

What to Celebrate? Holidays at CA

by Kunaal Verma '17

How does the administration choose what holidays CA takes off? With diversity and acceptance as integral parts of CA's community, this decision cannot come lightly. Students have the day off to celebrate Yom Kippur, but not Rosh Hashanah. Memorial Day is taken off, but often not Labor Day. School runs throughout Hanukkah, but not Christmas.

The first major decision with respect to setting up the school calendar is choosing the start and end dates of the year. "We use Labor Day and Memorial Day as our two major peg dates," says Dean of Students David Rost. Commencement, the last day of school, usually occurs the Friday after Memorial Day, but the start of school varies depending on Labor Day. If Labor Day falls early - on September 1st, 2nd or 3rd - then CA holds student registration on Labor Day, and the first day of classes is the day after. Yet when Labor Day falls a week after school would normally be in session, CA makes the controversial decision to have classes. "We are just starting to form connections and form community, and [if] people take off [for the weekend]... It's disadvantageous for students both boarding and day," explains Rost.

So why don't we start after Labor Day, and push back the end of the school year by a week to have the same number of school days? The first semester of school, from September through December, is significantly shorter than the second. Since many classes at CA operate as semester-long courses, and not yearlong ones, maximizing the number of school days in the first semester is key to fitting in all the material. Taking away a week from the first semester to accommodate Labor Day, and adding it to the second semester, creates a further discrepancy of school days between the two semesters.

Labor Day is not the only holiday when school remains in session. Another is Rosh Hashanah, a holiday that falls in the first semester and celebrates the Jewish New Year. CA does, however, give the day off for Yom Kippur.

According to Rost, CA's community is about 20% Jewish. "To take two days off would impact the number of class days in the first semester." The reasoning again returns to maximizing the number of class days in the first semester.

Nonetheless, CA allows students to fill out pink slips and miss school on Rosh Hashanah to observe the holiday. So as to not place students celebrating Rosh Hashanah at a disadvantage, John Drew, the Academic Dean, reminds teachers that there should be no assessments on that day or the day after. CA also keeps school in session during Good Friday, and similarly assessments do not take

place on the holiday.

Rosh Hashanah and Labor Day are not, of course, the only holidays on which CA is in session. Rost says, "For other holidays, like the Chinese New Year, it's about the number of students who celebrate it, and it's less than [other holidays where CA keeps school in session]."

Missing school to celebrate Rosh Hashanah, Good Friday, or any other holiday is tough. CA is an academically rigorous school, and missing school, regardless of whether it's for sick days, appointments, or holidays, creates extra work that must be made up.

Nick Ornstein, an active member of the Jewish Club at CA, says, "Missing a full day of classes puts... stress on [me], and usually ends up with... a late night spent making up missed work." Rost realizes that making up schoolwork is difficult, but explains, "That's why we ask teachers to give work ahead of time because each kid has to struggle with [allocating time] to the things in their lives, including their faith."

Kids who participate in clubs or other activities outside school can plan ahead. Similarly, students who know they will be celebrating a holiday and will need to miss school can plan ahead to lighten the amount of work they have to make up.

CA can't give the day off every time a student has an illness, an appointment, or is celebrating a holiday. "It's unfortunate," says Rost, "but that's the reality."



Students leave for winter break on December 19th. While students receive Christmas off, school is in session on many other religious and federal holidays.
Photo courtesy of Ben Carmichael

Arts and Athletics at CA: Achieving a Balance

by Elly Veloria '16

In the world of Massachusetts prep schools, Concord is not known as a "sporty school," but it may be in the future. Historically recognized for its arts and academics, CA seems to be now emphasizing athletics. Yet, while the administration has welcomed this focus, not all students have.

With the opening of the brand new Moriarty Athletic Campus in 2012 and the increased success of teams thereafter, CA's athletics have become more prominent. The change has some concerned students, who feel that the CA they attend is no longer the CA to which they applied.

A statement from 2002's "People and Program, The Strategic Plan for Concord Academy" summarizes CA's long held reputation: "The school remains committed to providing a superior arts program and to

been in need of renovation for years, whereas athletics have a state of the art facility.

It is clear that there is something of a division among students. All have noticed the changing atmosphere on campus, and each student has an opinion. Whether or not the emphasis on athletics is inherently good or bad is debated, but there is no doubt that CA remains committed to using athletics as a way to build character in its students.

Head of School Rick Hardy remarked that he doesn't "see it as a shift in the focus of Concord Academy toward sports away from arts. I think for a long time Concord Academy didn't keep the promise that it made to student athletes," he said, detailing that the upper fields on campus were poor quality to practice and play on. "We can be both a school that honors student athletes and ... a school that engages kids in profound ways in the arts. While in the short term it feels like we've made a big investment in



Some students question whether the recent focus on athletics has diverted attention away from what CA has been known for historically: arts and academics.
Photo courtesy of Bre Kelly '16

the belief that participation in the arts offers important life lessons in creativity, self-expression and cultural awareness."

Some students have begun to ask where athletics fits in this plan, or if it fits in at all. "The continued focus and the continued pressure to do more with athletics is something that I don't really agree with," said Morrie Trimmer '15. "One of the reasons I came to CA is because [athletics] ... wasn't a focus." Jack Treanor '16 explained, "I came to CA with an expectation of what CA was going to be, and that included amazing arts programs, academics, and minimal athletics. Athletics was never high on my list. I think that before, sports were auxiliary. They weren't an integral part of CA. They weren't the pride or the center of the school, and I think it's shifting ever so slightly to that...which is not ideal for what I thought CA was." And Britney Rosa '16 says that "CA has gotten really invested in the Athletic Department, but it hasn't really progressed."

Many CA athletes, on the other hand, support continued efforts to revitalize the athletics program. "I think there can always be more," said Allie Morin '17. "Coming from an athlete, the more emphasis the better." And as Anita Onyimah put it, "CA hasn't spent enough time on athletics. Just as CA cherishes and nurtures its arts program, similar attention should be given to its Athletic Department." Isaac Ignatius '16 shared similar sentiments, saying, "CA does not put nearly as much effort and investment into the Athletic Department as they do the arts." However, as Tommy Girdwood '16 pointed out, the Performing Arts Center has

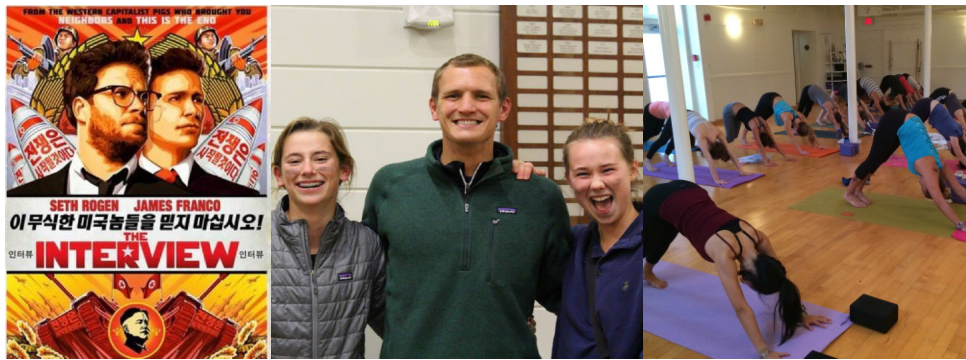
athletics, that's an investment that's been long overdue." And Brett Kelly, an Assistant Director of Admissions and Concord Academy's Athletic Liaison, stated that, "Here at CA, we value the balance between athletics and the arts and academics." When asked about athletes being recruited for the school, he responded, "We want to have a balanced class that includes different types of students with a variety of interests."

June Sass '16, who does not describe herself as "sporty," stated that the reason she came to CA was because she did not believe CA was a sporty school. Still, she elaborated, "Athletics are something everyone has to do. Sports teach you a lot about competition, and about being part of a team, and they give you so much mental strength that you can't get from anything else. I think that they're really important, and I think [CA] is doing a great job investing more time in athletics."

Sports may not be every CA student's forte, but the emphasis on the athletics will likely continue. As Sass summarized, sports are an opportunity for students, even those who are not "sportsy," to pursue new interests and challenge themselves.

CA is undeniably beginning to increase an emphasis on athletics, but this does not represent a shift away from CA's core values. Instead, it is a move to encourage students to express themselves through athletics, like in visual arts, performing arts, and academics. CA has always been known as an "artsy school," and athletes have not always felt as if they are appreciated equally. In this recent focus, CA has demonstrated how it values all students' interests.

Inside This Issue...



