



# The Centipede

Volume 51 Issue 1

Concord Academy Student Newspaper

May 30, 2014

## Senior Projects: Independent Explorations

by Bre Kelly '16

Senior projects set Concord Academy apart from many other prep schools. Essentially, a senior project is an interdisciplinary exploration of any topic that a student wants to pursue in depth over the course of the spring semester as an unstructured three-credit major course. At the end of the spring term, students present their work to raise awareness and understanding of their topic.

In order to take on a senior project, a student must prepare a proposal and then go before the senior project committee to advocate for his or her ideas in the fall. This committee consists of Dean of Students David Rost, Academic Dean John Drew, Administrative Assistant and Dean of Students and Community Life Barbara Piantedosi, Registrar Sue Sauer, a member of the College Counseling Office, and faculty members from varying departments. After contemplation, the committee chooses the worthy projects to be explored the following semester.

In a typical year, about a dozen projects are chosen from a small pool of applications. The projects cover a range of topics and interests. This year an influx of well-prepared, passionate proposals won over the committee, resulting in 19 senior projects by 22 members of the Class of 2014. Students studied film, tarot card readings, Chinese, the evolution of the CA campus, concussions, depression and suicide, geometry-inspired fashion, engineering design, and more.

While senior projects are often confused with departmental studies, the two are very



Seniors Mary Hollinger '14 (left) and Seoyeon Park '14 (right) present their projects on May 20th.

Photo by Molly D'Arcy

different. In departmental studies, students work closely with faculty and are still guided by traditional methods of assessments such as papers. On the other hand, senior projects are almost completely independent and rely solely on the dedication and genuine interest of the students. Senior project advisors provide support and occasionally conduct progress checks.

During the three times that one major class block would meet each week, participating seniors are expected to work on their projects. This could mean anything from practicing in the dance studio to reading

books on philosophy in order to analyze an ideal system of government. Because the students need to work independently to execute their projects, they are pass/fail. During the course of the year, students can revise and change their presentations based on how invested they become in their particular topic and how they wish to incorporate their findings.

"I love senior projects," said Barbara Piantedosi. "They allow a senior to really dive into something that they couldn't have [otherwise]." Furthermore, she explained,

*continued on page 7...*



## Stuff I've Been Reading

by Nick Hiebert

It's unclear to me whether there is any real connection between the two most recent books I've read – Brittney Griner's *In My Skin* and Karen Russell's *St. Lucy's Home for Girls Raised by Wolves* – but amidst springtime's riot of new blooms it's easy to feel like everything is connected. So here goes.

It's maybe worth starting, though, with the obvious difference: Brittney Griner is a professional basketball player and Karen Russell is a professional writer. Griner dunks on people for a living and Russell writes fiction about, among other things, a family who runs an alligator wrestling theme park in the Everglades. Nike makes special shoes for Griner; it would be more difficult to pick Russell out of a crowd.

Yet despite that glaring career difference, there are plenty of engaging – maybe even useful – connections between Griner, Russell, and their books. For one thing: both women are young and exceptionally good at what they do. Griner, the first overall pick in the 2013 WNBA draft, is not yet 24. As a collegiate basketball player at Baylor, Griner twice won the Naismith College Player of the Year Award. She also holds the all-time NCAA blocked shots record (for both women and men). Russell, who will turn 33 in July, has already published four books (two short story collections, a novel, and a novella). Her novel, *Swamplandia!*, was a finalist for the Pulitzer Prize in 2012. In 2013, she was awarded a MacArthur Foundation "Genius Grant."

The ten surprising stories in *St. Lucy's Home for Girls Raised by Wolves*, Russell's first collection, require you to see the world anew. They call to mind Marianne Moore's great assertion that poems are "imaginary gardens with real toads in them." Russell's stories, on the other hand, offer you familiar gardens with imaginary toads in them. In the worlds of Russell's stories – which look and operate more or less just like our own – it also feels perfectly natural for your sister to date a ghost ("Ava Wrestles the Alligator"), for your father to be a minotaur ("from

*continued on page 3...*

## All-School Council Election Results

by Ben Stoloff '15

May 1st was an important day at Concord Academy. Candidates vying for positions on the All-School Council gave speeches ranging from the serious to the hilarious. Some candidates questioned an election process that bars campaigning, and thus boils down candidates to their 90 to 120 second-long speeches. John Lee '15, next year's Student Head of School said, "I wished we had more time to talk. It is really hard to get all of your ideas and points across in such a short speech."

Despite any doubts students may have held, they elected Lee as head of school and Corey Rost '15 as Vice Head of School. Jaime Greenwood '15 and Jasper Beever '15 will be the school's Entertainment Co-Heads, and Hikaru Ikebe '15 and Nando Martinez '15 will be the Co-Heads of Diversity. Jacky Zong '15 and Nina Callahan '16 are set to head environmental affairs. Iris Oliver '15 will be the Community Action Representative, and Ben Stoloff '15 will serve as Head of Day Students.

Lee, a stranger to leadership positions, explained why he wanted to run by saying, "I wanted a new experience and the opportunity to make a positive impact. I hope that it will be a very fulfilling experience." Lee also explained some of his ideas for improving the

school. He believes that the issue that most needs attention is the isolation some boarders feel. He plans to tackle this problem by planning a variety of events that get people out of their rooms. Among other things, he hopes to install a variety of student performances during dinner.

Rost, on the other hand, sees herself in more of a supporting role. She said her main goal is, "To help organize Council and ensure that whatever we decide to do is done fully." Rost, who knows the importance of collaboration from her experiences on the volleyball and softball teams, hopes to create an atmosphere where everyone feels that they can talk to her.

The Entertainment Representatives, Beever and Greenwood, are close friends who hope to bring the chemistry they share to Council. The two ran with the idea that they were bringing many aspects of CA together: Beever is a male border while Greenwood is a female day student. The pair hopes to bring a similar approach next year, creating events that are fun and accessible for students of all demographics.

Zong and Callahan, the Environmental Co-Heads, have a wide range of goals. They believe that CA's environmental activism is weakened by student apathy. Thus, many of the activities they plan to focus on relate to strengthening student involvement. They

proposed a variety of ways to do this, ranging from developing CA's vegetable garden to changing the type of drinks offered in the vending machines.

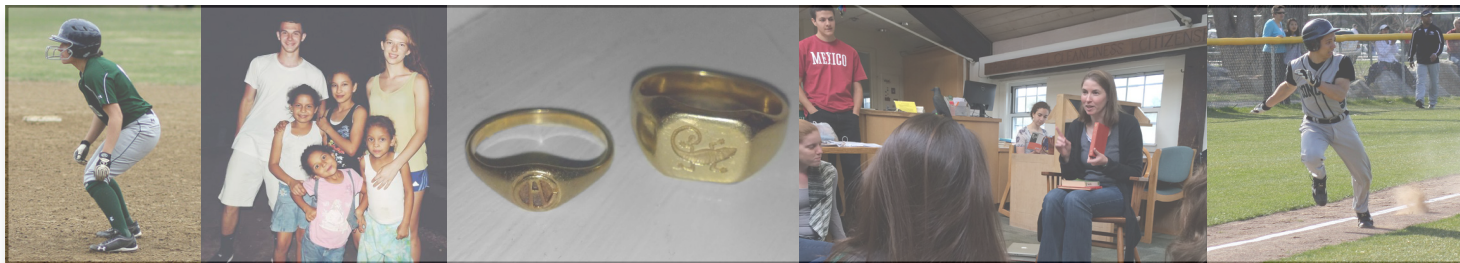
Over the course of the year students participate in a variety of community-service-based activities, which are all coordinated by Community Action Representatives. Oliver, the new Community Action Representative, hopes to attract new members. She is exploring possible ways to do this, including a day similar to Museum Day when students can work with a charity their choosing. This should lead to many exciting community activities next year.

