



Admissions Revises Financial Aid Policy

by Alex Berry '17

"It kind of looks bad when you hear: 'Oh, there's only 17% of the 2019 class receiving financial aid,'" John McGarry, Associate Director of Admissions and Director of Financial Aid at Concord Academy, told *The Centipede*. For an admissions office that strives for 25% of the institution to receive financial aid, that number might seem strikingly low this year. He recognizes the imbalance, yet he has years of experience to support the rationale behind the numbers.

Financial aid is a very tricky topic. It might be all too familiar to some students, while others may know very little. It is not frequently discussed openly because for some students it may be experienced as personal.

For those who are not familiar, financial aid is a program that allows students to attend CA who may not have the financial resources to afford the full tuition. Depending on the student, CA's Financial Aid Office can provide anywhere from a fraction of the school's tuition to almost the full cost. CA values financial aid because it creates an opportunity for the best matched students to enroll, regardless of ability to pay. In other words, financial aid helps the strongest students to attend.

The allocation of financial aid dollars is based on how much money is available from multiple sources: private donors, endowment, and yearly fundraisers. And the money available specifically to the freshman class is subject to a few different factors.

Last year's graduating class had a similar percentage of students on financial aid as the Class of 2019. There were 16 graduating students on financial aid in the class of 2015. McGarry explained that "the goal is always to aim for around 25%, which we did, and then over the four years we lost a few kids from that class for a variety of reasons. Sometimes a class can ... erode a little bit, and this one eroded a little bit more than expected." But since this year's class had one more student, "we actually did pretty well for ourselves by getting 17 new financial aid students come in," noted McGarry.

"The availability of financial aid dollars is strongly impacted by how many returning financial aid students you have coming back in each class," noted McGarry. Take this year's senior class, for example. There are 31 members of the senior class on financial aid, a figure well above the 25% goal. The higher percentage in a particular senior class (as well as in other classes at CA) is a factor shaping financial aid resources for the incoming students.

But, even more important than the number of returning students, the amount of aid money available is guided by how many students receiving financial aid are in the graduating class. So, let us go back to this year's senior class and imagine what will happen when they graduate. Commencement will mark the turnover of a significant amount of financial aid that will become available to support a similar number of financial aid students in the yet-to-exist class of 2020. And the cycle begins again.



*The Admissions Office has modified its waitlist policy to offer more realistic decisions.
Photo by Julia Shea.*

Just looking at those scenarios, one can start to predict that the number of financial aid students in any given Senior class will always look very similar to the number of students in the freshman class the following fall. McGarry reiterated, "It's our goal to aim for 25% per class, but it's our reality to only have what we have available based on who graduated."

According to McGarry, CA receives admissions applications from approximately 800 prospective students each admissions

season, 200 of which they choose to accept. Within those acceptances, "there might be 80 that apply for financial aid," says McGarry. "In the past, we would offer financial aid to about the top 60 of those 80."

While there may be no significant change in funding in the near future, the financial aid program is making a change in the way that it classifies candidates for financial aid. As of October 2015, the CA

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Opinion: The Breakup Talk Some Thoughts on Collective Rejection

by Kiely Mugford '16

Rejection, for many, is an unavoidable aspect of the college process. We prepare ourselves for it well – we look up acceptance rates, we fall in love with safety schools, we remind ourselves to stay rational. The possibility of rejection is recognized. We know it happens to everyone. We know, at least on a theoretical level, that we will not get in everywhere. That, just as every school will not be the school for us, we will not be the student for every school.

None of this, in any way, changes the fact that getting rejected hurts.

Johns Hopkins broke up with me on Friday afternoon. "After a thorough review of your application," the Department of Admissions said, "we regret to inform you that we are not able to offer you admission." I was reassured that "every year, we receive a large number of applications from qualified students." They wished me luck in my

search for "another institution that will be an excellent match for my educational and personal goals." Is it me? I wondered. Did I do something wrong? What's wrong with me? What can I change? I was gently redirected to the FAQ section at the bottom of the page, where I was informed three separate times that Johns Hopkins didn't have to (and wasn't going to) answer any of them. I was left completely alone.

The college process is many things. It is long, it is stressful, it is individual, it is disappointing, it is rewarding, and it is ours. But it is not private. For better or worse, it is virtually impossible to move through the entire process without involving other people in the outcome. We commiserate over the stress of essays, we carpool to take standardized tests, we celebrate our successes and trumpet them from the metaphorical rooftops of a variety of social media platforms. The standard of privacy and secrecy, so exalted in the intermediary parts of the application

process, is disregarded once we are accepted. We have done it! It is through! We have emerged, victorious, on the other side. This is something to celebrate, to be sure. It is a joyous thing to be done with college. But we cannot base our enforcement of that standard on whether or not we've been dumped. Acceptance is visible, and rightly so. But rejection and deferral are equally present, equally real, and equally important to talk about. No one, regardless of the contents of their letter, is ever, ever alone. When we don't talk about rejection and deferral, it's hard to remember that you're not the only one.

The Wall of (Self) Acceptance, a place where seniors could display their rejection and deferral letters, was taken down on Tuesday morning. The administration cited numerous concerns, including the personal nature of the college process, the potential reaction of underclassmen, the juxtaposition of the display with nearby college-free zone signs, and the use of public space. These are

ongoing discussions. But I know that taping my breakup on the wall with some of the most brilliant, funny, confident, and talented people I have ever met reminded me that I'm in absolutely incredible company. The fact that I am not right for Johns Hopkins doesn't mean I'm not right for everyone. A rejection or deferral letter from any given school does not lessen the impact we will have on the world. I know that this one probably won't be the last letter of rejection I receive, but because I was visible, because I was honest, and because I wasn't alone, I'll keep drawing hearts on the schools that don't have room for me and celebrating the ones that do. And that, at least in my opinion, is worth trumpeting from the rooftops.

***The Centipede* urges you to read the accompanying message, included below.**

A Message from the Editorial Board

As editors of *The Centipede*, we would like to acknowledge and point out a few pieces of information. First, the opinion above is just that: an opinion. The facts included within it are correct, and *The Centipede* stands by them, but the piece is not meant as nor should it be interpreted as a news-style examination of the events covered within. We believe that it is important, however, to give voice to this senior's interpretation of the college process and all of its complexities. It is meant to give the entire Concord Academy community a sense of what the Class of 2016 is experiencing now, and to offer underclassmen only with perspective. All of what is said here should be taken with a grain of salt.

This piece will, we solemnly pledge and promise, be followed by a complete and lengthy article in our January issue examining the issue in-depth. With that in mind, we send our thoughts to the seniors as they finalize their applications and wish students, faculty, and staff a restful, rejuvenating, and peaceful vacation.

Inexcusable Inaction

Student Protests Raise Issues of Discrimination, Privilege

by Armando Herrera '16

In recent weeks, the mainstream media has shined a spotlight on a culture of campus racism that had been largely ignored. More than sixty colleges and universities from across the country have found their names headlining the articles of major news outlets, but at the center of the firestorm has been the University of Missouri (MU). Journalists from the New York Times, CNN, and the Washington Post have criticized the MU administration for their inaction regarding perpetual reports of racism, both from students and faculty of color.

Press coverage slowly began this September with the inception of Concerned Student 1950, a student-led movement that takes its name from the year a court order forced MU to accept Black students. In a widely-publicized biographical statement, the group wrote on social media that their goal was “to hold the administration accountable” and “to seek the liberation of Black collegiate students.”

On October 10th, during the 104th annual MU Homecoming, Concerned Student 1950, then comprised of only eleven students and alumni, staged their first demonstration by linking arms to block the passage of University President Timothy Wolfe’s convertible. One by one, they took up a megaphone and narrated the racist history of the university, beginning with the school’s foundation in a slave state and its use of slave labor and finishing with the recent threats and discriminatory slurs faced by Black community members on a daily basis. Instead of engaging with the peaceful protesters, Wolfe’s driver attempted to plow through them, and Wolfe himself relayed no acknowledgement or apology.