Exam Changes:
After the Fact

Response to Brennan:
Ray Rice Revisited

by Chris Pappey '15

In an earlier article for *The Centipede*, I wrote about the changes in Concord Academy’s exam schedule. The exams are no longer held in the gym, but instead in individual classrooms, and the order of exams goes by block instead of subject. After taking exams in this new format, my opinions have shifted from optimistic to skeptical.

Because students are not taking exams by class it allows some students to have an advantage over others. For instance, if a student has a calculus exam on Tuesday and another student has that same exam on Friday, one student could reveal information about the exam to the other in conversation.



Students took their fall exams in their classrooms. After the fact, students have concerns about the consequences of classroom exams on their study habits.
Photo courtesy of Ben Carmichael

While CA kids would never divulge that kind of information on purpose, it can be difficult to always censor yourself when talking about the exam around people who haven’t taken it yet.

This can put teachers in a difficult position. Should the teacher keep the same exam for both classes? In both situations, it seems like someone is going to lose. If it is the same

exam, then perhaps the class taking it later in the week is at an advantage due to hints from the earlier class or simply more time to study.

In addition, one of the main reasons why the administration changed the exam schedule was to offer a more nurturing exam environment. However, when I would ask people how the exam went and they replied with an upset look on their face, I knew I was in for trouble. Knowing that an exam is going to be extremely difficult does not make the process easier. In fact, I found myself being extremely anxious and nervous before some exams just for that reason.

Finally, the biggest reason why I believe the exams should be changed back to the way they were before is because of the way students study for these exams. When exams were taken in the gym, students used to set up in classrooms and study in there. However, because exams are now taking place in classrooms, students cannot take these rooms to study. Students have found that large spaces with whiteboards are optimal study spots.

Also, it is more difficult to study with people from different sections of the same class. This is inconvenient because studying with other sections makes it easier to form study groups and bounce questions off of each other.

There is something exciting and community-oriented about going in to an exam, knowing that you and everyone around you are completely unfamiliar with the exam. If the exam is easy, then you can excitedly talk about it after, and if it’s difficult then you can support each other after. For a more fair and supportive exam experience I believe the exam schedule should go back to the way it was before.

by Jeremy Liang '16

Athletic Director Jenny Brennan, a major Patriots fan, wrote an article in the last issue of *The Centipede*, entitled “Can I Still Watch?” in which she explained a personal dilemma. Watching football has been a life-long activity for Brennan, but recently she has been considering forgoing tradition due to the issues associated with the National Football League, including many charges of violence and driving under the influence of alcohol. In the past year, many fans have voiced their concerns about the actions and treatment of the former Baltimore Ravens star running back, Ray Rice, who was indicted for aggravated assault in 2014. Crime is not uncommon to the National Football League, but a scandal as controversial as Rice’s garnered attention from communities even outside of the sports world.

In assessing the Rice scandal, it is worth noting the overall impact the issue had, or, rather, did not have on the League. While the Rice scandal created a media hurricane for the League, the story’s airtime was short-lived. During the story’s brief lifespan, the NFL was under siege with criticism; many demanded that Commissioner Roger Goodell step down, and some went as far as to question whether the game of football had any merit to be revered in American culture. The Rice scandal grew to the point where the attention it drew surpassed the magnitude story itself, and observers were more attentive and curious than ever to see how the situation would play out. As an avid sports reader, I did not notice the NFL complaining about the media attention.

Despite the Rice scandal, the League achieved record-setting ratings. According to Yahoo Sport’s Ben Rohrbach, CBS’ NFL broadcast saw the average viewership increase from about 17.8 million viewers in 2013 to about 19.5 million, a staggering gain for an issue that critics assumed would derail the League. While Brennan’s piece reflects a sense of disease regarding the game she once loved, the numbers reflect a very different result for the rest of the viewing public.

Perhaps the most peculiar development in the NFL revolved around Commissioner Goodell. Many felt that his lenient punishment of Rice was inappropriate and that he should thus step down from his position. Eventually, Goodell revised Rice’s suspension from an initial two games to six, and

then ultimately elongated the suspension to a span of two months. Goodell’s decision attracted the attention of Time Magazine, which nominated the Commissioner as one of eight candidates for the annual “Person of the Year” award. The magazine strongly praised Goodell’s unwavering confidence in his decision, which ironically, was also his main source of criticism. Nevertheless, the Rice drama only brought about more media attention, which ultimately contributed to the pockets of the League due to an increase in the football audience.

In the aftermath of the Rice scandal, the NFL has returned to its prior state of turning regular profits. Goodell retains his position as NFL Commissioner and will keep his seat for the time being. Rice won his appeal of an indefinite suspension, and is currently a free agent. As is the case with many of the scandals of the NFL, a severe offense is met with light consequences. The sports market is apparently more important than justice and social change. The NFL has too high a tolerance for crime. Michael Vick, suspended for over a season for links to dog fighting, remains a quarterback for the New York Jets. Aaron Hernandez, while dealing with his murder trial, has not tainted the name of the National Football League. Unfortunately for those looking for actual change to occur, the present looks bleak: fans will continue turning on the TV on Sundays, attending games, and cheering for the teams they know and love. Sports, and especially football, appear to transcend the social issues surrounding them. For many fans and consumers it seems, play on the field atones for crime committed off of the field. However, it should be noted that the NFL is not an impervious force that will never change. In regards to Roger Goodell, his nomination for Time’s Person of the Year was met with 98% voter disagreement, according to a poll on the magazin’s website.

The Rice incident serves as a small crack in the mighty armor of the NFL, but it is a crack nonetheless. It might take scandal after scandal, crack after crack, and one change of heart like that which Jenny Brennan experienced at a time, until the public sees any true change in the League. But we cannot lose hope that a radical change for the league may happen. However, this type of change will not occur for a while –long after Goodell steps down from being commissioner, and long after Rice has retired and become a forgotten name.

What if Ruth Bader Ginsburg Ran for President?

by Harry Breault '16

Ruth Bader Ginsburg, the United States Supreme Court’s most liberal Justice, is eighty-one years old. Her fashion sense, especially her eyewear, hasn’t kept up with the times. She’s battled cancer and has been urged to resign to allow her successor to be nominated by the current Democratic President, rather than risk dying during a Republican presidency. The woman has few qualifications to be President; she has a judicial background but lacks executive experience. She’s elderly and health questions surround her. She’s not too hip. And yet her positions have evolved with the demographics and beliefs of the Democratic Party’s better than those of any other candidate. So, I raise my crazed thought: should Ruth Bader Ginsburg run for President?

What a crazy proposition, right?
A Supreme Court Justice’s issues profile could do great things for a campaign. Ginsburg votes, writes, and works in the fairly

transparent system of the Supreme Court and can put her name on any hot-button issue that may appear before the Court. She cannot be accused of lying or flip-flopping. And she has used her power to put her name on the liberal side of a number of issues, for which Democrats love her. She is recently famous for her role in the summer’s most controversial case, Hobby Lobby. Her dissent against the Court’s ruling in favor of restrictions on women’s healthcare coverage has given the political left reason to love her.

After so many years of publishing her views as written judicial opinions, Ginsburg would be the candidate with all of her opinions on the table. This would grant her a special kind of insider-outsider status. The Supreme Court, while entrenched in Washington perhaps even more than Congress, is held to higher ethical standards than any other body of government. The Judicial Branch and its legal code of ethics are sacrosanct. Nobody can accuse Ginsburg of being a slave to lobbyists or of not saying what she

really thinks. The Court is built to be the opposition to these behaviors. Thus, Ginsburg is experienced yet has managed to avoid the nastier elements of Washington—and thus be labeled an insider. She would have the best of both worlds: Washington experience and independence from the country’s hatred of government.

Indeed, due to the public and transparent nature of their work, Supreme Court Justices are inherently polarizing. Yet, perhaps this is what the Democratic Party needs right now. Ginsburg is a candidate whose issues and views voters know. This fosters an image of authenticity and veracity, backed up by public record. This stands in contrast to the likely Democratic front-runner, former Secretary of State Hillary Clinton. Clinton has held national stature and prominent legislative and cabinet positions for decades. These roles call for political maneuvering, unlike the role of Supreme Court Justice. Voters would likely respond well to Ginsburg’s views, not only because they fit with the liberal-leaning

party base, but because they are not marred by past political tactics. In other words, votes have no reason to believe that she is lying. An open-heated Ginsburg candidacy might attract more followers than a Clinton campaign marred by the tactics of the past and the resultant image of the candidate as a politician and a liar. The Democratic Party could truly use a clear and forthright visionary, and Ginsburg may be that person.

Some, however, view Ginsburg’s campaign as lunacy. Polarization may not be the best stance in a country where some moderate voters must be won over. Furthermore, the transparency surrounding Ginsburg gives her no political cover. And finally, she is undoubtedly elderly with health issues, which may unsettle the American electorate.