Diversity is an issue that receives a lot of attention during both assemblies throughout the year and simple table conversations. Despite diversity being such a complex issue, Ikebe and Martinez certainly seem up to the task. Both said in their speeches that diversity isn't just a topic for people considered "diverse." They said it is a conversation that involves everyone.

Stoloff will be the Head of Day Students. He plans on organizing the day student community while also providing an abundance of donuts.

Next year's All-School Council will be filled with a variety of leaders who are looking forward to voicing their opinions and effecting positive change.

## Inside this issue...





## Summer Service Trips

by Joe LaRocca '17

This summer, CA students will embark on four different trips. Each trip will embody CA's values. Over fifty students signed up to travel to New Orleans, Nicaragua, Yosemite, and China. Dean of Students David Rost and Librarian Martha Kennedy run the New Orleans Trip; Math Teacher George Larivee heads the Nicaragua Trip; Math Teacher Kem Morehead leads the Yosemite Trip, and Mandarin Teacher Wenjun Kuai runs the China Trip.

About two dozen Concord Academy students will travel to New Orleans, Louisiana to help with the reconstruction needed after Hurricane Katrina damaged much of the city in 2005. This will be the sixth year that Concord Academy has helped the city work toward improving the living conditions for the people of New Orleans. From June 8th to June 14th, students will be working in the Broadmoor and Ninth Ward neighborhoods of the city.

Students are thrilled to have the opportunity to contribute to relief from Katrina. Zack Levy '16 is looking forward to the trip. He said, "Overall, I am just looking forward to helping others who are in need." Levy also commented on how CA, a tightly knit community itself, is inclined to help other communities, especially those in need. "Often, we as students take for granted how fortunate we are as a community. Ultimately, CA is committed to giving back to others in need, and by having these trips, we as a



Concord Academy students on the 2013 Nicaragua trip.  
Photo Courtesy of [www.facebook.com](http://www.facebook.com)

community are able to help others in need, also helping us realize how fortunate we are in society." CA alumnus Gaurav Verma '13, who attended the CA New Orleans trip twice, reflected on his experience: "It allowed me to do some community service... [and] explore and learn about one of the most interesting cities in the world. I met new people from a background completely different from my own."

The China trip is a fantastic opportunity

for Mandarin students to learn more about Chinese language and culture. Kuai, the leader of the trip, described the experience as "[Enabling] our Mandarin students to be immersed in the target language and culture, which certainly accelerates their Mandarin study and develops their understanding of being global citizens." Not only will the students travel to well-known historical sites such as the Great Wall, the Forbidden City, and the Terracotta Warriors, they will also be

doing community service work as well, such as teaching Chinese students how to speak English and visiting three farmers' houses for further work. It should be an exciting trip with plenty of opportunities to learn and grow.

The Yosemite trip was originally intended to be the same as last year's trip to the Grand Canyon, but CA was unable to get the necessary permits to camp there. In Yosemite, students are going to spend their days backpacking, as well as cleaning up the area. Students will likely have the opportunity to discover fascinating new wildlife while they also test their physical limits.

The Nicaragua trip is a uniquely interesting community service trip, led by Larivee, who is an extremely seasoned traveler. The trip has been offered since every year since 2005. Over the course of the trip's extensive history, students have helped construct libraries in schools. They have also purchased books for those libraries and tutored children in the towns they visited. The trip is also an excellent opportunity for Spanish students to practice their skills.

The opportunities that CA has offered students this year are varied and invaluable. Whether it's helping New Orleans recover from Katrina, exploring the seemingly endless Great Wall of China, visiting the wonderful Yosemite National Park, or helping those in need in Nicaragua, these trips will spark learning and memories that will last forever.

## Breaks for Poetry: Faculty Readings

by Reilly Loynd '15

The sharing, collaboration, and celebration of valued writing has proved to be a driving force behind the conclusion of the 2013-2014 Concord Academy school year. In past years Student Council members have promoted a similar project by recruiting faculty members to read aloud to students at break during stressful times of their school year as a means to calm and encourage them.



History Teacher Sarah Yeh reads aloud during a Monday morning break.  
Photo by Molly D'Arcy '16

This year, Student Head of School Eliza Thomas '14 and Student Vice Head of School Dan Mueller '14 decided to hold readings multiple weeks during the spring.

This spring, during Monday's fifteen-minute morning breaks, the bustling library was transformed to a more serene environment while eager students gathered to hear stories from respected and beloved faculty

members.

The library tables were pushed aside, parting to give way to the speaker. Students gathered on the floor sitting cross-legged with their feet neatly tucked under their knees to keep them out of the aisle. Dunkin Donuts Munchkins® circulated in the hungry crowd enraptured by these read-aloud sessions.

The faculty speakers either gathered meaningful pieces of literature or poetry or

wrote their own. The speakers who wrote their own pieces reflected on an aspect of life that they found particularly fitting to bestow upon the CA community.

Three of the speakers were faculty members retiring or moving on from CA. Accordingly, an air of sorrow and nostalgia accompanied their readings. Students who

*continued on page 7...*

## Seniors Playing Sports in College

by Tim Lu '17

For all seniors at Concord Academy, graduation the marks the approach of the challenges and opportunities of academic and social aspects of college life. But a handful of seniors are also anticipating new athletic experiences, as they participate at a higher and more competitive level. We caught up with three seniors hoping to continue their athletic careers in college.

Standing in the corridor of Hobson House, Malin Segal '14, a member of CA's varsity basketball team, spoke about his expectations for playing sports at Sarah Lawrence College. "I am going to play basketball, of course, hopefully as a freshman in college. I think playing basketball in college will provide me with a more competitive environment, and my first objective is to play in Division 3." Speaking about challenges, Segal said, "My height remains an obstacle for me." To overcome the setback, Segal "will keep training for basketball skills at Concord Academy." He also has plans for training over this summer. When asked about his feelings about these challenges, Segal raised his eyebrows and responded confidently, "I'm excited." Later, he added, "Also a bit nervous, actually, considering I will play on a new team and face stronger opponents."

Alex Craig '14, another soon-to-be college athlete, expects to play softball and volleyball at Haverford College. "Playing softball ... is going to be a big step in the right direction for me. Furthermore, it definitely requires more commitment for me compared

to playing at CA. Spending more time and effort in training will be necessary for me," Craig reflected. She added, "Softball is going to be really competitive for me next season." Like Segal, Craig has already started preparations for her college career. "I'm going to talk to the coaches at CA and try to get in shape for the fall season during summer vacation," Craig concluded. "I feel ready and excited for playing softball in college."



Alex Craig '14 playing softball.  
Photo by Molly D'Arcy '16

"I will probably play tennis at my college," said Fortune Jackson-Bartelmus '14, who will be attending Wesleyan University in the fall. Like Craig, he said that playing sports in college "will absolutely demand more time commitment. For example, waking up early in the morning. I mean, you have to do more training because you can potentially be playing against some international players on a really professional level."

He added, "I am excited by playing tennis, and I simply enjoy the feeling of winning in games. Like wrestling, tennis is a sport that demands a lot of mental perseverance. However, in wrestling, sometimes you have to get mad to beat your opponent, but in tennis, the match is of longer duration and you have to keep an upbeat attitude during the whole match. Composure sometimes is more important than physical intensity." Jackson-Bartelmus plans to begin practicing intensely. He laughed and said, "If I can't make varsity tennis, I will just start at the intramural level as a freshman."

We wish these members of the Class of 2014 the best of luck in their various sports next year.