Similar demonstrations erupted at MU throughout the following month. Once again, the administration remained virtually silent, took no responsibility for its actions, and only occasionally sent emails that vaguely promised to provide “diversity training.” Concerned Student 1950 condemned such training as “online training materials easily skimmed through,” and equated it to “tactics [employed]...to perpetuate racism.”

During this time, certain members of the faculty expressed solidarity with the student movement. MU Journalism Professor Dr. Cynthia Frisby was featured on NPR after writing in the Columbia Missourian newspaper that “faculty call me the ‘n’ word and treat me with incredible disrespect...I have had a student who said he couldn’t call me



A member of Concerned Student 1950 protests at the University of Missouri.
Photo by Mark Schierbecker.
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Dr. Frisby because...blacks are not smart and do not earn degrees without affirmative action.”

With Wolfe’s negligence paralyzing and dividing the community, Concerned Student 1950 founder Jonathan Butler began a hunger strike, announcing over Twitter that he would not eat until Wolfe resigned from his position as University President. In an interview with the Washington Post, Butler explained “it’s worth sacrificing something of this grave amount, because I’m already not wanted here. I’m already not treated like I’m

a human.” And for six days, the MU administration confirmed his assertion, refusing to even once acknowledge his strike.

In solidarity with Butler, and in concern for his well-being, MU’s football team announced the following Saturday that they would refuse to play until Wolfe stepped down, a threat that could have cost the college more than one million dollars in fees.

Wolfe resigned two days later, claiming in a press conference that his “motivation in making this decision [came] from love.” But critics saw the clear stimulus: money. In his

last ditch attempt to save face, Wolfe dug his own grave. National attention turned to MU, and positive reactions were few to none. In an effort to quell the condemnation of MU’s reputation, a member of the Board of Curators released another explanation for Wolfe’s actions to the New York Times: “We have a national image to protect and enhance,” he said, adding a generous amount of fuel to the flames.

Since Wolfe’s resignation and the ensuing onslaught of criticism, many institutions of higher education have faced similar protests. Ithaca and Claremont McKenna College (CMC) are among countless institutions facing intense pressure to listen to the cries of marginalized and underrepresented students of color.

Mary Spellman, the Dean of Students at CMC, recently stepped down after facing intense backlash for referring to marginalized students in her emails as individuals who “don’t fit the CMC mold.” In addition, CMC’s Junior Class President resigned from her position after posing for a photo with a group of white girls who were dressed as Mexicans for a Halloween party.

At Ithaca, more than a thousand students walked out of classes two days after Timothy Wolfe’s resignation, calling for the resignation of their own President Tom Rochon through chants of “Tom Rochon, no confidence.” In a public statement, Rochon belittled student demands as a “statement of frustration,” and relayed that he had no intention of stepping down.

Rochon, Spellman, and countless other administrators have echoed the same inaction as Timothy Wolfe, and are paying the price for their negligence. While the motivation behind Wolfe’s initial resignation may not have come out of a concern for his students of color, his action has spurred change at schools across the country. Colleges and universities both in and out of the critical media spotlight are being forced to challenge the status quo by actually creating solutions and policy changes to alleviate the oppression endured by their students of color. While the intent of these changes is unclear, media outlets have noted that one thing is certain: every school has a “national image to protect and enhance,” and nobody wants to be the next MU.

Sources: *The Atlantic*, *The Boston Globe*, *Columbia Daily Tribune*, *Columbia Missourian*, *The Guardian*, *The Los Angeles Times*, *Mic*, *The New York Times*, *NPR*, *The Washington Post*, *The Yale Daily News*

Students Emphasize the Importance of Diversity Groups

by Eugene Lee '18

In October and November, many subjects of conversation arose within the Concord Academy community. In particular, the topic of diversity arose quite frequently and tensions heightened when students had clashing perspectives on certain subjects of matter. A series of conversations regarding the topic such as “Dominant male groups” and “Racial preference” increased and consequently resulted in rumours; creating tension within the school.

In my experiences though diversity groups such as MOSAIC (Multicultural Organization of Students for the Advancement of Identity and Culture), the topics of disagreement among the CA community would frequently come up and the group concluded that these tensions were the results of the

student body having minimal knowledge of the existence of diversity groups. So now comes the question, “What are they?”

“Diversity Groups are spaces in which, students can celebrate a particular identity that they can share with other students,” said Quess Green '16. Green, however, continued by expressing his concern regarding the popularity of Diversity Groups at CA. He senses that the student body lacks an understanding of “see[ing] one another’s perspectives. I think a lot of what has been going on has been an ‘us vs. them’ and is sort of more attacking, but no one has really been actively listening to one another.” There are more than 10 Diversity Groups at CA and a few new groups including the “Inclusion Council” that have just been formed this year. Although some groups are exclusive (meaning that students must apply for positions), groups such as

Women’s Org and GSA (Gender Sexuality Alliance) are open to any student wishing to share their views on subjects of diversity.

Starting this year, the administration and the student body collaborated to allow students to communicate concerns. Led by Diversity Co-Heads Nadia Itani '16 and Green, Inclusion Council held its first meeting on November 12th, and succeeded in gathering almost a quarter of the school. “It [Inclusion Council] is a place where students from all walks of life from CA can come and listen or engage in conversations on issues on diversity,” explained Green. The council is essentially a group in which all students, regardless of gender or ethnicity, have a safe space to communicate their opinions on certain topics not only specifically within the community, but also outside CA.

MOSAIC, an on-going, selective mul-

ticultural organisation, meets once a week to talk about issues related to diversity. The topics range from race, gender, socioeconomic status, privilege and class, which allow students to identify and accept ways in which people differ and how they brings CA together. “It’s more than an affinity group as it’s not for a specific person. A lot of people assume MOSAIC is a group for people of colour, but it’s not just about race. I joined [MOSAIC] because I didn’t feel like I could join either the Latina student organisation or the Asian student organisation because I didn’t feel like either of those identities solidly applied to me, so I heard about MOSAIC and I thought that would be some place that would be more comfortable as it could bring all of the different factors, which made me, me.”

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Changes in Financial Aid Policy

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admissions office, under the jurisdiction of school leaders, has decided that it will admit students on a need-basis.

Marie Myers, Director of Admissions at CA, stresses that the school is still “committed to using all of our financial aid dollars.” McGarry added that, “the percentage of kids at CA on financial aid will continue as it has been. Our commitment to financial aid continues to strengthen as part of our upcoming capital campaign, so this does not indicate any shift in priority away from financial aid.” Under the previous system, a letter confirming admittance to CA and referral to the financial aid waitpool were sent simultaneously to FA applicants whom the school did not have enough money to support. In a predictable pattern, the families of those applicants would call CA and request an explanation and a sense of whether they would receive aid from the financial aid waitlist. “And the straightforward answer that we would always give them, that the letter wasn’t providing them - because it was confusing, frankly - was: not that great of a chance.”

Now that the policy has been altered, what happens to the twenty remaining students? McGarry says that CA “will still offer

financial aid to the top 60 as we always have, except [to] the bottom 20 we will offer an admissions waitpool.”

To be clear, by “admissions waitpool” McGarry does not mean the special financial aid waitlist. He means the regular admission waitpool that has qualified students, both financial aid candidates and non-financial aid candidates.

The questions arises: Wouldn’t the admissions office be prone to base its decision to accept a student on whether or not that applicant has applied for financial aid? Would applicants be turned away thinking that their application might be unfairly evaluated because of the admissions office sees their request for financial aid? “That’s the concern,” says McGarry, “although we’re in the majority [now]. So that’s a concern at most schools to which they’re applying.”