How can this be remedied? First, Ginsburg would need political cover in foreign policy, an area not often discussed in the Supreme Court. For this, she would need

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Movie Review: *The Interview*

by Carter Kratkiewicz '16



The Interview has divided audiences and critics alike due to its controversial plot and mediocre presentation. Though *The Interview* is far from perfect, the story and plot shine through the messy imperfections. The film is centered around Dave Skylark (James Franco), an ignorant and enthusiastic talk show host, and Aaron Rapoport (Seth Rogen) Dave’s producer. They land an interview with Kim Jong-un, the Supreme Leader of North Korea. Before the duo leave for North Korea, the CIA asks for their help to try and assassinate the dictator.

A movie about the assassination of a current dictator is probably the most controversial thing to come out of Hollywood in recent memory. The fact that *The Interview* is a comedy makes the situation even more surprising.

Hollywood film studios have a reputation for trying to censor anything provocative out of their big-budget films. They don’t want to upset any audience members because that’s not good business, and they certainly do not want to waste millions. How this film

made it past that censorship I have no idea. Hopefully the enormous success of this film will prompt movie studios to censor big-budget productions less rigorously in coming years.

Understandably, some people assume that *The Interview* is making fun of a corrupt government in North Korea. This is exactly the opposite of what the film is doing. *The Interview* instead shines light on the issues present in North Korea; it doesn’t make fun of them. *The Interview* is essentially portraying the situation in North Korea through a silly, ridiculous piece of entertainment, which – it should be noted – some have found distasteful. The film-



The Interview has divided audiences globally.

Photo courtesy of usatoday.com

makers obviously think that a better system of government should be put into place, not necessarily that Kim Jong-un should die.

There were many times when I laughed out loud during *The Interview*, but I cringed quite a bit, too. The film has very crude and vulgar humor, and there’s actually quite a bit of violence and gore. The film crosses the line sometimes, and other times it’s apparent that the idea sounded better on paper than it turned out on screen. The reason for this was probably due to the lack of checks and balances in the filmmaking process. Seth Rogen co-directed, co-

Sometimes when people have a major amount of influence in making a film, there is a lack other people, or checks and balances, to point out what works and what doesn’t. One thing that didn’t work: the abundance of brief and unnecessary montages throughout the movie.

Thankfully it’s Seth Rogen and James Franco who are delivering the hilarious but at times faulty material. These two friends have a reputation for being a bit over the top and have delivered some of the most consistently comical performances over the years. They are obviously taking this movie about as seriously as is (part of) the audience, so we are able to forgive them when the “funny” scenes aren’t so funny.

The Interview turned out to be an entertaining movie with some meaningful messages throughout, including the promotion of democratization of North Korea. If you get offended by extremely crude humor or find the plot to kill a current dictator distasteful, I recommend you pass on this film. If you enjoy past Seth Rogen films there’s a solid chance you’ll enjoy this one, even if the humor isn’t up to par with his other efforts.

wrote, starred in, and produced this film.

A Wilde Play Preview

Books on Books on Books

by Lorenzo Lampietti '16

The Importance of Being Earnest, written by Oscar Wilde and set in 1895, has been compared to the modern day “rom-com.” This Victorian era romance tells the story of Algernon and Jack, two men who find a creative way to escape the dreariness of their everyday lives. By inventing alter egos, both under the name of Ernest, they are able to escape from the strict structure of Victorian society and live vicariously through them. However, they become caught up in a comical identity crisis, which confirms just how important it is to be Ernest... or is it earnest? This play pokes fun at stereotypes and class differences, with various role reversals and clever puns woven into the text.

Wilde was an Irish writer, poet, and playwright who lived in the 19th century. He gained popularity in his later years, becoming one of London’s most well known playwrights in the early 1890s. He is often remembered for his novel *The Picture of Dorian Gray*, as well as the unfortunate circumstances of his death due to cerebral meningitis. *The Importance of Being Earnest*, oftentimes considered his theatrical masterpiece, gained fame not only for its brilliance, but also for coming out while Wilde was amid the throws of the scandals that would eventually lead to his fall from glory.

As Megan Schy-Gleeson, the play’s director, said, “There is much that is discussed in this play – the extremes and the silliness of those extremes – that could be appreciated by students and adults at this school. The fact that Oscar Wilde was complicated and strove to be who he was without adhering to societal norms, could speak to us all about the path of self-discovery that is filled with uncertainty and courage.” Because of many reasons like this one, this play is especially fitting for a school as accepting as Concord Academy.

Thanks to the audacious nature of Wilde’s writing, the actors can exaggerate their characters’ actions and emotions. Sophia Ginsburg '16, who plays Gwendolyn Fairfax, the love interest of Ernert, said,

“We are able to portray them as even crazier than they really are!” Wilde makes fun of every possible aspect of Victorian society: religion, politics, the upper class, the role of marriage, social status, academia, modern culture, style, fashion, morality, and so much more. Wilde was especially interested in hypocrisy, and the social “masks” people wear. The wittiness and puns ferociously woven in the play are Wilde’s way of bringing down those “masks” while still keeping them in place. As spectators, we simultaneously witness the characters’ lives unfolding and the social commentary that attends the unfolding.

Rumors have it that the set will be exceptionally majestic for this show. Gabe Strasburger '16, who plays Algernon Moncreiff, an aesthete and gentleman of noble birth, said, “I don’t want to spoil anything but I’m really excited about the particular aesthetic that the design team and Megan are going for.” Jessica Cloutier-Plasse, CA’s Technical Director, added a few more details: “Megan came to me with a vision of a Rousseau Jungle. She was interested in how we are in a constant conflict with our primal selves. That is very apparent in *The Importance of Being Earnest*. The characters are in struggle with what feels right and what is perceived as right. The time period is in a flux at this time with changing societal norms. I think that having the set be a jungle and the actors in traditional costumes with period silhouettes is really going to help drive the societal conflicts home to the audience.” Henri Rousseau’s jungle paintings are most well known for they portrayal of primal overgrowth. This seems to be the desired effect: how we are in constant conflict with ourselves and with the world surrounding us.

The first production of a Wilde play at CA in over twenty years, *The Importance of Being Earnest* is highly anticipated in the CA community. Everything, all the way down to the very subtle yet witty language, is original from Wilde’s writing of this play. Nicky Longo '17 said, “It’s a great cast and a lot of fun to work with them. I’m really excited to put on the show!”

The production will take place on Friday, February 20th and Saturday, February 21st in the Performing Arts Center.

by Nick Hiebert

We asked a few Concord Academy community members a few questions about books. Here’s what they said:

CAROLINE STOTZ – Class of 2015

1. What is your favorite book (or two)?
- My favorite books are probably *Slouching Towards Bethlehem*, by Joan Didion, *Jane Eyre* by Charlotte Brontë, and *Americanah* by Chimamanda Ngozi Adichie.
2. What is the last thing you read?
- The last book I finished was *Emerald City*, a book of short stories by Jennifer Egan, and I’m currently reading *The Little Friend* by Donna Tartt.
3. What are you looking forward to reading next/soon?
- A couple of the books on my list are *NW* by Zadie Smith, *Bad Feminist* by Roxane Gay, *This is How You Lose Her* by Junot Diaz, and *After Dark* by Haruki Murakamj.
4. If you could hang out with any fictional character, who would it be?
- Sylvia from *The Vacationers* by Emma Straub.
5. What’s your favorite kind/genre of book to read?

I really enjoy reading books of essays or short stories, like a few of the books I mentioned above. Otherwise, I don’t think there’s any one genre I like best, but I tend to read mostly contemporary fiction.



BRENDAN SHEPARD – Leadership Gifts Officer and Planned Giving Coordinator
Photo by Molly D’Arcy '16

1. What is your favorite book (or two)?
- My favorite books are currently *A Walk in the Woods* by Bill Bryson and *Beach Music* by Pat Conroy.
2. What is the last thing you read?
- I just read *The Tender Bar* by JR Moehringer.
3. What are you looking forward to reading next/soon?
- I am looking forward to reading *The Drop* by Dennis Lehane and *At Night We Walk in Circles* by Daniel Alacon.
4. If you could hang out with any fictional character, who would it be?
- A tough one - I always wanted to get to know the Invisible Man in Ralph Ellison’s *Invis-*

Frenemies: CA and the MBTA

by Isabel Cushing ’17

For decades, Concord Academy has enjoyed a symbiotic relationship with the Massachusetts Bay Transit Authority (MBTA) Commuter Rail—students living in the Boston area can easily take public transportation to school at a discounted fare, and the MBTA Fitchburg line, which stops directly in Concord Center, gains a car full of commuters. This year, however, the Fitchburg line has frequently been late to arrive at Concord, and CA students and faculty alike are unhappy with this sudden unreliability.