International Hotspots

by Nathan Greess '15

Chris Lin '14 is a senior from Taiwan. Lin shares his recommendation for his favorite hot spot in his hometown:

The Fengjia Night Market is located in the Situn District of Taichung City and is renowned as the largest night market in Taiwan. Average weekdays see around 30,000



The Fengjia Night Market, Taiwan  
Photo courtesy of [www.wikipedia.com](http://www.wikipedia.com)

visitors, and on weekends, the market can attract 100,000 people per day. The main attraction there is food! In addition to traditional Taiwanese snacks such as oyster omelet, tempura, blood rice cake, touhua, bubble tea and stinky tofu, there is also a wide variety of international cuisines: Turkish ice cream, Japanese sushi, Peking duck and

the heart of the city: it's the best place to feel the vibe of the city's "night life," hang out with friends, do some shopping and eat the night away!

Charlotte Baughan '16 is sophomore from Hong Kong. Baughan shares her favorite spots on her home turf:

There are so many aspects of Hong Kong that I would want to show people. I'd prob-

ably take them to most of the tourist-dense places first, where you can clearly see all the different atmospheres of Hong Kong. Everyone goes to The Peak, especially at night, because that's where you can see most of the city and all the buildings lit up, as well as the harbor farther on into the horizon. Getting to The Peak is



View from The Peak, Hong Kong.  
Photo courtesy of [retireediary.wordpress.com](http://retireediary.wordpress.com)

Korean kimchi rolls. As average meal-boxes are sold for less than \$2 USD, residents and tourists flock to the market. In addition to snacks, there are numerous traditional Taiwanese arcades and hundreds of clothing and shoe shops. Overall, Fengjia Night Market is

an adventure in and of itself: you take a tram up the very steep mountain, passing different levels of the city, until you finally reach its heights.

continued on page 6...

A Heartfelt Goodbye

by Claire Phillips '15

While seniors are the only ones to receive diplomas, some faculty and staff are also "graduating" from Concord Academy. Ceramics Teacher Ben Eberle'99, Technical Director and House Parent Ian Hannan and his wife Sara, Assistant to the Dean of Students and Community Life and House Parent Barbara Piantedosi and her husband Bob, and Assistant Director of Admissions and House Parent Warren Samuels and his wife, CA lacrosse coach Nikki Samuels, are departing, while English Teachers Lucille and Sandy Stott and Fiber Arts Teacher Antoinette Winters are retiring.

Ben Eberle

Ben Eberle will soon move to Conway, Massachusetts, where he will spend the summer and beginning of the fall renovating and rebuilding his new house, which he hopes to turn into a full-time artist residency, where visiting artists can stay and work on their art for weeks at a time. "Everything's a bit up in the air, we don't really know who we'll meet, or the things that'll come our way, but we really like the area, and there's a big artist network out there," he explained. Eberle said one thought that he has kept in mind is embracing the unknown. "If you really believe in what you're good at, connect with the right people and aren't afraid of working hard, sometimes a little uncertainty in life is a really good thing, and not having it all mapped out is where the most fun happens!"

Sara and Ian Hannan

Sara and Ian Hannan are moving to New Haven, Connecticut so that Ian can earn his MFA in Technical Design and Production at the Yale School of Drama. Ian said that since joining the CA community just after the couple's second anniversary, "It's been a time of tremendous personal, professional, and familial growth in my life, and I'm proud to have shared this time with the CA community." Sara remarked, "I will remember the welcoming community, the support through difficult times, and the students I had the honor to spend time with. Each one of you is a blessing and a treasure."

The two have cherished their time at CA, where they have played the roles of house parents, teachers, co-workers, and mentors. They advised students to find the humor in life, to ask for help if they're struggling, and to grant forgiveness, even if it's tough.

Barbara and Bob Piantedosi

After parting ways with CA, Barbara and Bob Piantedosi will move to their house in Harwich Port, Massachusetts. They hope to swim with the Great White Sharks that have

recently arrived on the Cape, and they will also spend time traveling. Thinking back, Barbara remembers "the funny times in the houses, the unusual questions and requests in my office and the spectrum of performances and chapels I have had the privilege of attending." She also cherished the spirit of her colleagues and the whole CA community. Barbara said that whenever she hits an obstacle in life, "I try to recall a saying by Isaak Dinesen: 'The cure for anything is salt water - sweat, tears, or the sea.' Of course, the sea works best for me!"

We could not catch up with Warren and Nikki Samuels.

Lucille and Sandy Stott

Sandy and Lucille Stott hope to move through the next few years relaxing, writing, doing community service, enjoying Maine and traveling. Following Commencement, they will begin living year-round in Brunswick, Maine, at the house they have owned for 11 years. They plan to spend the summer through September hiking, kayaking, and generally relaxing in Maine. They then plan to visit Bordeaux and Paris during October and November and then spend holidays with family. Sandy explained,, "We'll need about 6 months to settle in to not being teachers and then we can [decide] what we want to do."

Lucille elucidated that, after these six months, she might go in one of two directions: "I might go back to journalism and look around for part-time opportunities, or... there'll be opportunities in Maine for me to plug into a program either in adult literacy or children's literacy." Reflecting on his time at CA, Sandy—known to many students as the Dumbledore or Yoda of CA—remembers that some of the most important things in life are to "be patient with yourselves and be kind to others." No matter where they go, Sandy and Lucille's kind wisdom will surely remain at CA for many years to come.

Antoinette Winters

Antoinette Winters has no immediate plans other than to "wake up every day and not have a plan!" She expects to relax and enjoy herself, see friends and family, spend time in her studio, and visit her son and his newborn son in Washington, D.C. Over her 34 years at CA, what Antoinette has "come to value and appreciate is the willingness of students to engage so thoroughly in the process of learning." She added, "When I think about leaving, I think that the classroom is the piece I'm most going to miss ... It feels right to have made a decision to retire, but I'm sure there will be days when I miss the energy of this place and the students."

...continued from page 1  
*Children's Reminiscences of the Westward Migration*"), or for your pack of werewolf siblings to be taken in by Catholic nuns who specialize in precisely this sort of thing ("St. Lucy's Home for Girls Raised by Wolves"). Every story's slight departure from the laws of our own world illuminates Russell's gift for asking us to reconsider the familiar.

Yet beyond the sorcery of each story's setting and circumstance is the plain fact of Russell's sparkling prose, so lucid in places you can forget you're reading. I like her similes best, startling in their capacity to conjure the unexpected. Mirage-like, they dot Russell's prose—somehow both more and less substantial than the thing they describe. Here, for instance, is a short paragraph from "Out to Sea," a story about a teenaged kleptomaniac named Augie who visits a cranky old man named Sawtooth to fulfill her court-

ordered community service requirement. It's not atypical of Russell's gift for summoning the unexpected to elucidate the everyday:

"He's pleased to see that she's in one of her penny-bright moods. Some days she just sits on his couch, prickly as a sea urchin, while Sawtooth reaches feverishly for something to say. Some days she arrives seething with a formless rage, a heat that Sawtooth can feel radiating from her pale skin. Once she didn't come at all. On that day, Sawtooth watched the ebb and flow of the artificial tides and felt like he was evaporating."

I love the way Russell equips us with a ready language to see the world afresh—to move through it noticing penny-bright moods, discovering someone reaching feverishly, feeling what it's like to evaporate. Her inventiveness invigorates.

Griner herself has much the same effect.

Her skill and presence on a basketball court require teams to reimagine the game. And the sheer fact of her being so exactly, beautifully, and unapologetically herself has compelled large swaths of the population to reconsider our expectations about everything from sexuality and gender to fashion and self-esteem. While my friends and I frequently disagree about Griner's greatness on the basketball court, no one doubts the greatness of her influence off it: the way she's used her visibility as an athlete to speak up about issues of racial, gender, and sexual identity.