It is interesting that the CA Admissions Office held on to the need-blind policy for so long, given that the majority of other admissions offices at boarding schools in the surrounding area have been operating on a “need basis.” Myers admits that in “talking to colleagues at peer schools, the vast majority” have switched over. Both McGarry and Myers were also aware of concerns from

special feeder organizations such as The TEAK Fellowship, New Jersey SEEDS, A Better Chance, and the Oliver Program, all non-profit organizations dedicated to assisting low-income families apply for private education. “They have expressed that it’s confusing to the families and misleading because the families don’t know whether to stay emotionally invested in Concord Academy, or take another offer.”

In fact, McGarry claimed that the combination of the acceptance letter and financial aid waitpool letter was so confusing that it was upsetting to families who would receive both at once. “It was experienced by many families as a very hard set of letters to get. ‘Hey! Congratulations! Here’s information about revisiting days,’ and then in the same package, no financial aid [guaranteed].”

The intent of the system was not to confuse prospective families, in fact, it was the exact opposite. “I do think our original policy was coming from a place of wanting to honor that a student could be a part of the community, but for the funds, said Myers, “The truth of the matter is, it was mostly disappointing, discouraging, and disheartening. And we were like, ‘Oh! That’s not what we were trying to do.’ I understand why we did

what we did .. it just wasn’t being received that way.”

The cumulative influx of concerns from parents, partner schools, and sending organizations led Myers to seek the shift by first presenting that information to CA’s senior administrators. “We talked through it and they were like, ‘We understand why you would want to make this sort of change. And then we shared the decision with the enrollment committee on the board who said, ‘... That makes sense to us as well.’ And then we shared it with the full board,” she said.

There will still be questions in the coming months as the success of the new strategy is evaluated. And once again there will be tough choices that the Admissions Office will have to make in order to allocate Financial Aid dollars to each candidate for financial aid. But hopefully the office’s new policy will prove successful in communicating clearly and honestly with families who apply for financial aid at CA this year.

CA Tests New Emergency System

by Sofie Jones ’18

This fall, the Concord Academy community was introduced to a new lockdown procedure, which combines ALICE protocol and Alertus system beacons throughout campus. CA’s administration has been working alongside the Concord Police department over the last year to implement the system, which alerts students and faculty when there is an active shooter or a similar threat on campus.

The ALICE system, an acronym that stands for Alert, Lockdown, Inform, Counter, and Evade, is a procedure that has been adopted by thousands of schools since its creation in the early 2000s, and stresses the importance of trying to get away or counter the attacks of a rapid shooter. The second part of the new protocol involves the Alertus alarm system, which uses beacons, stationed around the school, to send out a pre-recorded message with instructions on how to respond.

The system was introduced to students and faculty at an assembly earlier in the semester, during which community members were taught how to react to the presence of a shooter on campus in different situations. Although Dean of Students David Rost assured students and faculty that the threat of a shooter coming onto the CA campus is “highly unlikely,” he said the aim of the program is to make sure students are aware of their surroundings and to be prepared for the worst case scenario.

A few weeks later, on October 27, students and faculty participated in two consecutive drills to test the new protocol. Science teacher Joan Kaufmann was in the second floor Chemistry classroom at the time of the drill and said that she could not hear the alarm going off herself, but had it pointed out to her by a student. Kaufmann took her students into a nearby closet, where they remained until Rost came to tell them the drill was over. “It was different from a fire alarm, but it was so weak that I didn’t pay attention to it,” Kaufmann said of the alarm system, “Something like that should be extremely loud.”

Some students also expressed concern over how an actual emergency would differ from the controlled drill. Kaity Goodwin ’18 said, “I think it was so uniform that everything we did, in a real situation, wouldn’t

happen.” At a community-wide debriefing in the Chapel after the drill, faculty members and students brought up the concerns, leaving many thinking that the new system does not work. However, Rost said that only about 12 of the 85 beacons around campus were not working and that, in the future, the difficulties surrounding this drill will be addressed. Rost added that “We come away with the impression that nothing was working, while in reality, seven-eighths worked as intended.” He continued, “I don’t want people to leave with the impression that nothing worked.”

With another drill coming up during second semester, Rost said that he hopes students will begin to think more about where they go everyday and what they might do in an emergency situation. Rost also hopes students will realize that “The best emergency planning is to be aware.” He also urges students to remember that “If you are worried about a member of the community, say something.”

This new and more involved system is a precaution, members of CA’s administration assure, but it is still important. Although no system is initially perfect, as Rost told the school last month, “safety is our first priority.” As school shootings continue to be a nationally relevant and pressing issue, CA is taking the initiative to ensure the safety of all who step onto campus.

With continued improvements, the ALICE and Alertus systems will become more central on campus, most likely never to be needed but nonetheless important to have ready.



CA Labs: Short-Term Sacrifice for Long-Term Gain

by Sofie di Tommaso ’17

In the past few weeks, Concord Academy’s campus has been abuzz with the clangs and clatter of construction work as siding has been pulled off the science wing of the Main School Building, a porch has been demolished, trees have been chopped down, and excavators have been busy at work. Every day something is just a little different at CA and while excitement for the arrival of the renovated science building, called CA Labs, still rings through campus, there are also a few grumbles about noise and disruption.

The renovation and expansion of the science wing is one of many projects included in the Centennial Plan. Since its design was announced during morning announcements earlier this fall, the construction of CA Labs has been a source of interest for students for a variety of reasons.

Co-head of Green Club and Environmental Affairs, Abby Bresler complimented the attempts to keep this project environmentally friendly: “They seem to be thinking about the environment which is super exciting and it reflects CA’s values really nicely.” She praises the plan to create more environmentally friendly bathrooms and to increase the amount of natural light through the use of many windows.

Maggie Doubman also expressed excitement as to what the new science building will provide for her club DEMONs (Dreamers, Engineers, Mechanics, and Overt Nerds).

Plans for the new building include a “maker space” which will give DEMONs more space to work and create. That being said, she did admit that “it’s annoying to have to walk all the way around [the construction site] every time because it was pretty convenient to just be able to go around the quad, and it does get noisy sometimes.”

The Centennial Plan has much more in store than just new science buildings including improvements to faculty leadership, boarding houses, financial aid, and an attempt to reduce the boundaries between learning and the world around us, and from the work already done on the science labs, it seems this plan is off to a great start.

Dean of Student and Community Life, David Rost, explains the importance of implementing the Centennial Plan by saying, “I think the Centennial Plan is going to strengthen what’s already great about the school... It’s about strengthening the environment we learn in and so when you talk about something like the CA Labs, you talk about providing teacher and students with up to date learning environments.”

While there may be temporary inconveniences that force student to walk just a few extra yards in the fast approaching winter weather and cope with some extra noise, the outcome of this project and the projects to come seem well worth the cost. CA is host to many engaged and curious students, and it only seems fitting that the campus should be modernized to match the community.



Above: Construction on CA Labs.
Photo by Harry Breault ’16.

Left: ALICE allows CA to manage any dangerous situations more safely.
Photo by Julia Shea ’16.

Students Share CA with Family

by Isabel Cushing '17

For most Concord Academy students, life at home and life at school are discrete entities. Day students commute between the two, and, for boarders, the separation is perhaps even more distinct. However, the line between home and school is blurred when a student's parents work at the school.

In the current school year, our community includes at least nine such families composed of CA students and CA faculty and staff. The Centipede interviewed four of these families— the Cardillo, Chapman, Manzella, and Myers-Rafferty families—to shed light on what happens when parent-child and faculty-student relationships overlap.

When asked if they ran into their parents on a regular basis, most students said that they often passed in the halls but did not seek their parents out when they had problems or needed help.