Approximately 20% of CA’s students take the train on a regular basis. When the train is delayed unexpectedly and train students are late to school, their late arrival has negative repercussions on CA’s morning routine. However, the MBTA does not have the same dependence on Concord Academy as CA has on it. The MBTA serves a ranging clientele, and the needs of CA students are not necessarily a high priority; according to Keolis, the company now running the MBTA, there are around 127,000 people that ride the commuter rail daily. Academic Dean John Drew is aware of this one-sided relationship. “The MBTA is a very large organization, and they don’t really care so much what Concord Academy needs,” Drew explains.

Despite these uneven levels of dependence, the relationship between the commuter rail and the school has generally proven to be beneficial. Students and parents appreciate the easy transportation and also love its social aspects and the formation of a train community. This “train student culture” is a decades-old phenomenon: CA alumnus Chris Rosenberg ’86, who rode the MBTA nearly 30 years ago, fondly remembers the train and the connections that he formed during the shared commute. “I had a lot of friends who I rode the train with on a daily basis and it was always a nice, fun, social chunk of time for us,” he says.

Furthermore, the train has, in the past,

been generally reliable and on time. Student Jessica Pine ’17, who does not ride the train, nonetheless remembers that, “Last year, [the train students] ... got here on time and it was only once or twice a month that they got here late.” The CA community felt that it could trust and rely on the train because it rarely made students late or confused the morning routine.

Consequently, the sudden unreliability and frequent delay of this year’s morning train are all the more surprising and irritating. The MBTA commuter rail’s recent change to management under Keolis, a commuter services company, has created problems in the trains’ timeliness. Despite Keolis’ self-assessment as a “Global leader in public transportation,” it has not delivered.

According to the Boston Globe, commuter rail on-time rates have dropped below 85% and as a result, Keolis is facing an \$804,000 fine imposed by the MBTA for “Late trains and other performance issues.” \$434,000 of the total fine is due entirely to unpunctuality. Keolis oversees the 10+ commuter rail lines in Massachusetts, and according to Dean of Students David Rost, the Fitchburg line has by far the worst on-time record among them. They claim this unreliability is due in large part to track repairs that were supposed to be over in November; however, construction still seems to be underway and the train has not redeemed its past levels of punctuality.

CA often starts the day promptly at 8:30 with chapel, a speech given by a senior. Chapels are an integral part of CA culture, described by Rost as, “The heart of the narrative nature of the school,” and the often-late commuter rail causes train students to miss sections of chapels or entire chapel talks. Many train students, especially seniors whose friends and classmates are the ones giving the chapels, are extremely upset. Senior train student Alexandra Weyerhaeuser ’15 feels that her year has been negatively impacted by these delays. “As a senior, this

is the class that I really want to hear and be there for ... [it’s] frustrating to not be able to be there for my classmates when they are having this important moment [in their chapel],” she says. Seniors often have to find other ways to commute to school on days when close friends are giving chapels.

Moreover, the delayed train serves to set train students apart from the rest of the CA community. Channah Powell ’17, a non-train student, says, “It separates train students even more from the rest of the student body.” Given that CA prides itself on having a close community, this byproduct of the unreliable commuter rail is especially detrimental. Due to these consequences, the administration has discussed possible solutions to the problem, but is hard pressed to find any. The most plausible possibility would be to push the start time of school later, but Rost does not believe this solution will permanently fix the problem. “The reality is, you can keep pushing the day further and further back, but ... there’s always going to be a time where that train is late,” Rost says. The administration has also considered instituting a CA bus system to replace the train, but the logistics are complicated and the cost is large. Drew says he’s, “not sure the [possible] solutions would be better than what’s currently happening.”

Both Rost and Drew are sure that if the issue continues for an extended amount of time, the administration would revisit the issue. But for now it plans to make no change and see if the trains’ timeliness improves. Despite Rost’s belief that students missing chapel are, “Robbed of some of the essence of the school,” he nonetheless hopes that, “Between the company not wanting to keep paying the fines and the track work that should be coming to some resolution, [the unpunctuality] ... will take care of itself.”

The MBTA has undergone lengthy track repairs and performance lapses in the past, but there has always been a return to reliability. Hopefully this return will come soon!

CA By the Numbers

by Julia Shea ’16 & Claire Phillips ’15

The Centipede interviewed Dean of Students David Rost, Director of Food Services Shawna Penders, and Director of Operations Don Kingman to find out about labor, supplies, and student life at CA. Here is what we found out:

During one school week, the Stu-Fac goes through:

- 36 gallons of 1% milk
- 20 gallons of skim milk
- 24 gallons of orange juice
- 200 pounds of romaine lettuce
- 660 hours of labor

For one January dinner, the kitchen staff prepared :

- 70 pounds of salmon
- 20 pounds of fettucini

Each day, the Stu-Fac serves approximately 1075 meals.

In one week, Rost has 19 standing meetings. There are 42 “campus kids.”

In the last five years, 50 students have been DC’d as a result of 22 individual DC’s. The biggest DC Rost has records of occurred in 1998 on a trip to Washington D.C. 28 students were DC’d.

The Operations Department puts in a total of 280 hours of labor each week and fields 6500 maintenance requests per year. In the fall, students and members of the Operations team completed 875 hours of raking. After the average snow storm, it takes Operations 75 hours of labor to clear and remove the snow. In the fall and spring, Grounds Manager Brad Nartowicz spends 40 hours mowing each week on the main campus and at the Moriarty Athletic Campus. He also drinks 7570mL of coffee each week. Operations spends \$25,000 on paint each year and hires fifteen painters during the summer. CA uses 15,000 feet of toilet paper each week.

What are you curious about? Let us know and we will investigate!

CA Celebrates MLK Day

by Anita Onyimah ’16

As it has for over 26 years, Concord Academy celebrated Martin Luther King Day its own way. The staff members of the Community and Equity department (C&E) work tirelessly to make the celebration informative, transformative, and engaging for students and faculty members alike. Since the program’s inception in the late 1980s, the day has become, “A much more inclusive endeavor,” says Ayres Stiles-Hall, Director of C&E. “Many more people take part in planning and presenting, and the school gathers to hear ideas from keynote speakers from outside the CA community.”

Last year’s MLK day celebrated the life and lessons of Nelson Mandela. Afterward, students engaged in several student and staff-run workshops.

This year’s MLK day celebration featured keynote speaker Dr. Charles V. Willie, a Charles William Eliot Professor of Education, Emeritus from Harvard University. Stiles-Hall describes him as a, “Sociologist whose areas of research include desegregation, higher education, public health, race relations, urban community problems and family life.”

In 1950, he became the first African American professor to teach at Syracuse University, and he served President John F. Kennedy from 1962-1964 as the Research Director of Washington Action for Youth. Willie has served as an integral legal aid in many major school desegregation cases, working as an expert witness, consultant,

and court-appointed master. In 2004, Dr. Willie received the William Foote Whyte Distinguished Career Award, and in 2005 he received the W.E.B. DuBois Career of Distinguished Scholarship Award.

After Dr. Willie’s talk, students moved on to the second part of MLK day celebrations: workshops. The workshops vary greatly, from engaging and thought-provoking discussions to very hands-on or interactive, movement-based activities to some amalgam of both.

This year’s workshops cover several consequential topics, including marriage equality in the US, police relations with different kinds of communities, affirmative action in college admissions, the correlations between feminism and race, the increasing impact of social media on societal norms and principles, morality in sports, sexual harassment, the ownership of various music genres, and many more.

Somerset Gall ’16 and June Sass ’16 co-led a workshop titled “Your Privilege,” in which students will dip into conversations about socio-economic status. Through movement and discussion, students will discover and reflect upon the privileges they are either given or denied based on their socio-economic status. At the end of the workshop, students formulated action plans to overcome the passivity of privilege.

Several other students from different grade levels ran workshops, as well as many different faculty members. Reilly Loynd ’15

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Ferris Shadows MGH Team for Homeless

by Somerset Gall ’16

For years, Winslow Ferris ’16 has interacted with Massachusetts General Hospital’s medical environment through her father’s doctoral work there. Yet she has only recently begun to appreciate and investigate the current health-care system. “Going in and out of MGH has been a part of my life that I never really focused on until recently,” she says. “I found myself becoming more and more curious about health care. I wanted to know what doctors were doing *now* to help people without health insurance.”