So while it's probably true that Griner is a bit young for a memoir, I still jumped at the chance to read *In My Skin* shortly after Cosmopolitan published an especially fine excerpt from it in late March. (For full disclosure's sake: it's probably also worth saying that I preordered the book from The Concord Bookshop, gave it to my partner El-

lie (who is a HUGE Brittney Griner fan: has driven hours to see her play, owns a replica jersey, etc.) as an anniversary gift, and then proceeded to steal away and read it before she did.) Inspired by Griner's play, by the openness with which she speaks about her identity as a gay African-American woman who happens to be 6'8", and by her uncompromising ability to be herself (and at such a young age), I couldn't wait to read her memoir.

*In My Skin* (which Griner wrote alongside Sue Hovey, a long-time writer and editor for ESPN) chronicles Griner's life growing up in Texas, finding basketball as a high school student, and being bullied about everything from her height to her low voice to her sexuality. I found Griner at her greatest depths of honesty and openness during sec-

continued on page 6...

SIBR



## Graduation Speaker: Philippe Petit

by Kunaal Verma '17

Born on August 13, 1949, our graduation speaker, Philippe Petit, is highly acclaimed for his tightrope walk between the Twin Towers of New York. At the age of 18, Petit read in a newspaper about the construction of Twin Towers. Upon seeing this article, he decided he wanted to achieve the unthinkable and walk between these buildings. He drew a line between the two towers, marking the beginning of his six-and-a-half year journey to make this sketch a reality.

These six-and-a-half years were spent planning the logistics and creating fake identification cards for his team to get to the roof. To gain access to the roof, Petit and his team posed as contractors, who were installing an electric fence on the roof. Finally, on the night of August 6, 1974, Petit and his team rode the elevator to the 104th floor, where they had hidden the equipment for the tightrope walk. They waited until night, and then began to set up for the high walk.

The next morning at 7, Petit made his dream a reality, taking his first steps on the wire. "Inundated with astonishment, with sudden and extreme fear, yes, with great joy and pride, I hold myself in balance on



Petit walks between the Twin Towers of New York.  
Photo courtesy of [www.theguardian.com](http://www.theguardian.com)

the high wire," wrote Petit in his memoir *To Reach the Clouds*. "With ease," he added. Petit continued to make 8 passes across the wire in one hour, including a kneeling salute and lying down at 1,350 feet in the air.

The aftermath? First, Petit was arrested. Then, all charges, (including trespassing

and disorderly conduct), were dropped in exchange for Petit's free performance for children in Central Park.

Graduation speakers at CA are chosen through a process starting with people informing Dean of Students David Rost, and Senior Class Advisors Sally Zimmerli and

Ayres Stiles-Hall of possible connections. After finding notable people willing to speak, the senior class votes on the remaining possibilities. This year's class chose Petit. "I'm sure we will all need to take risks in other ways in our lives," said Eliza Thomas '14, the Student Head of School, upon being asked what she thinks Petit has to offer the school. "I imagine he's learned a lot over the years... about what it means to have cautious and calm confidence, and how to live life to the fullest." In addition to Petit's story being one of risk-taking and living life on the edge, it is also one of determination to make his dreams come true. Realizing the many obstacles in this daunting task did not stop him, but instead propelled him on. Also, his determination helped him spend six and a half years plotting his dream.

After the terrorist attacks on the Twin Towers, September 11, 2001, Petit wrote his memoir, *To Reach the Clouds*. An Oscar-winning documentary was made in 2008 called *Man on Wire*, and both the book and the film commemorated the World Trade Center and specifically Petit's personal experience there.

## Senior Traditions

... say, the academic world... [it's great for] a school that prides itself on individuality."

The class ring tradition supposedly goes much further back than that of the sock. According to Kennedy, "CA rings started very early on in the school's history; so even by the late twenties, early thirties, CA had a ring." The tradition has only been broken once since: in 1931, rather than getting rings, the class received charm-style bracelets with

"CA" inscribed on each link. Now, students still enjoy the rings and ceremony that comes with them. Caroline Stotz '15 explained that although the rings are not hugely important to her now, "I think it's something that'll be nice to have once I leave CA—it's a nice thing to hold on to." Phoebe Pohl '14 shared similar sentiments: "I really like rings, because they're a part of CA that you'll have forever!"

*continued on page 7...*



CA Alumnae/i still cherish their rings.  
Photo courtesy of the Concord Academy Alumnae/i Facebook Page

## Graduation the CA Way

by Chris Pappey '15

It's springtime, and that means there is only one thing on high school seniors' minds: graduation. Seniors nationwide anxiously await their names to be called so they can receive their diplomas, and, in many cases, receive awards as well. Whether they are being recognized as valedictorian, salutatorian, or for their outstanding work in English, these seniors are separated from the crowd. That is, except at Concord Academy.

When I was applying to CA, I learned that there were no awards at graduation, but I didn't know why. I just thought that they were trying to protect students' feelings by ensuring that no one feels left out. But it's much more than that.

At my first CA Commencement two years ago, Head of School Rick Hardy explained why we don't distribute awards at

graduation. He said that CA believes that all students should be celebrated for their hard work and achievements, not just a few.

Still, I wasn't convinced. My naïve freshman self thought that there was a direct correlation between how hard someone works and her or his grades. It seemed unfair that we didn't offer awards to those who worked the hardest. Then came junior year.

With students taking advanced classes, prepping for the SAT, and beginning the college process, juniors have faced many nights with little rest. With each student trying to balance all of his or her work, I now wonder how it could be fair for CA to honor just a few students.

I'm not saying that students at other schools don't work hard; in fact, I believe that all high school juniors must push themselves, but I do think that CA students in particular take pride in their work ethic. It's

this mindset that makes it very difficult to distinguish just a few students from a whole group of hard workers.

In addition, awards at graduation would contradict our value of love of learning. No longer would we be learning material to further our knowledge, but instead to win some award. No longer would our graduations be purely about celebration, but instead about competition. No longer would most students be ecstatic at the end of graduation, but instead they might be left disappointed and wondering why they didn't receive a specific award.

I applaud Concord Academy's decision to go against the "norm" of the high school graduation. This way we can honor students in the way we see fit, staying true to our core value of love of learning including on the final day of students' CA careers.

The Centipede  
wishes the  
graduating class  
the best of luck  
next year!

## A Word From Rick Hardy to the Class of '14

I hesitate to offer advice to our graduating seniors; in their chapels, they have offered some wonderful advice over the course of the year, arguably far better and more pertinent than I might offer here. Nonetheless, I can never turn down an opportunity to, as my daughter would put it, "hold forth," so here are a few words, some drawn from my own chapels.

Find work that you love, commit to do your best, and connect with those around you. In doing so, you are taking a step toward becoming your best self—oftentimes a member of a group working together toward something bigger than the individuals within it.

School, like life, will require us to confront obstacles, but grappling with them is the real stuff of learning, not to mention a lot of the fun. And though you may not realize it, the obstacles you face will shape your story, which, after all, is the point of any adventure. All you need is a little courage.

Do not worry about perfection, which is overrated anyway.

Travel light; be willing to embrace the new and the unfamiliar. And if you worry that you may need something that you do not already have, you will likely find it where you are going.

Best,  
RGH



Movie Review: Requiem for a Dream

Carter Kratkiewicz ’16



This is not a new film in theaters. *Requiem for a Dream* is a highly acclaimed drug thriller/drama that was released in 2001.