Lila Cardillo '18 is the daughter of Jen Cardillo, a college counselor and English teacher at CA; Lila explained that she never tries to avoid her mom, "but our schedules don't align that much so it's not like I see her all the time." She says that she does not go to her mom's office seeking guidance during the school day in an effort to normalize her role as just another student: "I don't think I'd go to her if I had a problem... I try to be normal in that way [and] deal with my own issues." Emma Manzella '17 and Mireille Manzella '18, daughters of Stephanie Manzella, a CA history teacher, were also interviewed. Mireille laughingly told The Centipede that she does go to her mom's office during the day: "not to see her, but to get food and stuff." Cole Chapman '19, son of CA Math Teacher Cory Chapman, also admitted that his ventures into Cory's classroom or office were not primarily to see his father but to spend time with the family dog Riley, who often accompanies Cory to class.

All students, when asked whether they would consider taking a class with their parent, answered with a vehement "No!" Some students such as Mireille face a dilemma as a result.

Mireille admitted that "the class I am most interested in at CA is Constitutional Law, but I can't take it because my mom [is the only teacher who] teaches it." Emma, adding onto her sister's point, acknowledged that she was interested in another class taught only by Stephanie, a new elective on criminal justice this spring. However, from Emma's point of view, "there's no point in taking her classes because she'll just tell us everything [about the material] anyway."

Perhaps through having a history teacher as a parent, the Manzella sisters and Cece Myers-Rafferty '19 absorb the information they are teaching through dinner conversations; in this case, taking the class would not only be awkward and "odd," as History Teacher Ed Rafferty, put it, but repetitive as well.

On a vein perhaps more directly relevant to all CA students, the interviewed teachers admitted that having students with a CA workload forced them to reevaluate how much work they were giving to their students. As Cory Chapman eloquently summed it up, "I really am starting to see more what it's like to be a student. I am starting to see that kids work really hard here—I knew it in theory, but now... I stop to think, what would it look like if Cole were to come home and say, 'Oh my god, my teacher just gave me this big homework assignment?' I can see how that builds up. It's a little more tangible, a little more personal... I sort of see him in all of my students."

Lila described a similar effect on her mother: "She's definitely realized if a reading assignment she gave her class is too much based on whether I have to read three or four chapters of the same book, on top of my other work." As CA students, we've all wished from time to time that our teachers could truly understand how overworked we are—and maybe the teachers who are also parents are beginning to grasp it.

This year, there are five freshmen whose parents work at the school. These families have just begun the adjustment into sharing a school and home space. Both of the interviewed freshmen, Cole Chapman and Cece Myers-Rafferty, live on campus -- the Chapmans in the Gooding Barn and the

Myers-Rafferty family as house parents in Phelps House.

Cory says that before Cole came to CA as a freshman, he received a very important piece of advice from a faculty member whose child attends CA: "'Do not speak unless spoken to...'" this advice sort of [gets at] the idea that this is primarily Cole's space, and if he wants to acknowledge me, then that's fine, and if he doesn't, then it's his high school, and I need to remember that." Ed, on a similar note, said that he tries to "give Cece her own space," especially at lunch in the Stu-Fac, "because that's where we would see one another most."

The students, on the other hand, have some adjustments of their own to make. As Cole articulated, "I have to play two roles: one as a student here and one as a member of my family. Sometimes I'll forget to switch from one to the other... I'm trying to find more of a balance, but it's easier said than done."

The transition from being at a school setting separate from home to one where the two are meshed together can certainly be a challenge. However, kids and parents alike seem to be happy with the situation. Mireille says that she is grateful to her mother because she would not have known about CA if Stephanie hadn't worked here: "The only reason why I'm at CA is because of my mom... the only reason I looked at this school is because she's here."

"I definitely wanted to go here, and now that I'm here I'm super happy about it," said Cole Chapman. "[And] I like having my dad here... it can get a little bit weird when he's coming into a class and I'm going out of a class, but it's just new. I think I'll get used to it."

Although perhaps it's not too fun when teachers call a student by his or her parent's name, as both Emma Manzella and Cole Chapman can attest to, sharing CA with family seems to be fun; indeed, according to faculty children, the upsides seem to outweigh the downsides.



Two families with parents as teachers and children as students at CA.
Photos courtesy of Isabel Cushing '17.

Diversity Groups

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said Co-Head of MOSAIC, Elly Veloria. In order to alleviate recent issues, MOSAIC have talked especially about "Dominant male groups"; what they are, and what they do. A quick summary would reveal that they were a group of male students, who were regarded as "popular" and would "roast" (criticize) other students upon fashion, looks and actions. Despite not being able to assuage the situation personally, MOSAIC brought up the concept of elucidating students of the diversity within the school. Through this idea, other diversity/affinity groups such as Inclusion Council brought the attention to students in their meetings and also inform administration of this issue within the community.

Diversity groups like the Inclusion Council and MOSAIC want to be known amongst the student body and would like to aid in allowing students to speak and join conversations even if specific topics don't necessarily apply to them. When asked about hopes and dreams, Veloria responded, "I hope people know who we are because it can be very powerful as it proves that yes, we can all have our differences, but we also can all have a common goal and work together."

by Elly Veloria '16

For the first time ever, an advanced class for Ceramics (Ceramics 4), is being offered at Concord Academy. June Sass, a member of this year's senior class, is the first and only member.

Sass began her ceramics career in the fourth grade, and has been taking ceramics classes at CA since her sophomore year. Though the class closely resembles a departmental study, Ceramics 4 is different because the instructor still provides structure and guidance for the class. Just like any other minor, Ceramics 4 meets twice a week during two long blocks. Originally, Sass's plan for the class was to create a dinner set including plates and mugs, but due to limited time, she is instead creating a series of small to large pieces, each with its own throwing and design specificities.

"It really takes a lot of time to create a lot of good work," Sass, '16, commented. "The biggest thing for me is time, and then also expanding my creative ability. It's no longer about the skills, it's about creating the pieces that you're making, and the themes within that."

Sass said that the amount of freedom in the class is unfamiliar, but she appreciates having the ability to create work that she is truly passionate about. "I feel honored to have this," she said. "I love how much I can just pour myself into my pieces. It's really rewarding, and I highly recommend it."



Two of Sass's pieces from this semester.
Photo by Harry Breault '16.

It's Always Gloomy in Philadelphia

by Jeremy Liang '16

If you follow sports, you've probably heard Jahlil Okafor's name thrown around in the news recently. The former McDonald's All-American and Duke superstar has reached an undeniable low, just one month into his NBA career. In the span of just two weeks, which only feels like a few days, Okafor engaged in a bar fight in Boston, drove 108 miles per hour down a bridge, and attempted to get into a pub using a fake ID. It is true that Okafor is only nineteen years old, but it is also true that none of his peers in professional basketball are making any of the same mistakes. In fact, Karl Anthony-Towns and Kristaps Porzingis, two big men who were drafted just minutes apart from Okafor, appear to be blossoming. Porzingis, considered a developmental project from the get go, is way ahead of schedule, and has New York Knicks fans buzzing about something hopeful all of a sudden. In a similar fashion, Towns has been living up to his expectations as the number one overall pick, holding a steady 20.56 Player Efficiency Rating.

This is not to say that Okafor has been a disappointment as a rookie; 17.2 points and 8.2 rebounds per game are not stats to slouch about, and the former Duke star shows dexterity around the low block and rim. However, being able to score like crazy was the expectation for Okafor, so none of this is actually a surprise. However, starting fights and breaking the law are somewhat shocking, and are significant enough that the Philadelphia 76ers have given their rookie a two game suspension for his involvement in the bar fight.

Now, to really get a good understanding of the suspension, I highly encourage you to actually watch the TMZ video that set the entire suspension into motion. It's one thing to consider a bar fight as an isolated entity, but something entirely different to watch Okafor deal with his hecklers in Boston. For one thing, this wasn't exactly a one-sided altercation. The Bostonians heckled Okafor severely and the rookie's crew yelled for Okafor to just get back in the car, but the center immediately snapped back. However, his retaliation wasn't simply out of blind, mindless rage. It looked like pent up anger, a coiled spring, a room covered in gasoline. It only took a small spark before everything unravelled and went up in flames.