In her two free weeks before attending the Mountain School, Ferris decided to explore MGH’s medical system, particularly in regards to health care for the homeless and unemployed. Her interest came at an opportune time because Ferris was given the opportunity to work with a team from the Boston Health Care for the Homeless Program (BHCHP). As a shadow with BHCHP, Ferris’s responsibility was to follow her assigned team, known as Team 1 or “The Street Team,” consisting of two doctors, a nurse practitioner, and a case manager.

Team 1 spends time with the unemployed and homeless on the streets and in their homes, if they have them. On the streets, the group checks in firsthand with homeless individuals who have maintained a prior relationship with the organization. Ferris describes how the team provides flu shots, warm layers, and hand warmers to those

who want them. They also check in with individuals to keep track of their health and “Spread ... the word about their program, so that the homeless know that if they are sick, they should go to BHCHP and the McInnis House - a shelter of sorts that runs in conjunction with BHCHP - and not to the ER.”

During house visits, Team 1 helps individuals and families who are granted governmental housing but for whom medical needs continue to be a pressing concern. As Ferris explains, “Team 1 goes around and checks in on these people ... [giving] regular check-ups like the kind you would get when you go to your pediatrician.”

After she had only shadowed the program for a week, Ferris gained a new perspective on the medical system’s relationship with the homeless. “I’ve learned that it’s not about getting [the homeless] to stop smoking or stop drinking, but instead to do our best to make them as happy as they can be,” she recounts. “Some people have never wanted anything to do with doctors, and never will. But none of them are mean to the docs; they simply refuse the doctor’s offers to help politely and move on. Some, on the other hand, have amazing success stories and pull through with the steady help of BHCHP.”

One particular conversation she had with a homeless man named Jake deeply moved Ferris. “The team had met him before and so he was happy to see us. He wanted to know

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A Sample of New History Classes

by Alex Berry '17

Among the new courses in the Concord Academy history department this semester, Reconstruction, U.S. Reform and Social Change – the Scientific Revolution, taught by Sarah Yeh, reminds the school of what the history program used to be, and what it has become. “In designing the course, I thought the class would be a great way for new sophomores to experience a CA version of European history given that they would not have had the opportunity to take EME.” Yeh’s words help to reveal the department’s shift from survey courses to classes on specialized topics.

Early Modern Europe – a class commonly known as “EME” – was temporarily shelved at the end of the 2014 school year. Covering topics from the beginning of the Renaissance in the fourteenth century to the fall of Napoleon in 1815, EME was the “gateway” course into the CA history department for the majority of new ninth grade students. Many sophomores, including myself, were shocked to find it missing from the course listing because it was such a tradition for students to struggle through, a right of passage that introduced us to CA history department’s rigor. However, Yeh indicated that there is a chance that it will return to in the near future. “We usually don’t completely scrap a course unless there is a real problem with it.”

Yeh, now the head of the history department, taught EME for many years. She has also taught courses such as Medieval Europe and a joint English/History class called Caribbean History and Literature. Last fall, she taught America in the Atlantic World and Public History: Museums and Archives, the former of which was offered as a mid-level course for the first time.

The Scientific Revolution, as traditionally taught as occurring between 1540 and 1789, was covered over a period of a couple days within EME, but Yeh would rather the curriculum dive deeper into this time period, which is primarily what led her to create this course. She strives for it to illustrate the lives of the great scientists, like Galileo, all the while recognizing the little-known discoveries made by unsung heroes. “I proposed the Scientific Revolution since it is something we don’t get to develop much in EME,” she explained, “It’s an area I find fascinating and looked forward to exploring in depth alongside the students.”

Part of what fascinates Yeh about the material is its relevance to today’s struggles and discoveries in the field of science. “If you look at the history, it all connects because the Ancient Babylonians were trying to wrap their minds around some of the same concepts that we are today.”

Claire Nelson, another CA history teacher, believes that her class Oral History in Theory and Practice was created with a similar doctrine in mind: relating outdated Concord Academy programs with fresh proposals. Except, in her case, she plans to achieve this not with a study of science, but with a study of people. “As of two years ago, we have been involved in the Sages and Seekers program, bringing in older people from the Concord community,” she says, “it was an ongoing history [project] but it was always an awkward thing that had the potential of being something really great.” She implied that the program had been moderately successful, but had never fully taken off.

Sages and Seekers was constructed 2008 by a woman named Elly Katz, who never worked at CA, but whose main goal was to create a program which starts one-on-one

dialogues between high-school students (seekers) and senior citizens (sages). Kim Fredrick introduced Katz’s project to the school. While the program has a noticeable focus on recording the stories of the elderly, it also exists to close the ever-present gap between generations.

Nelson genuinely likes the idea, as she said herself that it can benefit the students and community in immeasurable ways. “Besides from a few teachers,” she said, “We don’t have anyone who is grandparent age” to offer stories about the past. The final project in Nelson’s debut class will revolve around the information that a student receives on a historical event that a Concord senior citizen has lived through.

However, Nelson’s goal was to create a course as well a project with a likeness to Sages and Seekers. And like Yeh did with Scientific Revolution, Nelson took an existing framework and improved upon it. “You don’t need to be well-versed in the method,” she said of having conversations with a senior citizen, “oral history projects are often done in middle school.” Nelson favors keeping a similar structure to Sages and Seekers while placing an emphasis on teaching the history of oral history. “When you are younger, you don’t need to know about theory. Juniors and seniors in high school should be learning about the theory.”

Yet another tool that Nelson will employ over the course of the semester is David Isay’s StoryCorps project. StoryCorps began its rise as one of the most renowned oral history projects in the country just ten years ago, and today has grown into a network of recording booths stationed in various locations countrywide. Nelson is a champion of Isay’s project because of its accessibility. “StoryCorps offers such an enormous range to conduct these interviews, and it opens up a world people who would normally back away if someone approached them.” Like all of her references, Nelson will weave StoryCorps into her more traditional lectures on this historical medium. “The class will discuss how these kinds of projects fit in with definitions of oral history.”

Kim Frederick, a member of CA’s history department, is as vehement about the new set of interactive courses as her colleagues. Currently teaching The Boston Class for a second time after the class’s three-year hiatus, she has come back with many improvements and alterations.

The Boston Class is composed of two segments: Environmental science and history. Students are required to take both classes simultaneously during the 2015 spring semester. While students will be doing general problem-solving and hands-on research in both classes, each discipline has a slightly different aim. The science sections, taught by Gretchen Roorbach, will attempt to solve Boston’s numerous urban issues, encompassing pollution, water, and urban planning. The history sections, with Frederick, focus on the shifting politics and government in the city from the 1600s until the 1900s.

“The challenge, as I see it, is to find a way to do experiential learning without stepping outside the regular structure of the school,” said Frederick on the purpose she believes The Boston Class can serve. “All of the other experiential programs that I’m familiar with ask students to do that—a ‘Jan[uary]’ term or a semester away or some other scheme like that. I don’t like the message that sends to students that the only way that you get ‘education’ rather than ‘schooling’ is to suspend your schooling altogether.” While certain students pour over the benefits

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CA Introduces Yoga and Tech as New After School Options

by Olga Kostochka '17

This winter Concord Academy is offering two new after school activities, both for co-curricular credit: Yoga and Theatre Tech.

Yoga takes place two times a week, Tuesdays and Thursdays, from 3:30 to 4:45pm, at a Concord yoga studio called On The Mat. The studio is located within close proximity to campus, so students typically walk there, except in inclement weather when a bus runs to the site. Students bring their own water bottles, towels, as well as yoga mats for each class. Mats are also available for rent at the studio.

With 25 spots, the course is open to students of all levels and experience. Reid Young, the Head Athletic Trainer, shared the main reasons why yoga was added to the athletic program: “With campus space

CA.

Jessica Cloutier-Plasse, CA’s Performing Arts Technical Director, expanded on her thoughts and ideas for the program. “One of the main reasons that we are implementing this activity is that we want to make sure that the work we are doing on stage is completely student driven, and for that to happen we need to make available the opportunity for that to happen. Many of our students here were not getting involved in the technical process of theatre until Tech Week, but there is a lot more that happens before that week that shapes what the final product will be. CA students should be the back bone for our productions, and there are valuable skills that can be learned when the whole process is available to the student.”

Ingrid Apgar '16, a student currently involved in the Tech co-curricular and also



Students involved in Yoga walk to On The Mat, a local studio, twice a week and practice yoga for one and a quarter hours.

Photo courtesy of Kate Simon '18

limited during the winter season, we decided to look off-campus for a site that could offer a physical education class, short distance to campus and be an interest to our students. Yoga seemed like a logical choice. Yoga can provide students with stress relief, increased strength and flexibility and an overall sense of balance and well being in their life. Most importantly, yoga can be a life long activity.”

