

Battle of Lexington and Concord: CA Brings Home the Drum

by Phoebe Chatfield '14

After an exciting afternoon of competition at Lexington Christian Academy on Friday, January 25, Concord Academy emerged victorious in the Battle of Lexington and Concord for the second year in a row. Before any parents begin to worry, a disclaimer: no bayonets were involved. A good deal less violent than its historic namesake, the Battle of Lexington and Concord is the annual ath-

letic competition between LCA and CA. This year, while Girls Varsity and Junior Varsity Basketball teams conceded victory to LCA, the CA Wrestling team and Boys Varsity and Junior Varsity Basketball teams beat their opponents to bring home the drum.

My own team, Girls JV Basketball, was the first team to play. We played a good game against a difficult team, but in the end lost by a wide margin, 35 – 19. As we played before the buses of fans from CA arrived, though we still might have lost, it was hard not to wish that there had been Concord supporters to cheer us on.



Fans from CA swarm the LCA gym. Photo by Louisa Dodge '14

But the fans arrived soon enough. If there had been concerns about the number of students who would make the trip into

doors to the room, fought for a hard-earned win. According to Wrestling Coach Chris Barker, "The grapplers were extremely well-focused and wrestled at the usual high level of intensity that I have come to expect from them." Ryan Sin '13 started off the match well with a first period pin against a formidable opponent. The matchup resulted in a resounding CA victory, 52-25.

Boys JV Basketball, next to take the court, pulled together to top the LCA team 42-33. Stellar performances by underclassmen players led the team to what was their first win of the season.

Next, the Girls Varsity Basketball team faced up against their opponent. The LCA

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Green Cup Challenge Returns to CA

by Katherine Oh '14

The Green Cup Challenge has returned to Concord Academy. From January 16 to February 13, schools across the country will be raising environmental awareness by competing to reduce their energy use and greenhouse gas emissions over the course of the event.

Since its creation in 2003 at Phillips Exeter Academy in Exeter, New Hampshire, the Green Cup Challenge has expanded to include schools from all regions of the United States. Last year, 116 schools from twenty-two states participated in the Challenge. The Green Schools Alliance, a coalition of independent schools committed to protecting the environment, organizes the event.

While CA did not participate last year, Environmental Co-Heads Phoebe Chatfield '14, Ryan Hussey '13, Mike Freeman '12, and Kai Salem '14 took the lead in bringing the Challenge back to CA this winter, along with CA's Green Club and members of the Faculty and Staff.

Although the Challenge itself lasts for only a month, Chatfield explained that the goal of the Challenge is "not only to save energy during that month, but also to provide education and build habits to work against climate change in the long-term."

To encourage involvement in the energy

conservation effort, Green Club members and the Environmental Co-Heads planned a series of events and discussions to occur over the course of the month. On the first day of the Challenge they held a kick-off party and encouraged all members of the CA community to wear green to school. Then, on Thursday, January 17, Green Club collaborated with CA Documentaries to hold a screening of Fuel, an award-winning documentary about American oil consumption. The student coordinators have planned two more film screenings and a series of other environmentally-oriented activities.

Additionally, the students leading the effort have suggested ways in which participants could change habits that waste energy. Salem said students should do "things everyone already knows they ought to do, but don't necessarily do." According to Salem, these include seemingly small actions such as closing windows, turning off computers, or printing assignments double-sided.

Director of Operations Don Kingman, another primary supporter of the effort, agreed. "I'm constantly reminding people to shut windows and to do anything we can to reduce energy consumption," Kingman said. "It's better for the environment and for the bottom line of the school."

Hussey added that the best way for

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The Legacy of MLK: Talking Social Justice

by Alex Zou '13

On Tuesday, January 22, Concord Academy's Martin Luther King, Jr. Day Celebration provided the opportunity for students and members of the faculty and staff to share perspectives and stories surrounding issues ranging from environmental awareness to education. Over the course of the day, the CA community watched a central film, heard a keynote address, and participated in a series of workshops.

The day opened with an all-school gathering in the Performing Arts Center. After introductory remarks from English Teacher Courtney Fields, members of the audience watched a TED talk by Nigerian author Chinamanda Adichie. Adichie discussed the "danger of the single story" and the prejudices and stereotypes that we carry with us throughout our lives.

According to English Teacher and Assistant Dean for Community & Equity (C&E) Ayres Stiles-Hall, he and the other members of the C&E team introduced the film and

response portion of the day's program to create another experience common to the entire student body during the day. After the film, members of the freshman, sophomore, and junior classes broke into small discussion groups, which Stiles-Hall said provided a sense of "starting and ending the day as a community." The senior class met as a whole, and then in small groups, to begin helping the C&E team to plan their programs for next year.

"MLK Day is a time when we can consider different forms of discussion on controversial topics," said Senior Class President Phil Stefani '13. After watching the TED Talk and meeting in discussion groups, students attended a series of small, student-run workshops of their choice. Participants learned about and discussed topics including education, race, poverty, politics and income inequality.

Clem Aeppli '14, Serena Frechter '14, and Gaurav Verma '13 led one of the featured workshops, titled "The Hyper-Polarization of the Political Process." In the workshop, they discussed how to promote meaningful

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MLK Day Keynote Speaker Mervan Osborne. Photo by Bryan Gallagher '14

Inside This Issue...



Off the Wall: Inside the Collaboration

by Marisa Kager '13

The fall semester saw the return of Arts in Collaboration: Off the Wall, an interdisciplinary class co-taught by Dance Teacher Richard Colton and Visual Arts Teacher Chris Rowe. This was the third time Colton and Rowe have taught the class, which combines studio work and seminar work with a focus on twentieth-century modernism. At the semester's close, the three students who enrolled in the class, Jack Colton '13, Claire Fitch '13, and Adam Sodano '13, presented original works to the Concord Academy community.