A warning: this film is disturbing on many levels. It isn’t technically a horror movie, but some parts of it are pretty scary and difficult to watch. The film realistically portrays the horrors of addiction, focusing on a drug dealer who dabbles in his product and on a mother who is addicted to diet pills. The film was initially rated NC-17, but the unrated director’s cut has since been released. I recommend you see the director’s cut.

The cast in *Requiem* is amazing. Jared Leto, Jennifer Connelly, Marlon Wayans, and Ellen Burstyn arguably all give their greatest performances to date. Burstyn plays the lonely mother of Harry (Leto); she looks for hope and finds diet pills and herself an addict



Requiem for a Dream Cover Art  
Photo courtesy of hdwallpapersbase.com

instead. Her character is the most emotionally moving of all of them. The cameraman was actually moved to tears during one of her scenes and the camera ended up drifting during filming. This shot was kept in the final cut. Wayans gives a rare performance. Usually, we find him only acting in movies

such as *White Chicks*. But, in *Requiem* he shows he can actually act extremely well and present himself as serious when necessary.

I found this film to be eye-opening. You know that drug addiction never brings anything pleasant along with it, but it’s another thing to witness it on film. *Requiem*

realistically depicts the dangers associated with these drugs. In my opinion, this movie is scarier than most other horror movies, because the hardships of the characters are, unfortunately, a reality for people in the world.

The director, Darren Aronofsky, who also directed *Noah* and *Black Swan* filmed *Requiem for a Dream* in a very distinct way. He does not just show us people doing drugs; he puts the audience in these people’s shoes. You are shown a quick succession of extreme close-up shots depicting the drug use, ending then in the close-up of an eye with its pupil dilating. This is just one example of how Aronofsky shows us exactly how the characters are feeling and what they are experiencing as opposed to our being left to imagine their feelings.

*Requiem* is one of the most intense movies I have ever seen. The acting, cinematography, and directing are all masterful. This is a very gruesome tale told beautifully, and it is absolutely worth watching if you can handle such powerful, disturbing images.



National Poetry Writing Month

by Shannon Sun ’17

Above: National Poetry Month poster.

Photo courtesy of 2.bp.blogspot.com

T.S. Eliot once famously proclaimed, “April is the cruellest month.” However, poetry and art blossomed all across the Concord Academy campus in the month of April. National Poetry Writing Month, established by the Academy of American Poets, is a celebration in April that calls attention to the art of poetry, to classic and contemporary poets, to our complex literary culture and to wide artistic concerns.

In honor of the National Poetry Writing Month, Concord Academy presented numerous opportunities for poetic possibilities. Faculty members, some of whom are retiring or leaving CA this year, read aloud various cherished pieces of poetry and prose, sharing heartwarming messages and sage advice with the CA community. Morrie Trimmer, head of Poetry Club, worked closely with students interested in poetry and held heated and engaging discussions. Librarian Martha Kennedy also broadcasted the event of the “Poem in Your Pocket Day,” encouraging students to select a poem of their choice and exchange it with others.

Students participated in events with enthusiasm and passion, which reinforced the notion that celebrations of poetry have become another facet of CA’s history and culture.

Extending the enthusiastic literary spirit from the National Poetry Writing Month, The Centipede hereby recommends a list of thirty carefully selected poems from writers across the globe, addressing a wide spectrum of topics. We hope that the following 30 poems, courtesy of the Boston Review, will enrich your poetic experience and bring literary peace to your breathtaking summer adventures. Happy reading, everyone!

- Day 1: Dan Chelotti, “Odysseus Amongst the Swine Glances Towards Ithaca”
- Day 2: Samantha Zighelboim, Self-Portrait in Euphemisms
- Day 3: Amber Atiya, “when the end is near”
- Day 4: Robert Okaji, I Have Misplaced Entire Languages
- Day 5: Lisa Lubasch, “Getting Around It”
- Day 6: Tory Adkisson, “Metamorphosis as an Answer”
- Day 7: Kim Kyung Ju, Salt Farm at Night
- Day 8: Rebecca Kutzer-Rice, from The Bear Letters
- Day 9: Circe Maia, Construction of Objectss
- Day 10: Filip Marinovich, “Dear Ancestors”
- Day 11: Sandra Simonds, “Postpartum Hemorrhage”
- Day 12: Tom Thompson, Death Is Death
- Day 13: Elizabeth Clark Wessel, “A Woman and Her Job”
- Day 14: Shane McCrae, “Claiming Language”
- Day 15: Robyn Schiff, “A Hearing”
- Day 16: Sally Wen Mao, “Still Life with Antlers”
- Day 17: Ken Babstock, from SIGINT
- Day 18: Dorothea Lasky, The Art Deco of the West
- Day 19: Tyler Mills, “Children of the Flood”
- Day 20: Michele Glazer, “Issue”
- Day 21: Marcia Mogro, “Lunar”
- Day 22: Julian Gewirtz, “Excavation”
- Day 23: Rob Halpern, “Intimate Obscenity”
- Day 24: Liz Countryman, “Gray Area”
- Day 25: Camille Rankine, Matter in Retreat
- Day 26: Thomas Hummel, “To move and the play.”
- Day 27: Charlotte Lieberman, For the Time Being
- Day 28: Danniell Schoonebeek, “Fifteen Answers of the King to His Questioners”
- Day 29: Sina Queyras, “Manual for Remembering”

Chamber Music and Orchestra Performance

by Emily Yeo ’17

The Chamber Orchestra and Ensembles program, composed of students who play cello, viola, violin, clarinet, and flute, held its annual performance on May 19. The orchestra worked on many pieces this semester and then chose three to perform: Joseph Haydn’s “Symphony 100” and “Symphony 104” and Concord Academy Conductor Mark Latham’s “Elegy for Chuck.”

“Elegy for Chuck” was an emotional performance for Latham, as he composed the piece himself. He told the audience and the musicians the story behind the piece: “My friend Chuck passed away about a month ago. When asked what is his favorite music, he (Chuck) would reply by saying ‘whatever the music that I’m working on now.’ I found this very clever. This piece is in dedication to him. It is melancholy and sad but in the middle it reveals the funny and nice qualities of Chuck. This piece is in dedication to him.” After the musicians performed this sentimental piece, Latham was met with another emotional moment. Alexi Roche ’14 spoke on behalf of the seniors about how they enjoyed learning and playing the piece. Later, Latham said half-seriously that he was getting too emotional and that they were going to make him cry.

Andy Jin ’16, a member of the ensemble, spoke about his experience. “I enjoy Cham-

ber because it is a space for some significant self-improvement and fun. In a large ensemble, an individual’s mistakes are muted by other noises and one can skip a part without anyone noticing. In a chamber group with three to five people, this same laziness cannot be permitted. Chamber music motivates one to practice and improve their playing to avoid the mistakes.”

The group met with Music Coach Jenny Stirling each week this year. Stirling helped students for 45 minutes and then for the remaining 45 minutes of the one and a half hour meeting, students practiced independently. The orchestra also met every Tuesday H-block. These rehearsals sometimes started with Latham instructing students to play bizarre arrays of notes, which was always interesting and entertaining.

Students dedicated a significant amount of time preparing for the end-of-year concert. The students had to manage their time well, balancing music with sports and homework. On top of that, the concert fell close to individual student recitals, meaning that students were sometimes pressed for time.

There are others who deserve at least as much applause as the students. This performance could not have succeeded without the joint effort of the Latham and Stirling.



Recycle The Centipede!



# Seniors’ Sports Experiences

by Elly Veloria ’16

Concord Academy is not necessarily known as a “sports school.” Yet for many members of the graduating class, sports at CA have been influential in shaping their high school experiences. Even though the Athletics Department ramped up co-curricular requirements in 2012, at the very least, seniors have participated in one season of co-curricular programming each year. Many students, however, are two- or three-season athletes and join teams as a means of meeting other athletes and because they truly love the sport.

