”

19) If you had the chance to come here as a student would you take it? Do you think CA would have been a good fit for you in high school?

“YES! In all caps! I would have, I think that it would have been a great fit for me.”

20) What advice do you have about the business for any aspiring actors and directors?

“Be patient, be diligent and do anything you can to cultivate your imagination.”

Stacks on Stacks on Stacks?

by Bre Kelly ’16

A unique feature of CA is the concept of extended campus, which gives students permission to go into Concord and to all of the stores and restaurants it has to offer. “Extended Campus allows us to take advantage of our proximity of a town center without having to sign out each time you want a cup of coffee or some food,” said Dean of Students David Rost.

When students have such easy access to so many shops, one might ask how students obtain their spending money. CA offers job opportunities to students – they can shelve books in the library, work in the bookstore, and do odd jobs like raking leaves or stacking firewood. Some students have summer jobs – including work at CA Summer Camp – and learn to save their money to spread out during the year as needed. About ¾ of the 50 students asked receive an allowance from their parents, which ranges from \$50 to \$300 per month. A number of kids babysit for the various on-campus faculty members who have young children. Jaime Greenwood ’15 commented on her spending habits: “I babysit a lot and save up money from my birthday and other holidays. I very rarely spend money but when I do, it’s usually about \$10 at Comella’s or Chang An to go out to lunch with friends.”

Reilly Loynd ’15, a boarder from Vermont, detailed, “I get about \$50 a month from my parents while I’m at school and I really only spend money on food or books.

I don’t drink coffee, but I spend money on snacks and books usually from Haute and the Concord Bookshop. Over the summer I nanny and save about 60% of that money to last me through the year and the other 40% I spend on gas and recreational activities like park passes to do things with friends.”

CA also gives \$50 monthly checks to approximately 90% of students on financial aid. An average CA student spends between \$15 and \$30 per week on various food items: coffee and pizza being the most popular choices.

For train students, commuter rail fare is another expense. “Everyday I take the commuter rail to school and home,” said Nicky Longo ’17. “The train costs normally \$1.00-\$8.00. My parents give me a little money for the train every day. With the money that I don’t use on the train I normally go out to Sorrento’s with my friends or other food places in Concord. It’s very easy to spend money carelessly in Concord, and I try to watch that,” he added. Like many day students, Longo takes the train to and from school and often stops for a bite to eat.

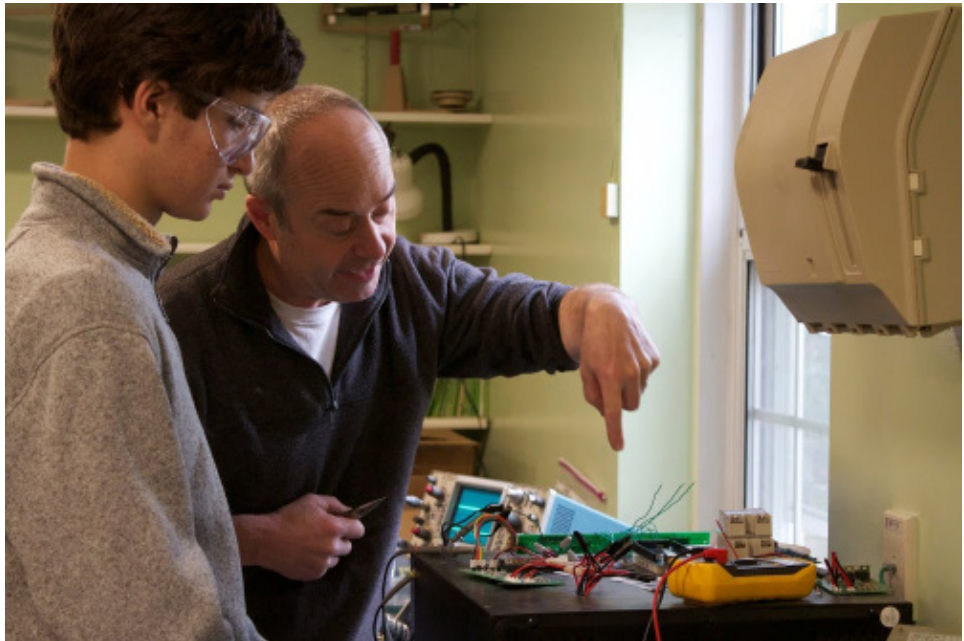
Most of students’ spending money ends up in the hands of local businesses. The most popular stores where people spend money are Domino’s, Starbucks, Dunkin Donuts, Bedford Farms, Cumberland Farms, and New London’s. CA’s proximity to Concord forces students to learn how to manage their spending and organize their priorities.