According to Colton, working together with Rowe came naturally. Colton and Rowe have both worked at Concord for twenty years and have collaborated on projects together in the past, including Rowe's designing of multiple sets for Dance Company productions that Colton directs. "Chris and I were neighbors and we had a lot of conversations about visual arts, performance arts, and dance," Colton said. "Then, one day, we realized that we should have this conversation with students."

Although it started as a more structured course, Rowe explained that the class became more spontaneous this fall as Colton and Rowe became increasingly adept at working together. "We've developed a close rapport," explained Rowe. "I know what he's going to say a second before he says it, and vice versa. When he says he wants to do something, I usually know what I want to do to complement it."

The class, which met twice a week in CA's Dance Studio, centered on the period be-

fore WWI in Paris and the period after WWII in New York City. The three students began the semester by studying the 1860s, focusing on the French poet Charles Baudelaire and exploring the dynamics that occurred in Paris as the members of the artistic community influenced each other. "It was a time when artists were working, interacting and experimenting," Colton said. "You have painters, poets, and choreographers all inspiring each other in finding what it means to be modern."

The collaboration between the two teach-

ers mirrors the collaboration that students studied and worked with in class. "Richard comes from a performance background and I come from a studio background," Rowe said. The class itself was "half-studio, half-seminar," with work in both the visual and performing arts. "We wanted [the students] to be able to describe what they're seeing and to look at the work and write about its impact," Colton said.

Fitch described the intersection between the visual and performing arts, and conventional classroom activities: "We [would] usu-

ally write something and then we'd move like we were writing. We did a lot of movement work."

Jack Colton added that, as a student in the class, "You never really know what's going to happen."

In addition to work in the classroom, the class also went on a trip to Dia:Beacon, Riggio Galleries, a modern art museum in Beacon, New York, three hours away from Concord. Located in a historic printing factory, the museum houses works from the Dia Art Foundation. "Seeing art in a museum gave the class a visceral impact," Colton said.

At the end of the semester, each of the three students created a final presentation and performed it in CA's squash courts. Each presentation was an original work based on an imaginative collaboration with a twentieth century artist that the student selected to study. Jack Colton chose writer Jorge Luis Borges, while Fitch collaborated with artist David Wojnarowicz and Sodano collaborated with musician John Cage. Sodano described his piece as "a performance that incorporates movement and sound. It focused on the raw sound from the music."

Rowe explained one of the goals of the course. "We ask [the students] to explain how the work they create is influenced by this modernist tradition and study," Rowe said. "The students bring the skills they have, such as film or theater, into the collaboration. Colton added that he and Rowe encouraged students to wonder, "What does this artist suggest? And what do they bring to the project?"

Colton said, "It was a fantastic experience, hopefully for both students and for Chris and me. We're all learning together."



Sodano performs his final presentation with Colton's assistance. Photo by Alissa Merz '13

Artists Help Artists

by Teresa Dai '14

At the end of fall semester, Regina Coyle '13 and Sophia Steinert-Evoy '13 announced an opportunity for community service oriented towards the artistic talents of the Concord Academy community. The project, "Artists Helping Artists," was an initiative aimed at helping artists around the world by having student artists at CA sell their own work and donate the proceeds.

According to Coyle, the Head of Community Service, she and Steinert-Evoy came up with the idea for the event as they were thinking of options for on-campus service opportunities. "We have been doing a lot of off-campus service trips," Coyle said. "This was, hopefully, the first of many on-campus opportunities." Coyle added that she had hoped that, unlike off-campus trips, this project would not require a difficult time commitment from all participants and therefore would encourage more widespread involvement.

Additionally, Coyle said that she and Steinert-Evoy viewed the incorporation of art into community service as an untapped resource at Concord. After the success of the Chandler Bowl, an athletic fundraiser hosted at CA last fall that raised money for cerebral palsy, she and Steinert-Evoy began searching for another creative, non-traditional form of service. "We worked to engage other students who hadn't necessarily gotten something geared towards them yet," Coyle said.

To begin the project, Coyle and Steinert-Evoy asked students who had experience in art classes at CA to donate a piece of their work, which would then be sold at a silent auction that occurred at CA on January 12. In addition to reaching out to students, Coyle said that she and Steinert-Evoy worked with Painting Teacher Jonathan Smith, who donated artwork that previous students had

created and then left at school once they graduated.

At the end of the fall semester, Coyle and Steinert-Evoy announced the event to the CA community. Steinert-Evoy explained that they chose to time the event as they did because students who were taking art classes were wrapping up their work for the semester. Additionally, Steinert-Evoy said that it was a logical time to ask for art because boarding students who were returning home for the winter break might not be able to bring their art home with them. Coyle added that she thought that making art could be a relaxing activity for students during the stress leading up to final exams. "They could go and create something as an outlet from studying," Coyle said. "And if they wanted to donate it, then they could do that as well."

The silent auction occurred on January 12, a date that Coyle and Steinert-Evoy chose because it coincided with the Junior College Workshop. Because parents of the junior class came to Concord for the program that the College Counseling Office led, Coyle and Steinert-Evoy hoped that the parents might come to the auction after the day's scheduled activities ended.

At noon on January 12, the auction opened in the Student-Faculty Center at CA. By the end of the afternoon, Coyle and Steinert-Evoy had sold about half of the artwork. The event raised a total of \$228. With the help of Microfinance Club, Coyle and Steinert-Evoy directed the money they earned towards microloans for artists who work in underprivileged countries around the world. "We used the money so other people can make art," Steinert-Evoy said.

"We've spoken with [Dean of Students] David Rost, and we are hoping to have a community service event every month, Coyle said. "Hopefully, in February, we will have another service event on campus."