Bryan Gallagher ’14 said, “The cross country team welcomed me with open arms on the first day of school when I was a new sophomore, and there’s been no looking back since.” Gabe Perez-Putnam ’14 and Malin Segal ’14, who were also new sophomores, agreed that sports helped to make the transition to their new school much smoother. “Sports have made me feel part of the com-

something that I find valuable to a healthy team dynamic.” By allowing students and faculty to work together in various ways, both in and outside of the classroom, CA supports the strong sense of community it intends to foster. Tien Hunter ’14 said that his coaches, “Give me the tools to succeed,” and he responds by giving his all. Alex Craig ’14 added, “Because of how much my coaches pushed me, I pushed myself.”

In addition to helping forge strong relationships with members of the community, athletes have found that playing on sports teams has taught them how to effectively manage their academics. Austen Sharpe ’14 summarized the skills she has learned by playing sports for the entire duration of her CA career by saying, “Though sports limits my time, I like to think I am more productive when playing sports, as in one five-hour period I’ve exercised as well as done the work that I would likely have just spread out over the five hours had I not been playing a sport.” Louisa Dodge ’14 said that

being an athlete has helped her learn how to structure her time. Dodge said that athletics have also provided a release from the pressure that at times can be overwhelming. CA can sometimes seem like a stressful environment, which makes fields, slopes, courts and terrain all the more necessary to students to recharge.

Jake Philbin-Cross ’14 said, “Although sports aren’t the focus of a ton of people at CA, the camaraderie and friendships that come from being on a sports team and winning and losing together is a great feeling.” Many of the seniors interviewed for this article came to a similar conclusion: sports have given them the opportunity to work toward and

achieve goals, to form lasting relationships with their peers, and to learn how to push themselves to be their best selves.

The athletic environment at Concord is not focused so much on winning as it is on striving to be the best athlete one can be. Many seniors said that they could not imagine their CA experience without sports, and some stated that when they looked back on their time at Concord they would look back on their teams with pride. As we prepare for our seniors to depart, we thank them for their time, dedication, and sweat and look forward to the what the fall season will bring.



Josh Calka ’14 playing baseball.  
Photo by Molly D’Arcy

munity since the time I’ve been at CA,” Segal said. Perez-Putnam shared similar sentiments, saying that he made his first friends at Concord playing on the junior varsity soccer team in the fall. He added that all of his close friends have also been teammates.

The people one meets on sports team at CA are not limited to just students. Many of the seniors acknowledged that playing on different teams allowed them to develop meaningful relationships with faculty outside of the classroom. Eliza Thomas ’14 said, “The majority of the coaches I have had have been key members of the CA community off the field as well, which has let them get to know us as players in a different way,

# Intramural Sports: The Unsung Heroes

by Leo Feininger ’16

I can remember at the very beginning of freshman year getting cut from junior varsity soccer. At first, I was rather disappointed, and, when I went to the first 15-minute attendance meeting for intramural (“IM”) soccer, the majority of the students there seemed to be joking around and not taking anything too seriously. It wasn’t until I started playing soccer with this group that I realized everyone participating seemed to play with a unique passion, similar to, yet unlike that of any team I’d ever been on before.

A lot of people seem to make the unfair assumption that the students on IM sports teams are only there because they aren’t good enough to make JV or varsity. But it seems to me that most often IM players don’t go to tryouts, but instead go straight to the IM team.

IM practices tend to be casual and laid-back, yet the skill level and energy of the players is often high. Everyone seems to be laughing, making jokes, or poking fun at other players while still focusing on the game.

Some might wonder how a team can be this relaxed, but also manage to play with comparable energy and skill to that of a higher-level team. I think the answer to this question lies in the fact that intramural teams play simply among themselves, while other teams have to play against other schools and under pressure to win. Some people might argue that a more serious outlook is required to play on higher-level teams. While it is true that pretty much everyone would rather win than lose, it is important to remember that a big part of sports is having fun. At least in my opinion, having fun is the main purpose of athletic activities, and if you aren’t having fun, then chances are you should be doing something different.

I have participated in intramural soccer and intramural basketball, and while these sports are different, both groups have similar characteristics. Meeting just three times every week, there is a relatively low com-

mitment required for IM sports. In addition, practices consist completely of games, no drills. As a result, people on IM sports teams generally seem excited and energized to participate. JV and varsity sports, on the other hand, typically have longer, more exhausting practices that involve drills.

Overall, IM sports are a great way for students to play a sport that interests them, get exercise, and play without worrying about losing.

Despite the low commitment required for IM sports, I think that people need to recognize that participants not only care about what they do, but also, more often than not, tend to be fairly skilled as well. In both my years at CA, IM basketball has defeated JV basketball, and one cannot forget IM soccer’s triumphant overtime victory against JV soccer last fall. Though I cannot recall exactly when, I know I have been asked why I and other IM players don’t just try to play JV, or even varsity in some cases. Again, I believe the main reason is because IM sports are simply about having fun and messing around while still trying our hardest to win.

On a different note, CA once had 3rd-level sports teams. This raises the question of whether IM or 3rd-level sports are a better idea. For me, the answer would be IM, without a question. Having 3rd teams would sort of defeat the purpose of IM, as I don’t think that the core values I have discussed would really carry over onto 3rd teams. If competition against other schools were introduced, the casual nature of traditional IM sports would be lost. While you can only be so serious about playing on a 3rd-level team in the first place, nevertheless, playing against other schools would bring about the need to maintain a decent record, and much of the value associated with having fun would dissipate

Intramural sports are not only a great tradition at CA, but also a very worthwhile athletic activity. Any students considering taking a season off from competitive sports, I would encourage you to try an IM sport. I assure you that you will not be disappointed.

# Int’l Hotspots

...continued from page 3

I’d also take a visitor to what is probably considered the most crowded area of Hong Kong: Central. Central is filled with skyscrapers and is where the most well known mall is, the International Finance Center, or the “IFC.” We’d also go through the lanes,

beaches and wide-open spaces. The Dragon’s Back hiking trail is a classic, named for the resemblance the three mountains have to the back of a dragon. I love this trail because it’s not too challenging, and you can see beaches and villages below. There are so many features that people wouldn’t expect to see in



The Dragon’s Back Hiking Trail  
Photo courtesy of <https://files.nyu.edu>

where people are selling Halloween costumes, knock-off jewelry, fruit, bubble tea, fabric, and so much more. It’s hectic, but it’s an incredible experience.

After seeing the more urban parts of Hong Kong, I’d take a visitor out to the outskirts of the island where there are mountains,

# SIBR

...continued from page 3

tions about her career at Baylor University – especially with respect to her relationships with Kim Mulkey (her basketball coach) and her father, both of whom often required her to be something she wasn’t – especially when it came to her sexual identity. It was similarly illuminating to read about Griner struggling to adapt to life as a professional basketball player in Phoenix.

Yet above all else, I am thankful for Griner’s unflinching reminder that being who you are takes work, that there are people out there fighting the same fights you are, working (as Courtney Fields teaches me every day) to make space for people to be exactly who they are. To my mind, Griner’s at her most wise when she’s urging us to be exactly who we are:

“It seems like an odd thing to say, but

being who you are can take practice, especially when who you are doesn’t fit neatly into the vision that society has for how you should act, what you should wear, who you should love. I haven’t always embraced the parts of me that are different, because when you’re young, it’s scary to voluntarily step away from the mainstream. But I eventually realized that faking it is draining, and that the more people who raise their hands and say, ‘This is me,’ the more they help empower other people to do the same.”