Now, I should also point out that what's notable here is not the fact that Okafor is

making these mistakes—we're human and mistakes happen—but rather that they have happened in such quick succession. In a span of just two weeks, Okafor's name has appeared three times in the media for the wrong reasons. After the first punch was thrown, everything happened all at once, which seems to indicate something pertaining to the situation rather than the player. In fact, Okafor had never made a mistake at Duke or gotten into any controversy of national note, so why is it happening now? Is it, perhaps, because of the state of his team? After all, as of December 12th, the team stood at 1-23, narrowly avoiding (again) one of the worst starts to a season in NBA history.

It's very clear to me that a lot of Okafor's mistakes can be traced to the 76ers and their organizational instability. The transition between college and the pros can be very tough for many NBA rookies, but the path has probably been the most difficult for Okafor. Just eight months ago, Okafor cut down the nets as a National Champion, the best player on another one of Coach Mike Krzyzewski's legendary squads. Before that, in high school, Okafor was regarded as a "Future Game Changer" by Sports Illustrated and was the number one ranked high school recruit. Now, he is one of the future centerpieces for a championship Sixers team that may never come to fruition. His teammates mostly consist of undrafted free agents who fill roster spots, and it's possible that his twenty-three losses this season are more games than he's lost in his entire life.

Ultimately, I think Okafor's case is indicative that there is something very wrong with the way the Philadelphia 76ers are being operated. Since 2013, the team has been a perennial favorite for worst in the league, but doesn't have the bright future it should, what with its multiple top-five picks. The team has drafted Nerlens Noel, Joel Embiid, Dario Saric, and Jahlil Okafor in that time period, three of whom play the exact same position. They are by far the youngest team in the league with an average age of 22.7 years, and their only player born in the 1980's, Carl Landry, isn't exactly the veteran to establish an NBA mentality in the team's youth.

Most tanking situations—when a team intentionally loses games to receive a better draft position—are implemented with the purpose of developing and building a more talented roster. However, based on the team structure and moves of the front office, it's not clear if the 76ers are trying to build anything; even if all of their prospects turned



Basketball's most-maligned team, the Philadelphia 76ers, is struggling monumentally.

Photo by Michael Tipton.

Photo licensed under Creative Commons Attribution-ShareAlike 2.0 Generic.

into superstars (two of them have yet to even step on an NBA court), how is Coach Brett Brown supposed to manage the rotation? Is he to play three centers at the same time, especially as the league moves towards small ball? This, of course, doesn't even account for the fact that Embiid has a foot that refuses to heal, that Noel is consistently in the rumor mill to be traded away, and that Okafor has been suspended from league play.

In my opinion, it is almost impossible to develop a young player without good management and a solid core of mentors. Otherwise, the players have to fend for themselves in the league without anyone to guide them and help them to navigate the end of their adolescence. Remember, most rookies are only 18 or 19 years old. They are usually only a year or two removed from high school and are barely adults. How do you expect these guys to avoid the "rookie mistakes" if there is no one to stop them from making them? Look at the Timberwolves: the team has an excellent young core in Zach Lavine, Andrew Wiggins, and Towns, but also has great leadership in veterans Andre Miller, Tayshaun Prince, and Kevin Garnett. These vets can provide invaluable advice about being a player in the NBA, which ultimately gives the younger players a model to strive for. Also think of the San Antonio Spurs: Coach Gregg Popovich has had so much success over the years because his team has maintained its strong, stable core of Tim Duncan, Tony Parker, and Manu Ginobili

while still adding young talents like Kawhi Leonard into its system. Who do the 76ers have? Besides Landry, essentially their entire team is under the age of 25, which is not a good look for a team that plans to win. Also, note the lack of security on the team: players are getting thrown and traded around like slabs of meat, Embiid is wondering whether or not he'll ever be healthy enough to play a game, and Noel is constantly paranoid of being traded. Thus, is it such a stretch to consider that Okafor may not actually be an idiot, but in fact just lacks any of the stability or leadership that a rookie needs and deserves?

In an ideal world, every team undergoes talent cycles; bad teams become good eventually, and good teams eventually become bad ones. However, judging from the state of the Sixers and the way in which their front office has been handling things, I'm not quite sure if Philadelphia will ever find the light at the end of the tunnel. There is simply too much uncertainty and losing; ultimately, these forces will destroy the promising young players. Imagine if Porzingis and Okafor swapped places; would we be looking at different narratives? So, in May of 2016, as Deputy Commissioner Mark Tatum spins the ping pong balls of the draft lottery and announces the owner of the first overall pick, I will be thinking one thing: "Please don't be Philadelphia". I would hate to see Louisiana State's Ben Simmons, the next big thing, end up in the City of Brotherly Love.

(Version previously published on 33 Sports Blog.)

A Look at Winter Sports Teams

by Lorenzo Lampietti '16

With a majority of their team last season being underclassmen, Boys Varsity Basketball returns their entire team for the 2015-2016 season. Essex Gall '18, who was awarded all-EIL last year, said: "I'm super excited man. This team is looking dope and we're going to kill it this year. Watch out for my newly improved hops." Coach Tyrone Boswell, in his third season at CA, returns to coach a team full of familiar faces, which should only add to the team's dynamic swagger and energy. Keep an eye out for star sophomores Essex Gall, Sam Welsh, Tim Hunter, as well as fiery juniors Steven Zak and Jason Seeger.

While Girls Varsity Basketball only graduated two seniors, the team will

be without long time head coach Sally Zimmerli; however, Girls Varsity returns many of the weapons that made them so potent last year, which should make out for a great season. Seniority and experience will undoubtedly be two buzzwords for this year's team, as four of the five starters on the team are seniors. However, do look out for sophomore sensation Izzy Balson '18, a high energy and pace guard who led the team in three-point shooting last season. Behind new coach Dan Hunt, look for the seniors to lead this team through their experience and work rate.

The wrestling team graduated a few experienced wrestlers, but behind the leaderships of co-captains Alonso Perez-Putnam '16, Pasha Sonkin '16, and Connor McAvoy '16, the team looks very strong going into the season. Sonkin

looks to lead the CA wrestling charge, attempting to win his third consecutive league title for his weight class. One of the biggest changes from last year is the addition of two girls on the team. Sophia Ginsburg '16 and Esther Kim '16 look forward to trying out this new sport and taking on the competition, and in the process, help break down the boundaries of gender exclusive sports.

The ski team will have its usual successful season this winter. The return of junior Joey Sarno '17, one of CA's best skiers, returns from his semester away at the High Mountain Institute, which should benefit the team greatly. Other skiers to look out for are: Alex Berry '17, Jackson Boyle '16, Emily Marquis '18, and Winslow Ferris '16.

Both Boys and Girls Squash lose core members to their top seven, but nev-

ertheless, look to their passionate returns and new members of the team to step up and fill those holes. Both the Boys and the Girls will experience a change in head coaches for their third straight season, but should be able to take advantage of their experienced and well versed captains: Zack Levy '16 and Jeremy Liang '16 for the Boys, and Nina Callahan '16 and Maren Taylor '17. Other players to look out for are Chris Mach '18, Ken Lin '18, Mary Louisa Jones '18, and Jessica Ding '18.

This promises to be a very exciting winter season here at CA, so make sure you come out and support all out of our teams!

A Reflection on Social Media and Art

by Leo Feininger ’16

For better or for worse, social media in its various forms permeates practically every aspect of our lives today. Beyond the pressure we might feel as individuals to interact with others during the day, those of us who use social media continue to ‘talk’ regardless of the distances that arise between us. Social life no longer ends after one leaves school. It is incessant.

Now, think about how easy it is to become acquainted with people you’ve never even seen before using social media. Very easy, right?

Imagine an artist in the early twentieth century who has just completed a new piece. For a couple of days after, only the artist’s closest acquaintances might see his or her new work—perhaps no one would. People would actually have to visit the artist at their studio to see it. Even if the work ended up in a gallery at a show, only so many people would see it then.