It's an Icy Runway: Winter Fashion

by Jaime Greenwood '15

In early November, snow blanketed the Concord Academy campus, and the season for fall fashion came to an end. Even though it's now too chilly out to wear a dress, that doesn't mean there aren't plenty of other ways to stay fashionable this winter season.

A new look that some CA students have been sporting this winter is printed leggings. Both comfortable and warm, these pants look great with combat boots and long sweaters. Made in a range of designs, the leggings are eye-catching and on-trend.

Another kind of pant that is currently popular is high-waist jeans. Paired with a tucked-in shirt and a belt or a cut-off T-shirt, these bottoms are both casual and cute.

This brings us to colored jeans. With the dreary February weather and dark evenings, colored jeans are a great way to brighten



Model in printed leggings on the runway. Photo courtesy of www.google.com

your day. Ranging from pink to blue, yellow to red, these jeans mean there is no way you can fail to find a match for your wardrobe.

Speaking of color, one of the biggest trends this season is pale pink. CA students have been seen wearing pale pink tops paired with jeans and pink jewelry. Pink skirts with tights are also trendy, and look great with flats or short boots.

Tights are another winter favorite. Rather than having to put away skirts until spring, tights provide a warm alternative that can revamp your look entirely. Especially popular have been black, tan, and patterned tights.

A fun accessory to accompany all these trends is a bow. Whether retro or trendy, from picture day in first grade or newly bought, bows are both a fashionable and functional addition to any outfit.

Although February can be a long month to get through, with combinations of all these looks in mind, you can be sure to have a creative and fashionable winter.

New Year, New Classes

by Claire Phillips '15

This semester, Concord Academy introduced five new classes: two in the History Department, one in the English Department, one that is offered in both History and English, and one in Science. These new offerings include Profiles in Leadership, taught by Dean of Faculty Jenny Chandler, Caribbean History and Literature, offered by English Teacher Kirsten Hoyte and History Teacher Sarah Yeh, and English Teacher Morgan Mead's American Dreamers. Additionally, History Teacher Ed Rafferty is offering Russia for the first time, and John Drew is teaching Applied Biology: Experimental Biology.

Chandler, who arrived at CA this fall, is offering Profiles in Leadership as a history course that explores the lives and personas of successful activists. According to Chandler, the students read about the figures and explore "the ways in which leadership varies across gender lines, life experiences, and values." Chandler said that the sources they use range from biographies of Elizabeth Cady Stanton and Rachel Carson, to current articles published in *The New York Times* and *The Boston Globe*. Chandler noted that the course will cover "perhaps different content

than is normally found in the History Department."

Chandler said that she hopes to help the students who enrolled in the course



Mead teaches a class this fall. Photo courtesy of www.concordacademy.org

broaden their definition of leadership. "Leading is not about doing something sweeping and bold," Chandler said. Instead, she said that it is about "defining your world and doing something to bring about change."

Another addition to the History Department bridges the divide between two disciplines. Caribbean History and Literature is an interdepartmental offering that students

spective disciplines. For most class sessions either Yeh or Hoyte teaches, but Yeh said that they occasionally teach the class together.

Yeh detailed several hopes she has for the course as the semester continues, saying that, as the class explores the themes of identity and migration, she wants to emphasize the way in which "history informs the literature, [and] the literature helps deepen an understanding of the history."

In the English Department, Mead is offering a course titled American Dreamers. Mead said that he found the inspiration for the course in the reading he was doing outside of school. "It seemed to me that all the novels I was reading had a theme in common, which has to do with adventure and wide-open spaces in comparison to intimate relationships," Mead said.

This semester, he plans to have his students read eight different pieces of literature, including poems, short stories, and novels, that are centered on this common theme. Mead said his favorite selections for the new class are *Huckleberry Finn* by Mark Twain and *Tender Is The Night* by F. Scott Fitzgerald. Mead said that he felt fortunate to be able to design his own course as "not many teachers get this opportunity." Mead added, "I am incredibly excited."

Green Cup Challenge

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people within the CA community to participate in the Challenge is to "be mindful of their actions. If you leave a classroom and you leave the lights on, that's definitely going to have an impact."

Ben Stumpf, Computer Studies Teacher and CA Documentaries Advisor said that he feels hopeful about the event's positive

influence in bringing awareness to such an important effort. "I hope the CA community will be more conscious of reducing their energy consumption," Stumpf said. "To fully avert a climate crisis we needed to stop burning fossil fuels years ago. Rather than being Draconian or debilitating to our society, moving beyond fossil fuels offers benefits to health, economy, and even our national security."

MLK Day

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discussion in a politically bipartisan environment. Frechter said that she decided to work with Aeppli and Verma because she feels that, at CA, there is "a lack of empathy and understanding in regard to people with different political views." Frechter added that she hopes that the participants in her workshops left with the understanding that "even if people disagree with [each other], they have to recognize that beliefs vary, and they must respect that." Verma agreed. "I think we really got some discussion going about the effect of attack ads on the political process," Verma said. "Overall, I think the workshop was a success."

The day ended with an address by this year's Keynote Speaker, Mervan Osborne, a current member of the CA Board of Trustees and the Associate Head of School of Beacon

Academy. Osborne talked about his own experiences with education, social justice, and inequality, and answered questions from students. Stiles-Hall explained the rationale behind Osborne's selection as Keynote Speaker. "Mervan [sees] that stories and



Osborne addresses the student body. Photo by Bryan Gallagher '14

experience can be the basis of change," Stiles-Hall said. "He carries a really good view of education from many different perspectives." He continued, "I thought his talk was fantastic: it was a compelling personal narrative, which fits in a year we started in the CA oral history project, and it was also a powerful reminder about Dr. King's idea that everyone needs to tell her or his own story without relying too much on what they're

'allowed' by society to do."