I may still be forcing the connection between Griner and Russell, but it’s easy to feel fuller – more alive to what the world can admit – when you see and sit with the plain truths of their beautiful, unexpected, and necessary prose.



# Electronics: Conflicted Classroom Roles

by Alex Berry ‘17

SMART Boards, laptops, and even smartphones are noticeable accessories in Concord Academy’s classroom scenery, not to mention in a multitude of schools across the United States. At CA, these devices are used for what have become fundamental, everyday functions. The majority of my peers find online note-taking to be an basic part of their day; teachers use interactive software to present material; we are all reliant on the Internet to complete some, if not all of our schoolwork. When it comes to electronics, CA students are no strangers.

That being said, if technology disappeared from classroom use, would the change be notable? At CA, we use technology at a very primary level, but besides Google and Schoology, we have not invested in much educational technology. Although SMART Boards adorn the walls in many of my classrooms, they are seldom used for their intended purpose. With these “smart” devices, are we becoming any smarter?

Having had personal experience in a middle school that tirelessly attempted to incorporate technology in the classroom, I have witnessed firsthand the consistent collapse of student electronics programs. I developed my first strong opinion towards electronics during a group project with a partner school in Southern New Jersey during the 2012 presidential campaign.

Our teachers provided us with a monitored chat platform to discuss the dynamics of the election, but many immediately exploited the opportunity for other purposes. Regardless of the teacher’s presence, the chat-room became filled with personal rather than political debates, and what could have

been a chance to note another perspective was lost to futile banter and dispute.

The election project was a long-distance collaboration intended to produce a presentation, but instead it proved to be logistically confusing and not beneficial. What could have been researched and written in few short in-class assignments was lost to the eager motivation to include cutting-edge technology.

Problems with ambitious 21st-century tech-integration programs stem from the relative lack of research available to support operations. Articles that I have read indicate lack of sufficient investigation into technology as an effective education tool. Still, with very little proof of success, administrators across the country are rapidly spending millions of dollars on fancy gadgets with the notion that any object bearing a screen is bound to be helpful. Although learning skills like coding is worthwhile, teachers often use technology as a gimmick to throw into a traditional lesson.

Based on my experiences, the specific class, subject and circumstance should dictate whether or not technology belongs. Just as tools have specific uses, technologies should be used for specific purposes. In Freshman English, we conduct the class mainly through discussion and readings. It is doubtful that any device would perform wonders in helping us to grasp the material. After all, *Macbeth* remains *Macbeth*.

Ever since my first days on campus, I have been pleased with the thoughtful approach that CA has taken in integrating technology into classrooms. As a learner, I welcome new ways of viewing topics, but value technology only when it is put to use in a discipline-specific way.

# A Divide Within

by Julia Shea ‘16

Prospective students visiting Concord Academy often ask, “Is there a divide between day students and boarders?” The common response is, “No, students can barely tell who’s a day student and who’s a boarder!” But I certainly can, and I would bet the vast majority of other students can as well.

From 8 a.m. to 2:55 p.m., the day and boarding communities are intentionally integrated: boarding houses are locked during the school day so that the entire community is together. However, when I look around the Stu-Fac at lunch or at other students lounging on the quad, I can’t help but notice that many friend groups are primarily composed of boarders or day students.

This divide seems natural to me. Friendships are founded not on having the same math class with someone but on getting to know one another alone. For boarders, living together and sharing late night snacks and movies are perfect opportunities. As a day student, my close friendships began with long conversations on train rides or spontaneous sleepovers on the weekends. Logistically, including boarders in these sleepovers is not feasible; blue slips are due to a student’s house parents on Wednesdays. And let’s be realistic—high school students do not typically plan on hanging out with friends two or three days in advance.

CA makes every effort to include day students in weekend activities and trips, but the majority of the names on the brightly colored sign-up sheets on the Upper Stu-Fac

bulletin board are those of boarders. While some day students live in Concord or other nearby towns, for many day students it takes nearly an hour to travel to school. Also, currently, the MBTA is not running service between Brandeis-Roberts and South Acton on the weekends, which makes it all the more difficult for the fifty or so train students to attend weekend activities.

Many days students, myself included, spend most of their Monday through Friday waking hours on campus due to sports, clubs or other after school activities. Consequently, the weekends are one of the only times to spend time with family. If day students do come to CA on the weekend, it is usually for a specific reason.

On the weekends when I come to CA, sometimes for an event or else to work on an art project that I couldn’t finish during the school week, campus seems desolate. Boarders are in their houses watching movies or out and about in Concord. Some local boarders have blue-slipped for the weekend. Perhaps a few can be found eating brunch in the Stu-Fac. If I decide to go on a trip to an amusement park or movie, like most students, I ask my close friends if they are planning on going. If not, I usually choose not to attend the event.

From what I have seen, most everybody at CA finds his or her niche, so I would not necessarily consider the divide to be problematic. However, denying that it exists would simply be rewriting reality.

# Breaks for Poetry

...continued from page 2

walked in smiling were left to walk to their B block class on a bittersweet note, realizing how soon these faculty members would be leaving CA.

Thus far, the faculty speakers have been retiring English Teachers Lucille and Sandy Stott who both read original pieces, departing Ceramics Teacher Ben Eberle ’99 who read an excerpt from *Hell or High Water*, Science Teacher Max Hall who shared a few of his favorite Robert Frost poems, and Assistant Director of Admissions Warren Samuels who shared Rupert Kipling poem entitled “If,” which Samuels said has personal significance, since “If” has been passed down through generations of his family.

Lucille reflected on her decision to read an original piece, saying, “The last time Student Council did this I read a story from *The Little Prince*, but this time I wanted to honor Creative Non-Fiction [the CA class] and the work my students have been doing. I figured I am always pushing my students to take risks, so I wanted to do the same. And sharing your own work will always be a risk.” Students agreed that they were glad Lucille followed her own advice and took this risk because the childhood story she shared about her trip to a baseball game was heartwarming, relatable, and emblematic of the very strategies Lucille encourages her students to implement in to their own writing to ensure success. “I think that in part the reason why it made sense to write about a story from my past is because, for me, as my time here at CA is coming to a close there is of course a lot of nostalgia going around, so this piece just fit with that.”

Sandy Stott shared also shared a story loosely tied to baseball, but rather than focusing on a ball game, his piece focused on his experience dealing with steroids after a medical condition required them as an antibiotic supplement. Despite the common association to steroid use within major league sports teams and the tarnished reputation this usage brings about, Sandy told a humorous story.

While reflecting on his decision to share the piece on steroids, he remembered that he had read at an event similar to this previously, but instead read children’s stories about Thoreau, as he was teaching a course about Thoreau at the time. This time was different. “I thought that the steroid story would be a fun one to share and a good way to incorporate humor into my work,” Sandy said “Plus,” he added, “I wanted to read my own work because I know it the best. And, it felt important to me at a school like this where sharing personal stories is such a central part of our culture, whether that be in the form of chapels or other written work, to bring something of myself to what I shared. People are always using stories to share more about themselves and I wanted to do the same.”

Sean Finnegan ’15 attended the library gathering to hear Sandy’s reading. “It was really cool to be able to hear Sandy... someone I have come to idolize and respect so much over the course of my work with him this semester, read his own work. Being able to hear what he as a writer is capable of was really incredible and only furthered my admiration of him.”

In addition to these readings, many students have shared poems with each other throughout the year as well, some in celebration of their own achievements as poets, and some simply to discuss thought-provoking writing. In an afterschool Poetry Club meeting, Lilian McCarthy ’17 recently shared an untitled piece, from a larger avant-garde collection of poetry entitled *Eyelid Lick* by Donald Dunbar. Club member Morrie Trimmer ’15 has been instrumental in organizing of these readings. Trimmer has periodically shared poetry at morning announcements, too.