The students currently enrolled in yoga report that they appreciate its many positive aspects. Jess Pine '17, for whom yoga is a new experience, said, “I decided to do yoga because I’ve always wanted to try it and I thought it would be a perfect opportunity to do so. Also, I thought it would be nice and warm in the cold. I want to get more flexible and get stronger, and honestly it’s not a big time commitment and helps with stress.” When asked about her personal opinion on the class so far, Pine responded, “I really like it. I feel myself getting stronger, and I like the teachers a lot.”

Mallory Cerkleski '16, who has practiced yoga for five years, said, “I was the person to go to the Athletic Department and suggest it as a sport since I find it so fun and knew other people would, too. I feel like it is awesome to get sports credit for doing something I love and is so good for your body and your soul.”

With positive feedback coming from students and instructors at the studio, Young added, “My hope is that yoga will remain part of the physical education offerings in the future.”

Theatre tech is the other new co-curricular activity offered this winter. The program’s main aim is to teach students how to design sets and costumes, arrange lighting, and do much more for the theatre performances at

a Stage Manager for CA productions, says: “I am in the PAC for about 2.5 hours per day, and also work with Jessica to learn the craft of stage managing so that I can do my job to the best of my ability. That is one thing that I adore about the program, I am given ample responsibility while still getting the guidance and help that I treasure.”

Cloutier-Plasse added that, “This option also allows students [to be in] a safe and creative environment for them to learn how to use tools, and how to make things. Which will later allow the students a sense of freedom to invent and create. Wouldn’t it be great if you thought of it and then built it?”

“Right now there are only three students involved per season,” said Cloutier-Plasse. However, she pointed out that in the future the program would only accept up to four people. According to Cloutier-Plasse, “The limit is in place for two reasons. First, each member of Tech has to train to use the tools prior to building sets, and since that is a time consuming process, with more people on the crew little time for actual building would be left. Second, at the moment, there isn’t enough physical space in the PAC to accommodate more than four Tech students at a time.”

Cloutier-Plasse’s hopes and goals for the future of the program include: “Having this option available for all three seasons. This season is sort of the pilot season, [and] if we get good enough ratings I hope to have many more seasons to come. But only time will tell. I hope that the student population really embraces this great opportunity and becomes a part of it.”

Books on Books on Books

An Interview with Cammy Thomas (the Poet)

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ible Man. I also would want to hang out (at a distance) with Kurtz from *Heart of Darkness* by Joseph Conrad. Tom Ripley and Sherlock Holmes would be really great as well.

5. What’s your favorite kind/gen

I find I gravitate to fiction and biographies. I love mysteries, too.



LAURA TWICHELL - English teacher
Photo by Molly D’Arcy ’16

1. What is your favorite book (or two)?

My favorite book is *Love in the Time of Cholera* by Gabriel Garcia-Marquez. I read *Native Speaker* by Chang-Rae Lee over the summer, and it went right to the top of my favorites list, too.

2. What is the last thing you read?

I’ve been reading a lot of short fiction in preparation for teaching that course, but the last thing I read outside of work (besides *The New Yorker*) was *Persepolis* by Marjane Satrapi.

3. What are you looking forward to reading next/soon?

I’m excited to read *Americanah* by Chimamanda Adichie and *We the Animals* by Justin Torres. I bought both over the summer but haven’t gotten to them yet.

4. If you could hang out with any fictional character, who would it be?

I would love to join Miss Rumphius (from the picture book *Miss Rumphius* by Barbara Cooney) on her travels although I have concerns about spreading non-native plants around the countryside as she does. Also Anna Frith from *Year of Wonders* by Geraldine Brooks.

5. What’s your favorite kind/gen

I gravitate towards contemporary novels. I also love illustrated children’s books. I don’t read them so much any more, but picture books were a huge part of my childhood, and I imagine myself an expert on picture books through the eighties.

by Shannon Sun ’17

“Randomness is your friend,” Cammy Thomas playfully counseled, “because you get access to these feelings that your logical attempt might resist getting.” The recent publication of Thomas’s second collection of poetry, *Inscriptions*, added another breathtaking share of work to her palette of literary accomplishment. Preceding her recent publication of *Inscriptions*, Thomas received the 2006 Norma Farber First Book Award from the Poetry Society of America for her first book, *Cathedral of Wishes*, and also wrote poems that have appeared in *Appalachia*, *Bateau*, *The Classical Outlook*, *The Healing Muse*, and *Ibbetson Street Press*. A committed English teacher whose active engagement stretches far beyond the boundaries of the Concord Academy campus, Thomas shared with *The Centipede* many insights she acquired along her journey to pursue her dream of writing poetry.

What is your first encounter with the beauty of poetry?

My mother was actually a big influence. There was one time when I had measles, and she also had measles, and we went to bed for one week. While we were there, she read to me out of this big, fat book of mostly nineteenth century poetry. I think I began to realize how beautiful poetry was for me. I think it really came through the ear, rather than through the understanding of it. I liked the music of it first.

If the almost lyrical effect of your mother’s readings sparked your earliest passion for poetry, are you in any way trying to recreate the same melodic flow through your own poetry today?

I try very hard. I’m a free-verse poet, so I don’t typically write in standard or conventional forms, like the sonnet, but I think the music of poetry is very important. It’s a lot harder to make that music if you’re not adhering to traditional forms, but I think about rhythm, internal rhyming, and the sounds the words make together. That’s very important for me.

You mentioned that your mother’s readings were a source that triggered your love for poetry. Did your family in any other ways influence or encourage you to pursue poetry?

There was a general encouragement about anything cultural. Both my parents were big readers, and they encouraged us to write. It’s funny how visual arts were different: I used to like to draw, and my mother would say, that doesn’t look like a horse (*laugh*). So that was kind of discouraging; but they didn’t say anything about poetry. Both my parents were also very interested in music. My mother can play the piano very, very well, so I grew up around a lot of music, a lot of singing. I think that’s a huge influence, too, because poetry is more like singing than it is like prose.

It seems that nineteenth century poetry influenced you profoundly since your childhood, as you mentioned, but do you enjoy reading other categories of books as well?

Oh yes, all the time. In fact, for many, many years, I mostly read fiction, old and new, classic and trash. I love reading fiction, and I love things that are desperately filled with exciting plot, which is funny, because my poetry has very little to do with plot. But as a reader, I read lots of murder mysteries and love to watch detective shows on TV. I don’t know how that influenced my poetry, but that is a persistent literary thrill. So I love giant nineteenth century novels filled with

exciting events, and I guess I’d say that I’m automatically drawn to nineteenth century repertoire. I don’t know how much it leaks into my works, because the diction is very different, but I’m just very, very fond of it.

As the author of *Inscriptions*, *Cathedral of Wish*, as well as many other poems that appeared in major publications, what do you consider to be your greatest accomplishment? What are you most proud of?

I am still amazed that I have published two books. It was really kind of a dream since I was an adolescent. It went very much on the back corner when I was in graduate school, became a teacher, and had a family. I always thought what I really wanted to do is work on my poems, but I didn’t really make a lot of time for it in my life until I was in my forties. At that point I thought, it’s now or never, you’ve got to really mean it. So I quit the job that I then had, went to graduate school for poetry, and began to work part time so I can write more.

It’s very difficult, because poets don’t make a living by their poetry, except only maybe a few in the world. So you pretty much need a day job. But I had worked so hard on the day job part, that I began forgetting what I was putting in the background: the poetry part. So it really wasn’t until fifteen or twenty years ago that I began to focus much more on my poems, and I am amazed that I have managed to publish these books. For me, there are individual poems that I have particularly strong feelings about, but just the fact of the existence of these books is amazing to me, because each of these books represents eight to ten years’ worth of work.

Do you ever return to your old works, out of interest?

Somewhat. I have a full file drawer of works, and so many of them had never seen the light of day. And I changed overtime, so some of my older work doesn’t hold as much appeal to me. My work has become more musical, and a lot of the earlier stuff seem a little flatter to me now.

Also, my interest changed. I do tend to write about family of origin—my parents and my childhood memories. They turn into something else as I work on them, but that’s kind of where it began. Everybody has an inexhaustible fountain of material from childhood, early youth, and early impressions that are often so powerful, but as I get older, my interest in that material also changes. I start thinking more about the passage of time, thinking more about what is gained, what is kept, and what is lost, whereas as a younger person, I wasn’t thinking a lot about that, I was more caught up in the moment, and it feels a little more reflective to me now.

Do you think that this change in your interest and writing style is so significant that readers can notice it if they read your current book, *Inscriptions*, along with your first book, *Cathedral of Wishes*?