As Stiles-Hall explained that, through CA's MLK Day, he hopes to "build on the theme of individual stories and the way these stories combine to create the CA community."

Coffeehouse: Seniors Perform

by Alyssa Taylor '13

Every year, members of Concord Academy's senior class show off their talent and wit during Coffee House. On January 18, the Class of 2013 continued this CA tradition. Highlights of the night included a performance by the wildly popular Boy Band and an original composition on the piano by Thai Scholar George Supaniratsai '13.

The Centipede conducted a student survey of this year's Coffee House. The survey showed that 95% percent of voters preferred the date of this year's Coffee House, as it had been held in mid-November in previous years.

The survey also showed that, of the five Boy-Band members, sixty percent of students' favorite Boy-Band member was Night Stalker, otherwise known as Jack Colton '13. Further results are shown below:

What was your favorite part of Coffee House?



- Announcements
- Music videos
- Live Dance and Musical performances

Which of these songs was stuck in your head after Coffee House?



- Never Getting Back Together by Taylor Swift
- We Run the World (Girls) by Beyonce
- Call Me Maybe by Carly Rae Jepsen
- You Don't Know You're Beautiful by One Direction
- Gangnam Style by PSY
- Hips Don't Lie by Shakira

Coach’s Corner: Tariq Mohammed

by Julia Shea ’16

As Head Coach of the Girls and Boys Varsity Squash teams, a House Parent of Bradford House and Co-Advisor of the student community service club CASA, Tariq Mohammed is an integral member of the Concord Academy community.

Mohammed, who was born in Dubai, United Arab Emirates, began his squash career at age eleven when living in Jeddah, Saudi Arabia. Mohammed recalled being frustrated with his tennis serve at a young age but having a keen interest in racket sports. “I didn’t choose squash; squash chose me,” Mohammed said. “If life gives you lemons, make lemonade.”

Mohammed competed throughout high school and took his talents to Bowdoin College, where he became co-captain and #1 player on his team during his senior year. After graduating from Bowdoin in 1999, Mohammed extended his enthusiasm for the sport beyond the college court. In 2006, Mohammed became the director of Kidsquash, a 501c3 nonprofit organization that aims to transform squash into an inclusive sport and to encourage an active lifestyle for young people. Mohammed also currently serves as the Secretary of Khelshala, a charity that provides academic support, squash and yoga to underprivileged children in India. According to Mohammed, the sport provided an opportunity to reach out to disadvantaged portions of the population because “squash is a particularly special game. It incorporates techniques with applications on and off the court—thinking, quick decision-making and out-maneuvering opponents.” Mohammed added that it is “easy to learn but difficult to master.”

Before coming to CA in the fall of 2007, Mohammed coached squash at Commonwealth School, Harvard University, Phillips Academy Andover, and Tufts University.



Tariq Mohammed, Head Coach of Girls and Boys Varsity Squash.
Photo courtesy of www.wordpress.com

Mohammed said that he was initially drawn to CA because of the opportunity it offered to coach for nine months each year. Additionally, he said that he valued the school’s philosophy of using sports as a means of learning in an alternative environment.

Now that Mohammed is coaching his sixth year of squash at Concord, he has incorporated his own values into the teams’ environments. “Each team has its own personality, but both the girls’ and boys’ team share the

qualities of a large family. The members of each team have each others’ back,” Mohammed said. “Players are optimistic yet realistic.” He added that the hard work and dedication each member of the teams brings contributes to a sense of camaraderie.

Mohammed led the teams he coached to great success in the Eastern Independent League during his time at CA. The Boys Squash team had an undefeated 2011 regular season and the Girls Squash team won two consecutive EIL titles in 2008 and 2009.

Charlotte Weiner ’13, Co-Captain of Girls Varsity Squash, said that Mohammed helps to positively influence the team. “The squash team has a really inclusive and positive dynamic,” Weiner said. “Besides his attitude, Tariq is also an unbelievable player. I have nothing but good things to say about him.” Weiner added that Tariq helps to make sure that the comfortable atmosphere of the team does not interfere with the girls’ motivation and hard work.

Izzy Mattoon ’13, Co-Captain of Girls Varsity Squash, said that she attributes her own improvement in the sport to Mohammed’s coaching. “I started squash when I came to CA and Tariq has helped me become a pretty good player,” Mattoon said. Mark Styles ’14, Co-Captain of Boys Varsity Squash, shared similar insight. “[Tariq] doesn’t come across as being very competitive, but he is dedicated to make every person on the team a better player,” Styles said.

Battle

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team, which is tied for second place in the Eastern Independent League and has one of the league’s best point guards, got the best of the CA girls. Julia Kelliher ’14, member of Girls Varsity Basketball, said, “We matched them in heart and hustle, but they were just a very talented team.”

Excitement peaked going into the Boys Varsity Basketball game. As two teams from each school had won thus far, the outcome of the game would determine the victor of the Battle. Anticipation rose as the high-scoring game came down to the wire in the final minutes. The final score, a 69-52 CA

Patriots Season Recap

by Chris Pappey ’15

The New England Patriots, a team of tested veterans and promising rookies, proved themselves this year to be one of the top teams in the NFL. Ending the regular season with an impressive record of 12-4, New England played competitively in every game, never losing by more than seven points during the regular season. Much of their success this season can be attributed to their strong offense, led by quarterback Tom Brady.

Running backs Brandon Bolden, Stevan Ridley, Shane Vereen, and Danny Woodhead played a large role in restoring the Patriots’ ground game this season. Last year, lacking confidence in their running backs, the team placed most of the pressure on the shoulders of quarterback Tom Brady and his passing. With their more balanced offense this year, New England was able to both pass and run the ball with confidence.