“We Build Things”

by Tim Lu ’17

Have you ever heard the metallic sound of the tubulum reverberating in the air of Performing Arts Center? Have you ever used video camera stabilizers in a film class? Have you ever seen the miniature elephant “printed” by the CA’s new 3-D printer? Yes, these works were all designed and constructed by CA’s own engineering club – DEMONs (Dreamers, Engineers, Mechanics, and Overt Nerds). When asked about the pursuit of these young and enthusiastic engineers, Linc Berkley ’17, one of the three co-heads of DEMONs club, shrugged a little

classroom,” John Pickle explained various projects DEMONs has been working on, “We divided our whole club into different small groups, each group working on their own project. Some are working on the macronator and the micronator; some are improving the tubulum; some are exploring our new 3-D printer. We meet every Wednesday during club block to discuss the progress of our projects and brainstorm for new ones. Then every Sunday morning we put these plans into action.” Speaking about DEMONs’ contributions to CA community, Berkley added, “We basically build what CA needs. For example, we made the stabilizer for the



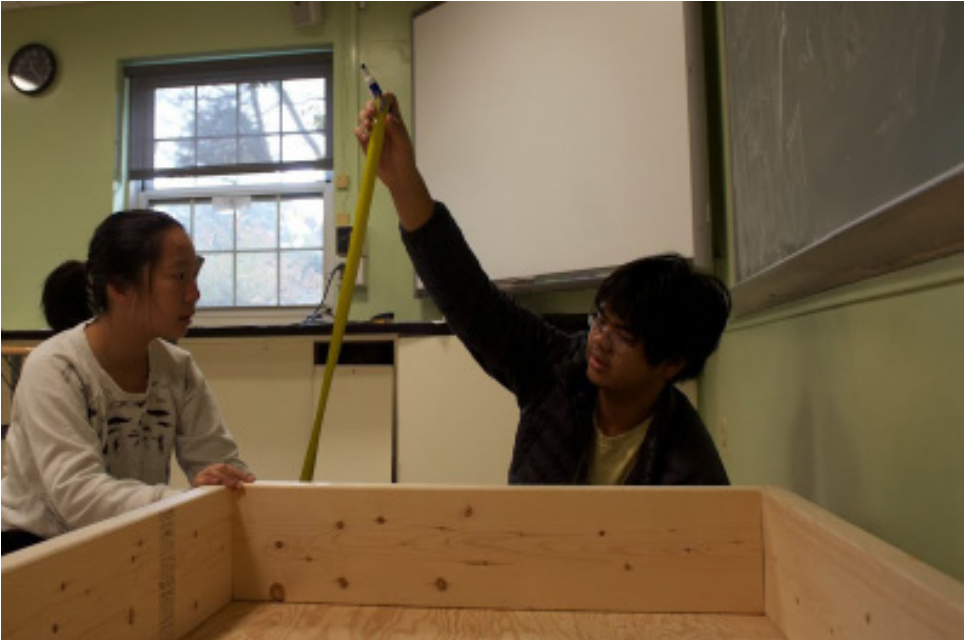
DEMONs adviser Max Hall assists Mark Morton ’18 with a circuit project on a Sunday morning.
Photo by Molly D’Arcy ’16

and smiled, “Well, we build things.”

“In DEMONs club, the word ‘build’ means a lot more than the mere action of constructing. It also suggests an entire and systematic process. First, we will find a client in CA community. Then we come up with an idea and start to design. After that, we have to go back to our clients and to see if our designations suit what they need. It’s a process of constant interactions between mechanics, designers and clients. It’s a prototype of engineering in the real world and I believe MIT is doing the same thing as us,” said John Pickle, a science teacher at CA and one of the faculty advisers to DEMONs, dur-

ing filmmaking class. We built a cart to solve the transportation problems in recycling duty. We are also planning to build something that connects the emotions of performers with the music for the Dance Company class. In this way, DEMONs is able to establish a close collaborating relationship with many departments at Concord Academy. They ask for innovations, and we will do our best.”

As for the relationship between students and their advisers, Max Hall and John Pickle, Nora Zhou ’17 said, “We work really closely with our mentors and they have become not only our teachers but also our partners and friends. Every Sunday after working for two or three hours, we eat lunch together



Nora Zhou ’17 and Earning Yomjinda ’15 work on construction during a Sunday meeting.
Photo by Molly D’Arcy ’16

ing a busy meeting on a Sunday morning.

After showing some group members how to use a cutting machine, walking through the cacophony of different ongoing projects in the new basement “beta-

in the Stu-Fac. John and Max are experts in engineering and they offer us strong support and helpful suggestions in accomplishing

continued on page 10...