Though this is to some extent a misconception, it is true that a number of famous artists have historically achieved fame after death. Being an artist in times past could be a considerably insular occupation. But today, with social media ever-growing, it is very easy to remain solitary as an artist while still achieving great acclaim. The internet makes it both easier and harder to become well-known—easier because it takes a mere five seconds or less to upload an image of a new piece to some website, yet harder because of the sheer number of people who use the internet for such a purpose.

Unless you find yourself in an art school or art museum, pieces of art in everyday life are generally scattered about so that when you see one, it is the center of attention with no nearby com-

petitors. Pieces in this situation are thus more likely to attract attention.

But on the Internet, it is more likely that you’ll find art in great concentrations rather than making solo appearances, due to use of hashtags. Pieces that might have stood out alone won’t stand out as well in a large grouping. Thus, only a few will inevitably rise above in popularity.

Then comes the question of whether social media is actually beneficial or detrimental to an individual, to a community, or to the art world as a whole. Who is to say if there is a concrete answer?

A stereotype about artists that often turns out to be true is that, due to the personal nature of their artwork, they are at times secretive and perhaps a little self-conscious about it. One’s art often directly reflects a personal attribute of the creator that may not be public. I’m not saying that social media is somehow taking personality out of art, but perhaps that it has caused a slight culture shift and opened up the idea of making art to a lot of people who otherwise wouldn’t have considered it. In other words, the art world isn’t as closed and specific as it used to be, largely due to social media.

Personally, even as I am generally in favor of physical, tangible art shows, it would seem unfair to say that social media isn’t good for the art world. With social media platforms becoming more and more design-oriented and customizable, one can practically curate a whole show using such a service.

While I generally prefer seeing real pieces rather than just images online, I have no doubt that (especially with artwork) social media can be used in a compelling way to both create a unique visual experience and share art with others.

The NCAA Draft Eligibility Rules Must Change

by Jeremy Liang ’16

Many consider Louisiana State University freshman sensation Ben Simmons to be a basketball superstar in the making. While it seems that every year has a high school recruit whom scouts advertise as “the next big thing,” Simmons is an anomaly—a truly generational talent who is set to plunder the league. He has the perfect body frame at 6’10” and 240 pounds, already boasts a prolific basketball skill set at just eighteen, and possesses every intangible under the sun. Many expect him to completely revolutionize the college basketball landscape and to finally bring LSU’s lackluster basketball program back to prominence, all while reaffirming for scouts that he is the deserving of the first overall selection in the 2016 National Basketball Association (NBA) draft.

However, in reflecting on the NCAA’s controversies and stringent rules, I cannot help but feel that attending college may not be the best career path for young, aspiring athletes like Simmons. While most seem to agree that it is questionable for young, eighteen year old high school seniors to jump head first into the fire of a professional league like the NBA, the NCAA does not feel like a proper answer. Can we really expect an organization riddled with corruption to be the best choice?

Of course, there are many reasons why high school graduates may not declare themselves eligible for the draft in high school. In football, a player’s body at eighteen is simply not be ready for the toughness of the National Football League (NFL), and starting too young will likely end in disaster. Thus, under the current NCAA rules , at least two

seasons must be spent with a college program before one can declare themselves draft eligible. However, what happens when a player is ready for the NFL in their sophomore year?

In 2012, the University of South Carolina’s Jadeveon Clowney was undoubtedly the most dominant player in college football. Scouts and coaches alike constantly raved about him, and Clowney would almost certainly have been the first pick in the draft. The only problem was that Clowney was only a sophomore, and thus not eligible for the draft. While Clowney ended up being the first overall pick in the 2013 draft, I would argue that the extra year derailed what could have been a breathtaking NFL career. After being forced to return for his junior year, Clowney lost his motivation to compete, and his stats floundered in comparison to those of his sophomore year.

Clowney’s name is rarely thrown around anymore. He has not been very productive as a member of the Houston Texans and certainly is not the game changing player that he was expected to be. While it would be hasty to see his extra year in college as causing his struggles in the NFL, it’s not a reality that can be ruled out.

This year, LSU star running back Leonard Fournette has radicalized the college football landscape in a similar way to Clowney. A masterful blend of speed, size, and power, he is considered the next great running back prospect, drawing comparisons to Adrian Peterson, Earl Campbell, Herschel Walker, and Barry Sanders. However, like Clowney, Fournette is just a sophomore, and some are highly concerned that Fournette might injure himself in his junior year, potentially dampening his NFL chances. While

What to Expect Spring Semester

An Update on CA Labs Construction

by Abby Nicholson ’19

You’re sitting in class and suddenly you hear a loud crash. What exactly is going on with construction right now? While most students are aware that Concord Academy Labs are well underway, many have been wondering about the specifics of what has been happening so far as well as what is to come in the next few months. The Centipede caught up with Don Kingman, Director of Operations to find out.

According to Kingman, the current task at hand is to move the road over towards the upper field. This is an important first step because that road must be kept open for deliveries. This was completed by Thanksgiving break. During break, the foundation was built, which entails digging and pouring concrete. In the last days of the semester following Thanksgiving break, Kingman plans to put up the steel outline of the building. By the time CA students return from winter break, the science materials from the old classrooms will be moved to the modular classrooms on the tennis courts. Kingman also wants to clear up a common misconception among the CA community: the new building will not be connected to the MAC. The idea is that we will use the building as a hallway instead of walking outside the whole way to the MAC, but we still will need to go outside briefly. However, it will make the route shorter and easier, especially during bad weather.

When asked about the modular classrooms, Kingman described them as “pretty utilitarian. They’re not going to be the Taj Mahal but they’re functional.” Kingman also added that the science faculty checked them out and approved them as acceptable learning spaces. There are four classrooms, and they will each have a bathroom, a chemistry prep room, and some lab space. While there will not be as much lab space as we are used to, Kingman says that we must remember that this is “short-term pain for long-term gain.”

The Centipede also inquired about Kingman’s plans for working through the New England winter. Kingman says that if this winter is anything like last winter, it will inevitably slow down construction because snow is difficult to move and plow. However, he is hoping that the trend of warmer Novembers leading to warmer winters will continue.

Alongside the obvious inconvenience of losing access to half of the quad, noise is definitely a concern for both students and faculty alike. Kingman said that he will try to work around the class schedule as well as exams but emphasized that he and his team need time to work if they want to stay on schedule.

Construction has been going as planned so far and overall, the CA community has been very cooperative and respectful about the process. Kingman and his team will do their best to minimize disruptions and distractions.

The Quad, split in two.
Photo by Harry Breault ’16.



Fournette is still putting the finishing touches on his historic sophomore season, the sports world eagerly, or perhaps warily, anticipates his junior year.

The rules of NCAA basketball are even more controversial. In years past, a senior in high school could declare himself eligible for the NBA draft right out of high school. This would ultimately forfeit his chances of playing in college, but as in the cases of LeBron James, Kobe Bryant, and Kevin Garnett, they might find immediate success in the league.

Now, however, the NCAA requires high school graduates to spend at least a year removed from high school before becoming eligible for the draft. For most, this is fulfilled by playing at a college and then declaring for the draft right after their freshman year, colloquially known as “one and done.” Thus, unlike in NCAA Football, the best players in college basketball are usually freshman superstars, and thus are the first overall picks. In the past six seasons, every first overall pick was a freshman, a one and done. This begs the question: is a year of college really necessary? As is often the case, the best high schoolers become the best college athletes, who then become pros. Why even bother with college?