In addition to reliable running backs, New England also had formidable tight ends, namely Rob Gronkowski and Aaron Hernandez. Gronkowski and Hernandez, who overmatched linebackers and cornerbacks with their combination of speed and size, gave Brady an advantage. The loss of Gronkowski, who re-fractured his broken left forearm in the first game of the postseason, was a significant blow to New England heading into the AFC Championship Game.

Brady proved, once again, to be one of the best quarterbacks in the league this season. His threw an impressive average of 301 passing yards per game with a 63 percent pass completion rate. Brady has been compared with Terry Bradshaw and Joe Montana, both of whom won four Super Bowls with the same team. If Brady had taken his team to the Super Bowl victory once again, he would have been considered by many to be the greatest quarterback in history.

While the offensive live was a weakness in September, Assistant Coach Dante Scarnecchia worked over the course of the season to mold it into a cohesive unit. By the second half of the season, Scarnecchia’s efforts proved effective, as Brady was able to work with more decision time in the pocket due to the improved offensive line.

As a complement to the offense, the Patriots’ defense also contributed to the team’s

success during the regular season. One important aspect of the defense had been the defensive line, which included veterans Kyle Love, Rob Ninkovich, and Vince Wilfork. Additionally, first-year player Chandler Jones exceeded expectations on the defensive line. His tall, athletic build helped him put pressure on quarterbacks throughout the season and led to his six sacks during the regular season. Jones also gave the Patriots the option for the outside pass rush that they had lacked.

New England’s linebackers from the Southeastern Conference, including Alabama’s Dont’a Hightower, Tennessee’s Jerod Mayo, and Florida’s Brandon Spikes and

all had strong seasons. With 107 tackles this season, Jerod Mayo proved to be one of the best linebackers in the league.

A weak spot for the Patriots during the regular season proved to be their secondary. However, midseason addition Aqib Talib solidified a cornerback spot and allowed



Patriots Quarterback Tom Brady throws a pass.
Photo courtesy of www.registercitizen.com

Devin McCourty to return to play safety, his natural position. Rookie cornerback Alfonso Dennard also improved over the course of the season, adding depth to the secondary.

Still, even with a team of tested veterans and promising rookies, New England came up short in the AFC Championship game against the Baltimore Ravens on Sunday, January 20. While the Patriots scored the first three points of the game, their momentum slowed when Aquib Talib injured himself late in the first quarter. With this blow to the Patriots’ secondary, Ravens quarterback Joe Flacco began throwing the ball more.

While Flacco threw one touchdown in the second quarter, the teams went into halftime with a Patriot lead of 13-7. But Flacco emerged at the start of the second half increasingly comfortable in the pocket, and, at the same time the Ravens’ defense began to shut down the Patriot’s offense. Brady was unable to get his team down the field, and they were forced to punt on two possessions. With the Ravens leading 21-13 at the start of a fourth quarter, Baltimore capitalized on fumble by the Patriots’ Steven Ridley by scoring another touchdown on the following possession. After two interceptions cut the Patriots’ final attempts at a comeback short, the Ravens clinched their victory and stopped New England’s post-season run. All of this has the Patriots turning towards the off-season and next September.

David Sedaris Up Close

by Charlotte Weiner '13

On Thursday, January 17, acclaimed humorist David Sedaris visited Concord Academy to perform “Works in Progress: An Intimate Evening with David Sedaris.” After a book signing in the Student-Faculty Center, Sedaris walked on stage in the Performing Arts Center to a sold-out crowd comprised primarily of CA alumni, parents, students, and members of the faculty and staff and the Board of Trustees. Over the course of the next ninety minutes, Sedaris read three stories and several excerpts from his diary, then answered questions from the audience.

Associate Head for Communications, Enrollment, and Planning Pam Safford explained that, earlier this year, the Celebrity Series of Boston contacted CA to see if the school would be interested in hosting Sedaris in January. “Celebrity Series identified various venues in the Greater Boston area intimate enough to create the environment that makes Sedaris feel comfortable, but also big enough to make it worth doing,” Safford said. “We always look for ways to engage our community, and this was the perfect way to do that.”

Sedaris read three stories that will likely be published in his new book, “Let’s Explore Diabetes with Owls,” due out this spring. The first centered on politics and an imagined exchange between a mother and son; the second discussed the theft of Sedaris’ passport and computer; the third talked about Sedaris’ diaries.

In an interview before his reading, Sedaris told me that while his stories are largely based on his own life and while his writing for *The New Yorker* is extensively fact-checked, he does not feel compelled to produce non-fiction work. “It used to be that the whole tradition of comedy writing was that you exaggerate in order to get laughs,” Sedaris said. “And now someone has decided, ‘No. You either have to be a journalist, or you have to call it fiction.’” Sedaris continued, “I’m not a journalist, I’ve never

called myself a journalist, I don’t want to be a journalist.”

While each of the three stories centered on humorous accounts of Sedaris’ own experiences, his writing delved deeper than solely comedy to reflect upon his own character and ideas. Sedaris described a scene after his passport had been stolen while on vacation. He set out to search for his passport on the beach and down the street from his hotel, digging through trashcans and in bushes. “And just as I started searching through bushes, I realized how big the world is. You’d think I might have noticed this before, perhaps on the twenty-three hour flight from London to Hawaii. But the size of a planet doesn’t really strike you until you start looking for something.”

During one section of the final story he read, Sedaris described sitting in his hotel room and writing in his diary instead of going out and exploring the city around him. “It’s not lost on me that I’m so busy recording life I don’t have time to really live it,” Sedaris said. “I’ve become like one of those people I hate, the sort who go to the museum and instead of looking at the magnificent Bruegel, take a picture of it, reducing it from art to proof. It’s not, ‘Look what Bruegel did, he painted this

masterpiece,’ but, ‘Look what I did! Went to Rotterdam, and stood in front of a Bruegel painting.’”