I think people might find it quite similar. For me, this more recent book has a bit more texture, and it’s a little bit more musical and conscious of rhyme and meter. I used a lot of iambics in *Inscriptions*. For example, there were poems in the book where I used iambic pentameter, then adjusted it to bring it a little out of the pentameter. I feel like I’m experimenting more of that with traditional forms. I don’t know if anyone else can spot it other than me, but I know they’re there. I think the readers can feel the pentameter, even if they are not consciously aware of it.

As a published author, do you read other people’s reviews of your work? How do you respond to appreciation or criticism when interacting with your readers?

Most of the reviews I get are from the people who come up to me after my readings, but I have had some nice reviews, and that’s always lovely. The main way that I show my books to the world is through readings, and I would say that this is true for most poets in the world. It’s similar to what most musicians do, you show up, play your piece, and people come up to you afterwards. If you happen to get a giant hit and sell millions of records, obviously people will listen to you and even come see you perform live. But for me, participating in readings is really a wonderful way to interact with people, and get their reflections on what they’ve heard. I do get emails sometimes from people who’ve read my book and want to talk to me about it from one way or another. You tend to get positive feedback, because people don’t often come up to you and say, “I detested your work.” (*Laugh*) So I’m missing a lot of the negative side of how people could be reacting to my work, but readings are really wonderful in that way.

What have you learned through these decades of writing poetry?

I think the secret to writing is perseverance. You’ve really got to show up—if you do, something must happen. It almost feels like you’re settling down into yourself, then opening up to whatever is coming and wherever it’s coming from. It’s almost as if I surrender myself to a voice, and write down what it says. Even though my poems come from my own experience, if the writing’s going well, it feels almost automatic. Doesn’t last for very long, but that’s why showing up is so important.

A lot of the times when you sit down, you start thinking, *this is not going to work out*. But I grab an image that floats to my head, or anything that strikes me, I write it down and catch it, because it’s gone three seconds later. Write it down and see if it might turn into the core of something.

A phrase, an image, an observation—other than these pieces of inspiration that you mentioned, what else enlivens your creativity?

It’s really random little snippets of words, or something I see for a second. My poems often start with a combination of words that I like, or an image that really appeals to me, or even sometimes just a random thought. It doesn’t seem to belong to anything.

One time I gave my students the assignment to think of all the words that they would rather not see in a poem. And of course the assignment turned out to be, now use as many of these words as you can to write a poem. Actually, the result of that exercise—which I did along with the students—is the first poem in *Inscriptions*, “In the Ruins”. It came from a random “Undesirable Word” exercise (*laugh*).

Randomness is your friend, because you get access to these feelings that your logical attempt might resist getting. Sometimes random thoughts, phrases, or images allow you deeper access to your feelings, and that is my advice for my students and many aspiring poets.

CA's Ice Rink: From an Idea to a Reality

by Alex Weyerhaeuser '15

On January 10th, members of the Concord Academy community gathered on the far west tennis courts to celebrate the official opening of CA's new ice rink. Math teacher and campus faculty member Cory Chapman had the idea to build the rink last winter when campus residents, Kristen Stiles-Hall, and her daughter, Ella, were out skating on the Sudbury River. Stiles-Hall told Chapman that the river ice was unreliable and that CA had gotten rid of its outdoor ice rink years ago. Chapman, who comes from a hockey family that built an ice rink in its backyard every winter while he was growing up, took it upon himself to build a community ice rink.

In January of 2014, Chapman began discussing the prospects of an ice skating rink on campus with Dean of Students, David Rost, and Director of Operations, Don Kingman. "They thought I was crazy," Chapman recalled, "But [they] said I could go ahead with it if I wanted to without a budget or any help from them."

To build the rink, Chapman sprayed a thin coating of water on the tennis courts and let it freeze. He repeated this process as each layer froze, creating thick, smooth ice.



The ice rink is open as of January 10th, and CA students and faculty are taking advantage of the skating opportunity.

Photo courtesy of Molly D'Arcy '16

Because building the rink is a one-man job, it differs from "real" ice rinks in that its foundation is cement, which is semi-porous, and has no liner – so some of the water always escapes. It is also completely weather-dependent, so the warm spells we had in early winter really hurt it. "I put the boards down around the rink in October

and have just waited for it to get cold since then," Chapman said. As soon as the rink was ready for use at the end of winter break, many campus and local CA families went out to enjoy the ice regularly.

Next to the rink is a bin to borrow skates. So far people have donated 14 pairs, and Rost recently gave Chapman a

small budget, which he put towards buying some helmets and filling in the size gaps in the bin of borrowed skate.

Skating certainly provides a fun and exciting outlet of CA students, faculty and families, but it also has its risks. For safety, all skaters are required to wear helmets while on the ice, and must be respectful of neighbors by keeping the volume down and being mindful of their language. "Besides the general safety and respect for neighbors rules (that are posted to CA_FYI), the guidelines are pretty loose," Chapman said. "Just don't interfere with other people's fun. Our community is such that maybe there doesn't have to be any other rules, maybe we'll just figure it out as we go along."

So far the skating rink has been a huge success, and the entire CA community has Cory Chapman to thank for this. "My main goal is just for everybody to have a good time outside," Chapman said, "It's easy to hide indoors in the winter, so hopefully this will draw people out."

Because of the excitement the rink has brought to campus, David Rost has already given Chapman permission to continue the rink next year.

Coaches' Corner: Joe Bohenek

by Anika Talway '17

"My aim is to inspire athletes to be passionate about what they do and to love every practice and training session," said Joe Bohenek, who joined the Athletics Department at Concord Academy this year, coached the girls varsity soccer in the fall and is currently helping coach girls varsity basketball. Before coming to CA, Joe worked at the Shady Hill School in Cambridge, Mass. He stated, "I became aware of CA while dining for brunch in the Concord area. When I was looking for coaching options, it came up as a nearby



Joe Bohenek, pictured alongside two girls soccer players (Neta Kafka '18 and Claire Iverson '17), joined the CA Athletics Department this year as a girls varsity soccer and basketball coach.

Photo courtesy of Lilian McCarthy '17

school and I was drawn by the athletics mission."

Bohenek remembered his early childhood days playing his favorite sport, soccer. He said, "I began playing soccer when I was very young, maybe four years old. I grew up with my parents as my coaches and I was always playing alongside with my twin sister, Jackie." Joe had a knack for sports from the very beginning. He described, "Athletics [came] very naturally to me. I [had] a twin sister and two older brothers, so competition was a staple growing up."

A talented athlete, Bohenek was an important asset in helping his soccer team win special recognitions and awards. He recalled, "I played for Rockland High School [in Rockland, Mass.]. We were Patriot League

champions for the first time in 16 years." At Rockland High. Bohenek also won All-Scholastic recognitions in soccer and track and field. "I went to Keene State College," Bohenek said. "We were Little East Conference Champions in 2010 and qualified for the NCAA Div. III Tournament."

However, success did not always come so easily for Bohenek. In college, his soccer team faced intense competition, Bohenek recalled. "At the college level, most teams have the talent and skills to be successful, but the most influential factor is the team's ability to work collectively and to endure hardship," he explained. He attributed his

team's success to "the leadership of the senior players," who he believed "sustained a culture that was cohesive and supportive." He continued, "It was fun playing for them, so everyone did their best."

Apart from being a devoted athlete as he was growing up, Bohenek was also a good writer. "When I was in fourth grade, I won a nationwide essay contest sponsored by the US Postal Service," said Bohenek. He continued, "The

subject was 'My Pollution Solution' and the grand prize was an all-expenses-paid trip to Washington's Olympic National Park and the Hoh Rain Forest. During the trip, my family and I hiked to the most northwestern point in the continental United States, Cape Flattery. We stayed every night in Forks, WA (the setting of the Twilight series)!"

So, in the midst of hiking and all of his adventures, how did Joe Bohenek decide he wanted to become a coach? "I developed a passion for coaching after I finished my college soccer career," Bohenek explained. "I began coaching while in college at a local high school."

Little did he know that, a few years later, his passion for coaching would carry him to Concord.

Alternative Vacation: Winter Camping

by Channah Powell '17

Over this past winter break, Concord Academy students traveled all over the world, from California to Peru to China, but going into December, my family did not have anything particularly exotic planned for vacation. The week before finals started, my dad presented an idea to me: winter camping. For many people, backpacking in the snow and the cold seems quite unappealing, but I was immediately enthusiastic; snowshoeing in the White Mountains for 3 days sounded like an ideal way to escape the stress of studying and work. And so, on December 21st, my dad, my friend, Sarah Evantash '16, and I headed up to New Hampshire to spend 3 days at the Lonesome Lake AMC Hut.