Of course, one must consider the two way street between the NBA and the NCAA. The NBA does not want high school busts, prospects who do not pan out, to pain the teams and fanbases that drafted them, and thus uses the NCAA as a means of weeding them out. Similarly, the NCAA recognizes that young high school prospects attract an enormous amount of media attention and coverage today, and if the NCAA is a part of their journey to the top, the organization increases revenue. So, who loses in this trade? Well, of course, as is often overlooked by the NCAA, the players. To some extent, it seems inherently wrong to be taking away a player’s choice of whether or not to become pro. Some will value playing in a highly competitive level of basketball before the NBA. However, with all of the restrictions that the NCAA imposes on their players, others are in need of the income of an NBA contract, since NCAA athletes cannot use their athletic talent for monetary gain.

Now, many analysts argue that college is actually very important in the growth of a professional athlete. It gives a player the experience of playing at a much more com-

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World Series Debrief: Pesky Royals Stun Mets in Five

by David Korn ’19

Going into the World Series, many people thought that the New York Mets would have an easy time dealing with the Kansas City Royals. Although the Royals were coming off a strong regular season, they had stumbled a bit in the playoffs. The Mets, on the other hand, had just swept the Chicago Cubs, winning four straight games behind incredible pitching from their talented young rotation and the strong bats of Daniel Murphy and company. The Royals had been given a tougher time by the heavy-hitting Toronto Blue Jays; nevertheless, Kansas City won their series in six games behind their deep bullpen and timely, late-inning hitting. The World Series itself started out on a somber note with the passing of Royals Game One starter Edinson Volquez’s father, who had passed away just hours before the first pitch. Initially, there was some confusion on whether Volquez was even aware, but Royals manager Ned Yost later clarified

that Volquez’s family did not want to tell him until after he was done pitching. Regardless of the circumstances, he pitched incredibly well, giving up three runs on six hits. Mets starter Matt Harvey matched him, also giving up three runs through six innings. In the ninth inning, New York’s generally reliable closer Jeurys Familia was about to close the game out when left fielder Alex Gordon hit a game-tying home run to send the game into extra innings. The game was still knotted at four runs apiece when Royals first baseman Eric Hosmer hit a sacrifice fly to send Alcides Escobar home for the winning run, securing the Royals’ Game One victory. Game Two was not nearly as close as Game One as Royals ace Johnny Cueto pitched a complete game, giving up only one earned run. Meanwhile, a balanced Royals offense blew the game open in the fifth inning, and sealed the deal by scoring three more runs in the eighth. In Game Three, the series seemed to shift in favor of the Mets; between playing on their home field and the hot hand of ace Noah Syndergaard, the

Royals were shut down offensively. The New York bats, on the other hand, came alive to knock in four runs and put the game out of reach for the Royals. In Game Four, Mets pitcher Steven Matz held the Royals to two runs as left fielder Michael Conforto hit two solo home runs to give the Mets a 3-2 lead. The game seemed to once again be going in the favor of the Mets. However, controversy started brewing in the eighth inning, as Mets manager Terry Collins decided to put in reliever Tyler Clippard instead of Familia, known for his record of reliability in multi-inning save opportunities. Clippard instead let two baserunners on, forcing the Mets manager to put in Familia in hopes of salvaging the inning. The closer did all he could, but due to some untimely errors, allowed the inherited runners to score, as well as the runner put on by the error. The Mets were shut out the rest of the way, and ended up losing the game 5-3. Game Five saw a rematch of the Game One starters, Harvey and Volquez. To start off the game, New York center fielder Curtis Granderson hit a leadoff home run to give the Mets an early lead. Harvey’s stellar pitching held that lead until the eighth inning, when Terry Collins was again put in a situation where he could keep Harvey in or put in Familia, who had already blown two saves in the Series. Initially, Collins wanted to take Harvey out of the game in favor of Familia, but Harvey insisted that he stay in. Most believed that keeping Harvey in was the right decision, including the crowd at New York’s Citi Field, as throughout the bottom of

the eighth inning, chants for Harvey’s return to the mound echoed through the stadium. Eventually, Collins gave in and let Harvey finish what he started. To start the ninth, Kansas City’s Lorenzo Cain drew a walk, and consequently stole second base to put himself in scoring position. Collins left an obviously fatigued Harvey in to pitch to the dangerous Eric Hosmer. Hosmer quickly smashed a double to left field, which easily scored Cain and put the tying runner in scoring position. Collins now had no choice but to relieve Harvey, and to put Familia in a sticky situation once again. Hosmer advanced to third base on a ground ball, putting him just 90 feet away from home plate with only one out. The next batter, catcher Salvador Perez, hit a groundball to David Wright, where he stared down Hosmer, and threw a bullet to first to nab Perez. Just as Wright whipped the throw across the diamond, Hosmer dashed for home, inducing a wild throw to home plate from first baseman Lucas Duda. Hosmer’s score tied the game at 2-2. Familia managed to get through the rest of the inning unscathed but nevertheless had blown his third save opportunity of the World Series. The Mets could not score in the bottom half of the inning, bringing the game to extra innings for the second time in the Fall Classic. The game remained tied until the twelfth inning, when Royals speedster Jarrod Dyson scored on a pinch-hit single by utilityman Christian Colón. The Royals then brought in another four runs to extinguish

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Movie Review: Black Mass

by Carter Kratkiewicz ’16



makes it difficult for audiences to take any of them seriously. Despite that, the accents in Black Mass are actually quite good when compared to other attempted Boston accents in film. Black Mass is visually impressive, with a gloomy vibe shrouding a gray and constantly overcast South Boston. The film is certainly worth a watch, thanks to Johnny Depp’s hair-raising performance, even if you know all about Whitey Bulger. In all honesty, The Departed (Leonardo Decaprio, Matt Damon) is quite similar to and far better than Black Mass, and I would recommend watching it first. Given that Black Mass did not merit a full-throated review, I’ll offer some of my favorite movies for you to watch over break:

1. *Take Shelter* (Psychological Thriller, R, 2011) A man has intense visions about a disastrous future.
2. *The Good, the Bad, and the Ugly* (Western, unrated, 1966) Three men with iffy morals make their own ways through the west, occasionally crossing paths, in search of treasure.
3. *Wet Hot American Summer* (Comedy, R, 2001) This over-the-top parody of 80’s movies centers on 16 year-old camp counselors (portrayed by 30 year-olds) on their last day of camp.
4. *Chef* (Comedy, Road Trip, R, 2014) In this feel-good movie about a talented chef, everything that could go wrong doesn’t (after the first act).
5. *Inglourious Basterds* (yes, that’s how it’s spelled) (Drama, War, Action, R, 2009) Basterds, my personal favorite of Quentin Tarantino’s films, takes place during World War Two and focuses on various fictional characters who get into tight situations as they attempt to kill Adolf Hitler.

If you are considering watching *Black Mass*, do not look up *Whitey Bulger*. Wikipedia will spoil the whole story. Because so many people already know everything about Bulger, the film attempts to tell its story in a spectacular and captivating fashion in order to exceed the barrier posed by the audience’s prior knowledge. For example, Baz Luhrmann’s version of Romeo and Juliet manages to intrigue audiences due to its clever presentation. Despite the fact that everyone knows what happens in the story, the audience remains interested whether they enjoy the film or not. Unfortunately, Black Mass can’t quite pull it off for audience members who know what is going to happen. Do not look up *Whitey Bulger*. Black Mass focuses on Whitey Bulger, a prominent gangster living and operating in South Boston. The film depicts his rise as a major figure in organized crime. Johnny Depp, playing Bulger, is the heart and soul of Black Mass. The film’s acting is impressive overall, but Depp blows everyone else out of the water. He doesn’t simply portray a heartless gangster—he truly appears to be the human incarnation of Satan himself. Depp is an amazing actor who doesn’t always have the best judgment when it comes to choosing roles, but he struck gold with this film. Watching Depp in one of his best performances to date was thrilling and his menacing presence struck fear into my heart. While the film’s acting is wonderful overall, the actors fail to establish authentic Boston accents. The difficulty of replicating a Boston accent continues to plague accomplished and capable actors in film, and this



Johnny Depp stars in Black Mass, a new movie about Whitey Bulger. Photo by GabboT. Photo licensed under Creative Commons Attribution-ShareAlike 2.0 Generic.