Sedaris said that he attempts to cultivate this duality of humor and sadness in his writing. He described watching his sister, comedian Amy Sedaris, perform at The Second City, a renowned comedy institution in Chicago. “I would go and see shows, and I would laugh and laugh and laugh, but then I wouldn’t remember anything,” Sedaris said. “I like to laugh, but if there is sorrow clinging to it I feel more apt to remember it. . . . When I’m looking over the stories from my new book, it’s those stories that have that element to it that I think are the strongest.”

Science Teacher Max Hall said of Sedaris’ performance, “There are all these paradoxical, contradictory dimensions to the way he operates. And every time he tells a story, he seems to rediscover what was absurd about it.” Safford added, “I just love his ability to get right at angst. His writing is excellent, and his voice is fantastic. The combination is a huge winner.”

Library Director and Archivist Martha Kennedy, who, like Hall and Safford, recalled Sedaris’ reading of his “SantaLand Diaries” on National Public Radio’s “This American Life” as her first exposure to Sedaris,

agreed that Sedaris’ delivery is a part of the success of his work. “The piece that makes him so fascinating is just his voice, and his deadpanned delivery, and the most ridiculous things he says in that tone,” Kennedy said. “And you think, ‘What an interesting person.’”

Safford added that, while he may not have known it, CA was a fitting venue for Sedaris. “He is illustrating, in his very profession, the things that I think we tend to cultivate in our own kids,” Safford said. “We attract kids who tend to like to write and who enjoy that process, or come to enjoy it, for sure. Whether it is the Creative Nonfiction class, or whether it’s the chapel moments, or lots of other ways that you guys are being asked to tell your story, I think it is a beautiful confluence, and yet that one may not be noticed.”

Kennedy said that she believes Sedaris is popular among a significant portion of the student body, adding that the disappearance of several copies of his books is a sign of his popularity. “Obviously he has been popular. We always say that is the highest compliment, if a book disappears. It means somebody needed it more than we did. That’s a telling sign,” Kennedy said.

In addition to reaching the student body through his books, Sedaris considered my question about advice that he wishes someone had given him as a high school student. “Oh gosh,” Sedaris looked at me, and then up to the couple waiting in line for their book to be signed. “What piece of advice do I wish someone had given me? I would say to high school students that even if you think that you are unattractive, you’re still young, okay? And that is worth so much.” He smiled to himself. “I think back about being young, and beating yourself up because you are comparing yourself to the most popular person in school. You spend your best-looking years putting yourself down, and then you get older and you look at a picture, and it’s like, ‘I’d give anything to look like that again!’” He chuckled to himself and uncapped his pen, reaching across the table to sign the next book.



Author and Essayist David Sedaris.
Photo courtesy of www.google.com

Inside CA’s Academic Support Center

by Andy Zou '13

As everyone settles into the spring semester and assignments begin piling up, students quickly fill up the available time slots at Concord Academy’s Academic Support Center, better known as the ASC. Located in a small classroom in the Upper Student-Faculty Center, the five staffers who work in the ASC offer academic guidance and tutoring to students of all grades in every academic subject.

The ASC, formally created two years ago, replaced the Learning Center as the base for CA’s academic support. The Learning Center was created when Academic Dean Patty Hager expressed her wish to create one place where all students could go to resolve their learning needs. Overseen by Study Skills Coordinator Pat Dresden and staffed by Learning Specialists Marge Albin and Jenny Brennan, the Learning Center became a popular resource that helped students organize, get support, and develop learning strategies. The Center, originally located in the Library Conference Room, moved to the space in the Upper Student-Faculty Center seven years ago.

Starting with the 2010-2011 school year, CA’s academic support system experienced a renovation of its own. Instead of having the majority of tutors be learning specialists who Concord brought in from outside of the CA community, the tutors shifted to being primarily faculty members with a background in learning techniques that were relevant to

a range of subjects. Now, the Academic Support Center Team is comprised of English Teacher Lucille Stott, History Teacher Sally Zimmerli, and Science Teachers John Pickle

meeting summaries in our CABBS-based electronic log, and meeting as a team to discuss planning and student needs.”

Zimmerli said that she loves having a



Dan Sanford works with Claire Phillips '15 in the ASC. Photo by Gary Zheng '14

and Sumana Setty. Assistant Academic Dean Brian Giannino-Racine also provides support for the ASC team, and Tutor Dan Sanford serves as part of the ASC Team but does not teach an academic subject.

According to Giannino-Racine, members of the ASC Team spend their time “meeting with students, communicating with teachers and advisors, writing detailed

system in which faculty members serve as tutors. Zimmerli noted that, as a teacher, she believes that she is able to help students more than she would have been able to if she were not familiar with the school. This connection with the faculty also allows Zimmerli to easily help connect students with their teachers directly. According to Zimmerli, the key to a successful support system is “guidance to a student’s specific needs,” which she said

the ASC is able to provide.

Sanford began his work at CA in 1993. Sanford is also one of the few ASC tutors who does not teach academic classes at CA. With a focus on math and science, Sanford has been licensed as a teacher for over twenty years now and, according to him, can essentially “do trigonometry in my sleep.” “I already know the syllabi of teachers and their expectations for a course,” Sanford said. “A lot of my work is to help people dissolve their own sense of limitations.” Sanford said that, beyond specific academic support, he works to encourage students’ “self-sufficiency” in the classroom. “As a group, we see the ASC as a competitive edge, not a sign of weakness,” Sanford added.

English Teacher Lucille Stott, who works with students in the ASC on English, History, and writing, said that she begins each new student’s session by asking about the student’s goals. Like Sanford, Stott said that she wants her students to figure out how to be “their own teachers” by learning to edit their writing or organize their work. “I find the time very satisfying because I help students solve problems,” Stott said.