Computers Prove Essential For CA Education

by Julia Shea '16

“Laptops were not always ubiquitous,” John McGarry said of technology at Concord Academy. They are now. Peek into the Modern Middle East class and notice a fence of Apple symbols lining the tables. Keyboard clicks have become the background music to learning. CA has become increasingly dependent on and encouraging of technology within the past few years, which leads us to the question: Can members of the CA community function without personal devices, specifically laptops and smart phones?

At CA, computers are no longer just a convenience, they are a necessity. Students are expected to check email and Schoology, where teachers post homework assignments and important documents. The majority of academic classes at CA involve some sort of computer use—whether that be online research, graphing in Excel, writing essays, or listening to audio recordings for language classes. Other courses—Advanced Computer Science, Graphic Design, and Creative Computing, to name a few—are obviously almost entirely computer-based.

Ben Stumpf, Head of the Computer Studies Department, said that although the majority of his students own their own laptops, a few do not. “I try to keep assignments short so that students can use the lab computers easily. But I know that students who have their own computers are at an advantage.” Stumpf considers the advantages to be both organizational and practical. “Students who take notes on computers are usually more organized than students who don’t. Instead of a mixture of notes here and there, you get students who keep all of their notes in one place.” He said that on a practical level, students with laptops can work anywhere at any time and receive messages and updates before others. It is difficult to know exactly how many CA students do not own their own laptops, but Stumpf estimated that in an average class of 12 students, one or two do not.

A few faculty members including History Teacher Stephanie Manzella discourage electronic note-taking. Manzella prefers pencil and paper, as she believes that there is more flexibility to connect information (by drawing arrows, for example). She also maintains that students synthesize information better when they have to filter information and write down what’s important rather than every word that the teacher said, which is a viable option for speedy typists.

Across campus, there are approximately 100 computers at students’ disposal. The majority are PC and Mac desktop computers, but there are also a few laptops available in the library for short-term use. However, the immobility of many of these computers isolates students who need to use them.

Students work on the couches in the Upper Stu-Fac or in study groups in the library more often than in the basement computer labs, the Language Lab, or in the tucked-away room in the library. A few programs, such as Adobe InDesign are only found on certain campus computers, which further limits student access.

CA does not require that students own their own devices, unlike a few other local independent schools which uphold a “BYOD” (bring your own device) policy. Instead, CA

local accommodations, weekend activities, health insurance, music lessons, sports gear, lab fees, and laptops, among others.

McGarry said that CA’s ultimate goal in providing Financial Aid is “experiential equity,” meaning that students on financial aid and full-pay students have access to the same opportunities, resources, and experiences. McGarry recently led a national talk in Miami, Florida on experiential equity. “We’re widely respected as the best in the industry,” said McGarry of CA’s financial

check email wirelessly. Ironically, personal computers, which people often blame as social impediments, actually allow students more time for real-life interactions.

Now that personal computers are ubiquitous, a social element of technology has emerged. When asked about PCs versus Macs, Stumpf said, “Macs are considered by most people to be the more designer device, more expensive for what you get, and PCs are more — well, there are two schools of thought: Some are really proud of getting more computer for money. They’re proud of the awesomeness of their PC. Then there are others who think ‘All I could afford was a PC.’”

June Sass '16, who brought a PC to school before switching to an Apple laptop, said, “I was getting looks from people. There is definitely some social stigma surrounding PCs. It was embarrassing, and huge, and clunky. People think that PCs are worse because they’re cheaper. My PC cost \$400 and theirs [other students’ Macs] cost \$1200.”

Maya Lubeck-Schricker '16 went without a computer her first year and a half at CA. She said that she didn’t realize that her financial aid could cover a portion of the cost of a new laptop. She saved up and split the cost of a MacBook Air with her parents during her sophomore year. Her motives for purchasing a computer were more practical than social. “It was a lot harder to do homework because I either had to use the library computers, which are super slow, or wait until I got home to use my parents’ computer. It was just a big hassle,” she said.

Stumpf and McGarry both consider smart phones, unlike computers, to be conveniences rather than necessities. Stumpf said that the main benefit of smart phones is that “they allow for instantaneous communication.” He went on, “I see students checking Schoology all the time and responding to emails immediately. I was grateful that you saw my message that I needed to change our time for this interview within a few minutes.” McGarry said that “smart phones are primarily related to social life,” and that the main convenience for academic purposes is responding to emails. “It’s nice to be able to respond quickly and say to yourself, ‘Done, dealt with.’”