Help Me, Rhonda

Dear Rhonda,
What’s a good pick up line?
Thanks,
Sk8r Boi

Dear Sk8r Boi,
Alright, so here is a variety of options, cheese, witty, and etc:

- Are you ordering a Jersey? Because I need your name and phone number.
- I think you are suffering from the lack of vitamin me.
- Do you have a bandaid? Because I just hurt my knee falling for you.
- Kiss me if I am wrong, but dinosaurs still exist, right?
- Are you a beaver? Because damnnnnnn.
- There’s something wrong with my phone...It doesn’t have your number in it.
- I’ve got some ice and a laptop - Netflix and chill?
- Did it hurt when you fell from heaven?

Pick up lines should be funny, so make sure to say them in an appropriate situation. I would suggest to use pick up lines as jokes, rather than actually trying to pick someone up. You don’t want to create an uncomfortable situation...

Love,
Rhonda

Dear Rhonda,
How can I make [censored for privacy purposes] talk to me?!! <3 his new hair
From Xes

Dear Xes,
Compliment the new hair, maybe they’ll compliment yours back and there you go: a conversation. If they don’t reciprocate the compliment, it may be time to for more drastic measures. Remember that there’s a binder with everyone’s schedule outside Ms. Grey’s office. If you’re desperate you can always find his/her schedule and “randomly” bump into them before class to have some small talk. Just remember: be careful not to come across as a stalker, that’s a deal breaker for anyone!
Love,
Rhonda

Dear Rhonda,
I wanna six-pack.
Pls help!
- Trying to b swole

Dear “Trying to b swole”,
Your motivation for a better self is admirable. You may know that the gym remains open to the CA community all throughout the week, during and after school hours. Therefore, you can put on your favorite workout clothes and head for the gym. Make sure you find an experienced adult/peer to get you started on your workout routine. Visiting the trainer’s room or Pasha would be really helpful. I believe they are knowledgeable and ready to help.
Make sure you also have good meals, they will provide the protein for you to “get swole.”
“Some people want it to happen, some wish it could happen, others make it happen.”
-Michael Jordan

Love,
Rhonda

The Centipede

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The *Centipede* is the official student newspaper of Concord Academy. The paper encourages comments from its readers in the form of Letters to the Editor. No anonymous letters will be printed. The *Centipede* reserves the right to edit all articles for length and content.

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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.

Students Disappointed by NESCAC Rule

by Helen Wu '19

The absence of a “varsity” winter running option is a disappointment to student runners at Concord Academy, many of whom were on the CA Cross Country team. After a successful fall season in cross country, many runners were ready to continue running in the intramural winter program. Running is a lifetime commitment for some. One of the cross country coaches, as well as a Spanish teacher at CA, Carmen Welton said, “Running is something you can continue onto your life past college, unlike many other sports, such as soccer, which you generally drop unless you are moving onto a professional level.”

Early this season, many runners’ spirits were stirred when the Athletic Department announced that NEPSAC policy does not permit varsity level athletes to earn credit in the same sport in the same year. NEPSAC, the New England Private School Athletic Council, in which CA is a member, through this policy seeks to encourage multiple sport participation as well as create space for other community members to participate in the sport.



Concord Academy's 2015 Cross Country Team
Photo courtesy of Emily Marquis

World Series

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the hapless Mets’ hopes of salvaging the game. All-Star reliever Wade Davis closed out the Mets’ and their last remaining title hopes, clinching the Royals their first World Series win since 1985.

Many would be quick to criticize the Mets manager, Terry Collins, for his handling of late inning pitching changes, but he was not left with much choice. In Game Four, the Mets had a two-run lead and Clippard had been solid throughout the postseason. Familia was rattled from having blown a save in Game One, and had little experience on such a big stage. In Game Five, Collins decided to keep Matt Harvey in, instead of putting in the now doubly rattled Familia. This was, again, what most believed to be the correct decision given that Harvey was pitching one of the best games of his career. He also had a relatively low pitch count (102) up to that point, which would suggest that he could have pitched another effective inning.

However, while all signs seem to suggest that the Mets lost the series, one cannot ignore the Royals’ late game heroics, winning three of their four games after the eighth inning. The Royals epitomized the strategy of small ball—that is, when a team doesn’t hit for a lot of power, but manages to put the ball in play and advance runners with bunts, walks, and sacrifice flies. The fact that Kansas City had so many comeback wins also highlighted the Mets’ weak bullpen. In the offseason, the Mets need to acquire another pitcher for their pen if they want to return to the World Series, as they cannot do it with just Familia. Nevertheless, this was certainly one of the most exciting World Series that has occurred in recent years, and both teams seem poised for success for a very long time.

NCAA Regulations

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petitive level than high school, places them under legendary coaches who have much to teach, and most importantly, helps them grow up as people. However, one must also consider that attending college is usually a four year commitment, and when analysts say that college is great for an athlete, they really mean four years of playing, not just one. In truth, one year in college seems to contribute very little to the careers of NBA players, and in my view, instead of being an experience that athletes will cherish forever, it is just a year that they could not spend as an NBA pro. If they were really going to cherish their college experience, they would come back for their sophomore, junior, and senior years. The fact that most players are still one and done indicates that, in the long run, most players value their professional careers more than college.

At this point, one might be wondering if there are alternatives to college basketball for recruits. Practically speaking, there are not, but certain high school prospects have begun going overseas to fill their year away from high school. Emmanuel Mudiay, the seventh selection in this year’s NBA draft, was one of the nation’s most highly recruited high school players, ranking number five on ESPN’s Top 100 list in 2014. However, unlike his peers, Mudiay decided against playing in college and spent a year in the Chinese Basketball Association (CBA), China’s main basketball league. In the process, Mudiay

was immersed in an entirely different type of basketball experience, complete with an entirely different culture, different schemes and playbooks, and, of course, a paycheck. The CBA’s quality of play is nowhere near that of the NBA, or even that of NCAA Division I basketball, but perhaps Mudiay’s experience actually contributed to his ability to play in the NBA, even though he was still a one and done CBA pro. Mudiay was exposed to long flights, hotel stays, and the working hours of a professional team, a seemingly much more valuable experience than what could be found in college. A college athlete’s experience probably involves partying, skipping classes, and avoiding suspensions. This is not to say that playing internationally should be fully pursued, as it is a daunting task to live in a different country immediately after high school, but the NCAA may not have the monopoly over its athletes that many think it does.

While international basketball may be a viable option in the future, in the short term, I believe that the NCAA should implement Major League Baseball (MLB)-style eligibility rules for college basketball: prospects are able to declare for the draft coming out of high school, but should they attend college, they must stay for at least two years. While this is not a perfect solution to the problem (perhaps a solution does not even exist), it does help more than it hurts. High school graduates who have no real interest in college

can head straight for their childhood dreams of playing professional ball, and players who want to get an education and really get to know their coaches and teammates can commit to a college. It seems to be a win-win for both the NBA and NCAA, and far better than the current system in which freshmen are forced into the NCAA’s money scheme.

For college football, I believe that athletes should still be required to stay for two seasons of playing, as is already the case. However, for the truly exceptional, like Fournette and Clowney, the College Football Playoffs Selection committee should nominate up to five sophomores per year who are good enough prospects to play in the NFL. If there is a talented pool of sophomores, all five will be used. Or, perhaps none of the options will be utilized. The nomination should be about acknowledging only those players who are ready to compete at the professional level, and not just the best college sophomores. Some, while talented, need one more year to fully develop both mentally and physically; others are born with natural, exceptional gifts, and staying for their junior year would have a higher opportunity cost than leaving.

At the end of the day, sports fans, professional leagues, and the NCAA want bright, burgeoning prospects to make it big. I’m just not quite sure that the NCAA is putting these athletes in the proper position to do so.