Gaurav Verma '13 said that he, like many other students, goes to the ASC regularly for academic support. “I go before big math tests, and last year I went weekly to go over physics problems,” Verma said. Verma raves about the support that the ASC has provided, with his only complaint—“they should get more M&M’s”—one that the ASC should certainly be able to solve.

Profile: Kim Crawford Harvie

by Harry Breault '16

A resident and House Parent of Hobson House, Kim Crawford Harvie is the wife of Math Teacher Kem Morehead and the mother of three daughters and two Shiloh Shepherds, Obadiah and Sierra. But beyond the Concord Academy campus, Crawford Harvie has a full time job as senior minister at the Arlington Street Church in Boston.

Crawford Harvie was born in Tokyo, Japan but moved to Concord the summer before she started kindergarten. At age twelve, she realized that she wanted to become a minister. Crawford Harvie recalled that the minister at the First Parish in Concord adopted her as his protégé. After graduating from Concord-Carlisle High School, Crawford Harvie attended Middlebury College and then received her masters at the Divinity School at Harvard University.

Following graduate school, Crawford Harvie began pursuing her career as a minister. After serving as assistant minister at the First Parish Brewster in Cape Cod, she was called to the Universalist Meeting House in Provincetown. Ordained in 1984, Crawford Harvie served in Provincetown from 1985 to 1989.

Crawford Harvie was called to Arlington Street Church in Boston as its senior minister twenty-four years ago, in 1989. Now a senior minister, Crawford Harvie preaches to the congregation in Boston on most Sundays.

The Arlington Street Church, a 284-year-old congregation, is part of the Unitarian Universalist Association, which Crawford

Harvie described as a warm community. “At its best, Unitarian Universalism is a big tent, and everyone is really welcome,” Crawford Harvie said. “We have a lot of capacity, not only to embrace people who have been wounded in other religious traditions, but to

These values extend to the diversity of members of the congregation, who range from children to the elderly, wealthy to disadvantaged, and gay to straight, and nearly everywhere in between. “[It’s] a totally rocking congregation,” Crawford Harvie said.



Kim Crawford Harvie (left) with her wife, Math Teacher Kem Morehead.
Photo courtesy of Kim Crawford Harvie

offer a really extraordinary path that includes intellectual rigor and spiritual depth.” She added, “We offer a supportive, uplifting environment in which to ask the questions, but we’re not handing out answers.”

She said that there are “a pretty fair share of queer people” in the congregation, and she would tell people considering coming out of the closet that “there’s a lot of love out here. Find someone you can tell so that you can

begin to see how loved you are. ...You’ll get braver when you feel that. It’ll become easier.”

“I’m incredibly lucky because I have a role, and actually can help,” Crawford Harvie said. “At the most challenging times, I have the opportunity to make a difference. That’s probably the most rewarding.” She said that, while she appreciates helping on a variety of occasions, from baby dedications to weddings, “memorial services, in many ways, [are] when I feel the fullness of my role.”

Crawford Harvie not only provides comfort to her constituents in her work as a minister, but also supports members of the CA community in her role as House Parent of Hobson House. Kathleen Melendy '14, a resident of Hobson, described Crawford Harvie: “She always has a huge smile on her face. [Although] she’s often at the church, and she’s often away, she’s the sweetest, most warm woman I’ve ever met.”

Crawford Harvie also prepares her famous lemon squares for math students in Morehead’s classes on the days during which the students have tests, and she bakes brownies for the students who have class with Morehead last period on Friday. According to Morehead, Crawford Harvie’s practice of baking originates from her own memory of the difficulty of math class, and her hope that the lemon squares could “sweeten and create a positive association” with math for Morehead’s students.

“She is the kindest person I know,” Morehead said. “She genuinely loves and cares for people.”

Food For Thought: Faculty Bakers

by Abby Brooke '13

If there is anything that can light up a class of overworked teens with flagging spirits, it is baked goods. And luckily for the students here at Concord Academy, some teachers are happy to bring in treats for their classes. Math Teacher Kem Morehead, English Teacher Parkman Howe, and History Teacher Stephanie Manzella shared their culinary secrets.

Morehead’s students eagerly anticipate the post-test lemon squares that she provides for students each semester. “The truth is, and I tell my students this: my wife, Kim, makes the lemon squares,” said Morehead. Kim Crawford Harvie, a House Parent of Hobson House, said that she found high school math “torturous.” Crawford Harvie added, “I tried to convince Kem that she should give everyone an A just for showing up! I started baking for her students on test days, to give them sweetness for the grueling task.”

To say that the lemon squares are popular among Morehead’s math students is a bit of an understatement. “I think the kids love them because they’re delicious and because Kim makes them with so much love,” Morehead said. The recipe, that Crawford Harvie and her sister developed, remains a secret until a student’s graduation, at which time Crawford Harvie will share the recipe with the new alum.

Lemon squares are not the only goodies that await some of Morehead’s luckier students: students who take one of Morehead’s classes during C block can expect Kim’s brownies during their last class of the week because, as Morehead said, “you know how C block on Friday can be!”

Morehead is not the only teacher at CA who uses sugary treats as recompense for hard work. English teacher Parkman Howe’s muffins are famed culinary creations of the CA community as well. “We started baking them when our daughters were at CA,” Howe said. “We kept hearing that CA kids

are always hungry. Boarders, especially, love things home-baked.”

Howe said that his wife developed various muffin recipes through “experimentation” in the kitchen. “I learned to bake when my wife went away on a long business trip, leaving me muffin-less,” said Howe. Now, Howe brings in the muffins as a mid-morning snack for hungry English students. “Making morning muffins started as an experiment,” said Howe, “and then they seemed so popular that we kept baking!” Although Howe does not regularly bring in other dishes for his classes, he admits to making “a mean brownie.”