Beyond English classes, students spend their free time immersed in poetry. It is no surprise that the faculty readings were well-attended given CA students’ appreciation for literature, whether it’s poetry or prose.

# Traditions

...continued from page 4

Along with the rings comes the ring hunt, which consists of the senior class requiring the junior class to complete certain tasks to earn its rings. According to former English teacher Sylvia Mendenhall, that ring tradition had already been established when she came to CA in the 1950s. Many students—seniors, juniors, and underclassmen alike—have fun participating in or watching the hunt, which usually takes place on the Quad in the week before spring finals.

Yet neither the rings nor the sock are more firmly rooted in CA’s history than the senior steps. As the name suggests, only seniors are allowed on the stone steps near the Chapel lawn. The steps were originally a section of a garden that was part of Haines house; they are in the very first pictures taken of the school, and students in CA’s first graduating class stood on them at Commencement, just as seniors do today.

Students generally view the steps as a

benefit of being a senior, but also as a slightly unimportant tradition. Brown said that she loves eating lunch on them in the spring, and that “...it’s nice to have something that feels really special that doesn’t greatly affect other class members.” Still, as John Lee ’15 explained, because the tradition can be a bit difficult for younger students to remember, “I think most people break it on their first day without knowing!” Similarly, Pohl noted that she does not see the steps as having huge importance “because I’ve walked down them maybe one time this whole year! I guess it’s nice, during graduation, to go down them, but I see that as a somewhat pointless thing.” Overall, the steps are a truly beautiful place that affect some and not all seniors but provide each and every graduating class with a place they can exclusively call their own.

Underclassmen and juniors can look forward to these three traditions, three of the many that make a CA senior year special.

# Senior Projects

...continued from page 1

senior projects allow seniors to test the waters of possible majors they might explore in college. She went on that they allow students to take a step further with the skills they developed at CA and transfer them into a project that reflects on their experiences here before they embark on the next phase of their lives.

This year, the seniors participating in senior projects are Alex Aeppli ’14 and Hunter Moskowitz ’14, Alexander Poorvu ’14 and Alexi Roche ’14, Lauren Black ’14, Teresa Dai ’14, Natalie Ferris ’14, Michael

Freeman ’14, Emma Fritschel ’14, Mary Hollinger ’14, Tien Hunter ’14, Helen Pinch ’14, Lauren Jaeger ’14, Tessa Johnson, Sarah Ju ’14, Julia Kelliher ’14, Angela Kim ’14, Connor McCann ’14, Seoyon Park ’14, Kai Salem ’14, Tina Shan ’14, and Gary Zheng ’14.

On Tuesday, May 20th, the CA community and families were invited to celebrate a semester of creativity, persistence and hours upon hours of hard work.

Join The Centipede next year!

Email Julia Shea or Chris Pappey for more information.





# The Centipede

Concord Academy  
166 Main Street, Concord, MA 01742

Executive Editor: Julia Shea '16

Managing Editor: Chris Pappey '15

Features Editor: Claire Phillips '15

News Editor: Ben Stoloff '15

Opinions Editor: Nathan Greess '15

Arts Editor: Shannon Sun '17

Sports Editor: Elly Veloria '16  
Assistant Sports Editor: Jenny Kim '17

Photo Editor: Molly D'Arcy '16

Layout Editor: Jerry Liang '17

Copy Editor: Ali Zildjian '15

**Staff Writers:** Alex Berry '17, Somerset Gall '16, Reilly Loynd '15, Tim Lu '17, Channah Powell '17, Cameron Urban '16, Emily Yeo '17  
The Centipede is the official student newspaper of Concord Academy. The paper welcomes comments from its readers in the form of Letters to the Editor. No anonymous letters will be printed. The Centipede reserves the right to edit all articles for length and content.

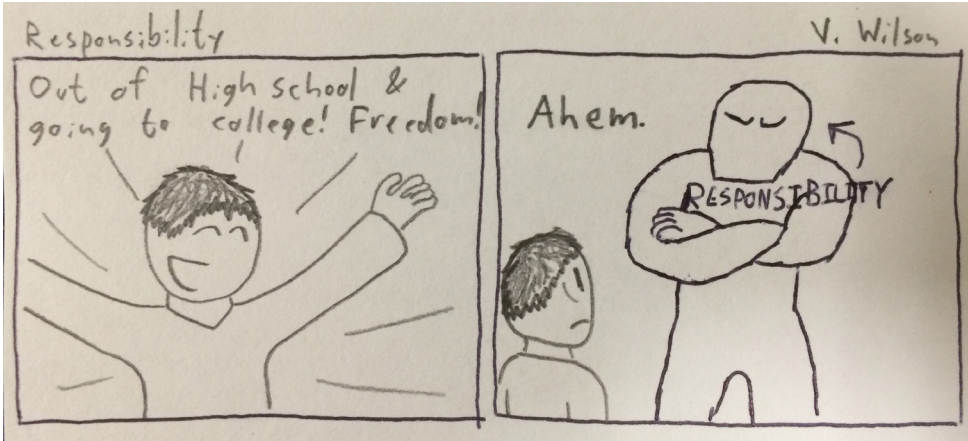
## Many Thanks to Sandy



English Department Head Sandy Stott, who has been an advisor to The Centipede for nearly a decade, is retiring this year. The Editorial Board would like to like to thank Sandy for his time, dedication and wisdom.

## Graduation Cartoons

Verreth Wilson '15



## Roving Reporter

Seniors were asked, "Where will you be in 10 years?"

Phoebe Chatfield '14: "I'm going to be leading a branch of 350.org and organic vegetable farming."

Lizzie Cosway '14: "I don't plan that far in advance!"

Chris Lin '14: "I don't know."

Junho Won '14: "Doing research."

Serena Frechter '14: "President... and vice president."

Eliza Thomas '14: "Climbing some mountain in Vermont!"

Marina Fong '14: "In Brussels!"

## Help Me, Rhonda!

Rhonda helps students answer perplexing questions and solve dilemmas.

Dear Rhonda,  
How many licks does it take to get to the center of a Tootsie Pop?  
Sincerely,  
Bored with a Sugar Tooth

Dear Bored with a Sugar Tooth,  
Hmmm...Great question! Not sure but maybe we should ask David to get some lolipops for his candy stash and we can give it a go! Let me know if you find out.  
Love,  
Rhonda

Dear Rhonda,  
Why are there interstate highways in Hawaii?  
Sincerely,  
Witty Kid

Dear Witty Kid,  
According to About.com, "Any highway built under the auspices of the Federal Aid Highway Act of 1956 and funded by the federal government is called an interstate highway, even if it doesn't cross state lines. In fact, there are many local routes that lie entirely within a single state funded by the Act. Hawaii has three interstates - H1, H2, and H3 - which connect important military facilities on the island of Oahu."  
Love,  
Rhonda

Dear Rhonda,  
When a male is elected president, his wife is called the First Lady. What would a lady's husband be called if she were elected president?  
Sincerely,  
Curious

Dear Curious,  
Well, we will just have to wait and see what happens when Hillary Clinton gets elected as president! I imagine her husband will be the First Man or First Dude! We'll have to sit tight until we get a woman in the White House!  
Love,  
Rhonda

Dear Rhonda,  
I'm a freshman, and I really like this girl. Summer is right around the corner, and I don't know what to do! What do you suggest?  
Sincerely,  
Hesitant Guy

Dear Hesitant Guy,  
There is a wide variety of technology out there that can help you maintain a long-distance relationship. So, even if you two are hundreds or thousands of miles apart, you can still stay in touch. Skype and WhatsApp are great options.  
Love,  
Rhonda