Last year, Academic Dean John Drew met with Stumpf and other faculty members to discuss whether CA should adopt a BYOD policy like other schools. Ultimately, they decided against the idea. “We were worried a BYOD would transform the CA community,” Stumpf said. But would it? It seems like technology has already permeated all aspects of CA life.



History Teacher Kim Frederick leads a discussion on Modern Middle East while students take notes. Frederick, too, uses her laptop during class. At CA, all members of the community receive a free Evernote account, which many utilize.

Photo by Molly D’Arcy '16

sends out a document to new students before their first year at CA with suggestions for types of computers that the CA IT Department can service. “We put it on parents,” said Stumpf.

Most students arrive on campus each year with their own devices, as, according to McGarry, CA’s Director of Financial Aid, many parents consider getting their child a computer a necessary step in preparing for high school. However, computers aren’t cheap, and McGarry along with the rest of the Financial Aid Office recognizes this reality. Each year since 2010, approximately five to 10 students purchase computers through the Financial Aid Office at a discount equal to the percent of tuition that their financial aid package covers. There is a base rate of \$100, so a student on 98% financial aid, of which there are a number at CA, will still pay \$100 for the laptop.

Each year, the Financial Aid Office selects one model to sell to students. McGarry reported that within the past few years, models have included both Macs and PCs. When students are accepted to CA with financial aid, McGarry said he sends out a letter outlining all of the features of the financial aid package: tuition, but also transportation,

aid program in general. He added that this is especially impressive considering that compared to other schools in New England such as Andover, Choate, Exeter, and St. Paul’s, CA’s endowment is modest. The computer chosen this year (which we are not disclosing so as to protect the privacy of the student owners) is one that McGarry believes provides “experiential equity from an academic perspective, not necessarily a movie- and music-storage perspective.” Since CA is after all an academic institution, the Financial Aid Office takes into account a computer model’s capacity for academic work, in addition to battery life, durability, longevity, size and appearance.

“Prior to 2010, it was not apparent that personal computers were essential to a CA education,” said McGarry. Students primarily took notes by hand and checked email during morning break from 10-10:15. Stumpf, who has worked at CA for 12 years, said that a number of years ago, before laptops were the norm and Wi-Fi was available, students hurried to the labs during break to check email. “I looked at the usage graphs one time, and there was an obvious spike during break.” Now, students grab a snack, talk to their friends, and just take a minute or two to

The Centipede

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

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

Cartoons

by Verreth Wilson '15

Life at CA:



At least I
got 3 Hours
of Sleep.

How do you
stay so thin?



I have a
lazy artist



VW

Verreth, what did you
think of that quote?



Uh-oh

Obviously it represents
the duality of existence
and purpose in the
text.



VW

Nailed It

M-Hm

I Agree

Nice

Could
You
Explain
That? =



DEMONS

...continued from page 9

our projects. However, students still lead the club. There is a great balance between independent working and collaborations.” John Pickle also provided his insights on working with DEMONS from a teacher’s perspective. He said, “Honestly, I’d rather teach in DEMONS club than in my other ordinary academic classes. Especially for students, I think taking tests in those science classes is necessary; however, tests only prove your individual capability while your ability to collaborate with others could only be refined in the actual working process, in questioning your ideas, in inventing and in building things. The works DEMONS has done has taught them how to enjoy engineering, have fun, and be responsible at the same time. I mean, after all, tests are artificial, but working with real engineers makes students to develop their internal drives for learning science.”

Zhou shared about some of her personal experiences and growth through working with DEMONS, “I really learned a lot.

When I was a freshman, I liked designing and building things, and joining DEMONS provided me with an opportunity to realize my plans and dreams. I learned small things like how to use a screw driver and also big things like how to develop a comprehensive plan for a whole project, including coming up with innovative ideas, gathering materials and funding.”

“We always need more space but I think we’ve already improved a lot from last year. I can’t imagine working and storing all of our equipment in Room 301 last year when now we have the new ‘beta-space’ in the basement. Though we lost some talented seniors from last year who came up with many great ideas, we are still in good shape and there are just lots of more things to do this year,” Berkley said.

As the number of ambitious engineers involved in this club increases, DEMONS embarks on more and more challenging and innovative projects.

Happy Thanksgiving!



Roving Reporter

What are your Thanksgiving plans?

Eva Koplow '16: “I’m going to New York to see family.”

Pasha Sonkin '16: “Chillin’ with my homies.”

Andy Jin '16: “I’m just staying home.”

Jeremy Liang '16: “SAT studying and Thanksgiving Day football.”

Will Harrington '16: “Having Thanksgiving with my cousins and not much else.”

Hannah Trautwein '17: “Eating my weight in pumpkin pie and mashed potatoes.”