The Appalachian Mountain Club, or the AMC for short, is an organization that maintains and runs a system of rustic huts along the Appalachian Trail, a hiking path that stretches from Maine to Georgia. In the summer, many of these huts offer meals, but in the winter, backpackers have to be independent and supply their own food and equipment. A caretaker was living at the Lonesome Lake Hut while we visited, but his only real role was to light a fire in the woodstove each evening.

To get to Lonesome Lake, we had to hike about 2 miles up and around a mountain with crampons, hiking poles, and 30-pound packs containing food, clothes, and sleeping bags. Unlike Concord in December, the area in which we hiked was covered in about a foot and a half of snow. The hike was very steep; apparently the rigor of Supervised Fitness had not sufficiently prepared me for such physical exertion, and by the time we reached the hut, I was exhausted.

Lonesome Lake Hut is a complex of three small buildings. The main building overlooking the frozen lake had been newly

equipped with solar electricity. The building also had a rustic kitchen, some dining room tables, and a lovely wood stove that was lit at by the caretaker everyday at 4 p.m. The other two buildings were bunkhouses in which we slept. These buildings had no electricity and were completely unheated. I assume the rustic accommodations are one of the



Powell went winter camping in New Hampshire

Photo courtesy of Channah Powell '17

reasons why camping seems unappealing to many of my peers. Although I admit to being extremely cold the first night, as it was 12 degrees in the bunkhouse and the zipper of my sleeping bag broke, both Sarah and I improvised ways to deal with the cold on the second night. Going to bed wearing at least six layers and putting water bottles full of boiling water in our sleeping bags, we managed to ward off hypothermia.

On the second day of our adventure, we hiked 4 miles on the Fishin' Jimmy Trail, a path even steeper than the one we climbed the first day. This time we wore our snowshoes, as the trail was quite icy. The climb was ab-

solutely beautiful; completely isolated from society, we were surrounded only by gigantic icicles and coniferous trees with branches completely weighed down by frozen snow. The sandwiches we ate on the trail tasted unusually delicious, which the three of us concluded was because everything tastes better outdoors.

That night, we sat around the wood stove and played cards and read. It was wonderful not to have phone or Internet connection or studying to do. I felt myself relax for the first time in months.

On the last day, we were sad to leave the hut and climb down back into society. The three-day trip had been rejuvenating and quite fulfilling: I had spent time with my dad and my friend, enjoyed being outdoors, and survived two frigid New Hampshire winter nights.

The Centipede

Concord Academy
166 Main Street, Concord, MA 01742

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166 Main Street
Concord, MA 01742

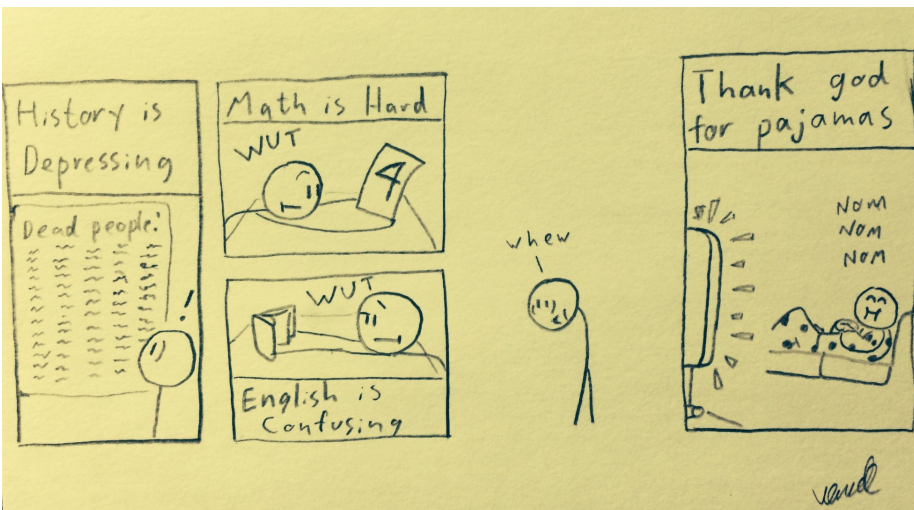
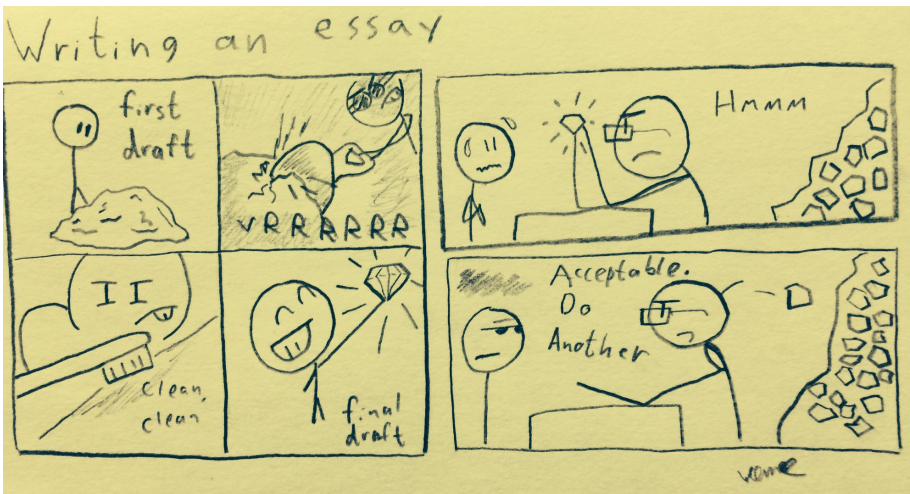
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The mission of The *Centipede* is to inform, spark curiosity, and generate discussion within the community and beyond. The majority of the content relates to school issues, events, and news, but occasionally writers voice their opinions on politics,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

January Cartoons

by Verreth Wilson '15



History Classes

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of semester away opportunities, Frederick is optimistic that the course will function similarly.

Most of the planning for the new courses took place before the 2014/2015 school year started. A full planning session took place in which the prospects for new courses were laid out, each one considered in detail. This was followed by visitation to academic libraries in search of course material, according to Yeh. However, there was still a bit of last minute work to do. Frederick conducted “several hurried, panicked meetings to talk about books, assessments, means and ways,”

with Roorbach for The Boston Class.

When asked whether or not the history department frequently searches outside of Concord Academy for course ideas, Yeh replied: “Definitely [...] But we don’t just take course ideas from other places as they are because we design courses that will fit the needs and interests of CA students and make use of our strengths as teachers and historians.”

Scientific Revolution, Oral History in Theory and Practice, and The Boston Class unite to offer a hopeful glimpse of the history department’s future as they forge ahead, shifting their original values to embody a more comprehensive approach.

Ruth Bader Ginsburg

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good advising, which is readily available to a figure of her stature. She would also need to counter criticisms of her advanced age. This could be accomplished by the adoption a more hip style. An elderly person acting youthful can be attractive and appealing to the public, as evinced in the popularity of Clinton’s Twitter account and the recent skydiving of former President George H.W.

Bush. Ginsburg could begin this process by setting up what would certainly be a wildly popular Twitter account of her own and publishing interviews on social media sites.

Should Ginsburg run? Perhaps yes, perhaps no. A public opinion poll might be useful and informative. In the meantime, you can buy these shirts to enliven Ginsburg’s hip image.

Ferris MGH

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who I was and smiled nicely at me. He has been doing well and does not have many medical problems, but even after 14 years of waiting, the government has still not given him the apartment that he had been promised. He said that it is really hard to wait, and that he is beginning to give up hope - ‘What’s the point in waiting for something that’s never gonna happen?’ After that his voice got very quiet as he talked with the doctors on the team. They gave him encouraging words like to ‘hang in there,’ but Jake was fixated on the pavement. Then he started to cry. He said he was ‘sorry for crying’ and that he ‘isn’t normally like this,’ but that ‘it’s just really hard.’ His face was scruffy and pink as the tears rolled down his face ... It was 7°F outside.”

Ferris came to the BHCHP program to learn and was “stunned” by its power and scale. She hopes to continue providing aid through her own participation with the program.

MLK Day

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led a workshop called “Catcalling: Crime or Compliment?” and took part in a workshop called “Feminist Juggle: Balancing Work and Family” on MLK day. She said, “I was really excited by the workshop I led. We were able to make important distinctions between catcalling as a crime and as a compliment, which sparked a really good discussion and reflection.”

When asked about the workshop she attended, she said, “[It] was especially enhanced by how many faculty members were in attendance. It allowed for intergenerational conversations that helped us dispel some common misconceptions.”



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The 'Pede!