While some teachers have signature treats, History Teacher and avid baker Stephanie Manzella prefers to bring a mix of creations to class. Manzella said that she learned to bake in college. “I would bake cookies when there was a crisis,” Manzella said. “Now, I love to bake.”

For morning classes, Manzella said that she is partial to sour cream coffeecake. For afternoon classes, anything goes. “I like to do some kind of cake,” said Manzella. Her

repertoire includes flourless chocolate cake, gooey chocolate brownies, and something she just calls “The Cake,” a “decadent” triple chocolate dessert with fluff frosting, a favorite of her children during birthday celebrations.

According to Manzella, once, while attempting to make the tricky fluff frosting for



Howe with his banana-chocolate chip muffins.
Photo courtesy of Mr. Howe

this cake, Manzella found herself unable to get the sugar to stop boiling. “It boiled for five minutes after I took it off the heat,” said Manzella. Puzzled, she called Chemistry Teacher Joan Kauffman. “[Joan] said it was probably an exothermic reaction, so she gave it to one of her classes as a homework problem,” Manzella said. CA chemistry students solved Manzella’s baking quandary, as they determined that residue in the pan had likely disrupted the boiling process.

Manzella said that she typically brings a sugary confection to class as the reward for turning in a research paper. For one US History class, Manzella made Apple Brown Betty, a “colonial” dessert made of toasted white bread layered with butter, sugar, cinnamon, and nutmeg, and topped with a generous portion of cream. If the dessert sounds

rich, that’s because it is; as Manzella put it, “Carbs are the solution to all problems.” At CA, at least, it appears that the way to a student’s brain is through his or her stomach.

Mr. Howe’s Banana-Chocolate Chip Muffins

Step 1: Preparation
Preheat oven to 400 degrees
Grease 12 muffin cups with oil or vegetable shortening

Step 2: Make the batter
In bowl 1, mix:
2 cups flour
1/2 cup sugar
2 teaspoons baking powder
1/2 teaspoon salt

In bowl 2, mix:
3/4 cup milk
1/3 cup vegetable oil
2 beaten eggs
1 cup mashed banana (2 ripe bananas)

In bowl 3, mix:
1/2 cup chocolate chips
1/2 cup walnuts (optional)

Mix the wet ingredients into the dry ingredients with swift strokes of a large spoon or fork. Mix in all the flour but do not stir or mix more than necessary to avoid making the muffins tough.

Step 3: Bake
Spoon batter into prepared cups and place in oven when hot
Turn heat down to 350 degrees and bake for about 20 minutes

Why I Love February

by Gaurav Verma '13

If you ask a group of Concord Academy students to name their least favorite month of the year, chances are many would say February. I certainly understand this sentiment. February is cold, dreary, and has only

Finally, February is the month during which Spring Training starts for Major League Baseball. Spring Training represents a new beginning for all thirty teams in the MLB. With the previous season's ups and downs washed away, each team has the opportunity to begin on even ground, as far as the standings are concerned. Teams have the



Red Sox players stretching at Spring Training. Photo courtesy of www.google.com

Valentines' Day as a kind of consolation prize. However, I have found that February has some hidden merits.

The first Sunday in February is Super Bowl Sunday, arguably my favorite day of the year. As a football fan, I find the Super Bowl the pinnacle of the season, and it almost always proves to be a close and exciting game. A matchup of the two best and most battle-tested teams in the NFL always brings out some of the most legendary games and moments in NFL history.

February also represents the last chance to enjoy winter. As an avid skier, I have found that February and March are the best months to go skiing: the iffy conditions of the early season are not an issue, and the mountains have accumulated two to three months of snowfall, making the conditions near heavenly. Additionally, February is the last chance to participate in winter activities such as ice skating, sledding, and drinking hot chocolate before the warmer March weather sets in.

chance to be judged on their actions on the field as opposed to statistics. Even in cities with perennially losing teams, Spring Training brings hope to baseball fans everywhere that the 2013 season might finally be their year. Even after the Red Sox's abysmal past season, I look forward to the start of Spring Training in early February because it marks the return of the sport I love and a time when the Sox are as much in the race for the World Series as any other team.

I also find the process of dreading specific months unhealthy and generally useless. We are fortunate to live in New England, where each season offers something new and exciting. Each of the four seasons and the months that comprise them offer unique opportunities to enjoy ourselves, and it is best for our health and happiness to try to enjoy them for what they are. While it may be true that not many CA students look forward to February, with its many unique activities and events February is one of my favorite months of the year.

Advice From Beyond

by Christina Cho '14

As the second semester of the school year begins, Concord Academy students look forward to new challenges and opportunities. Seniors begin their last semester at CA, juniors start the college process, and freshmen and sophomores tackle increased workloads and responsibility. While it can be easy to become enclosed in the CA community, some of last year's graduates have reported back about their experiences in their first semester away from Concord. Bruce Duggan '12, Katalina Gamarra '12, Sean Pathawinthanond '12, Emma Starr '12, and Michelle Wiryadi '12 shared some experiences that they have had in college, and offered advice to students at CA.

Michelle Wiryadi '12: Columbia University
What is the biggest difference between college and CA?

"The biggest difference for me would be the fact that college does not have such a tight knit community that CA does. College is definitely much bigger than CA, and you can go a day without seeing anyone at all."

What are your favorite things about college?
"The freedom, the conversations you have with people, the classes, and of course New York City."

What is one piece of advice you would give to a senior?

"Enjoy your senior spring. It is the only time you can relax. Once you come to college, everything rewinds and you start all over again! As much as you think you are done with CA and you are ready to move on, just live in the present and enjoy CA while you can."

Bruce Duggan '12: Tufts University
What is one of the things you like most about Tufts University?

"One of my favorite things is that you can go into the dining hall at any point during the day and make yourself a waffle. There are also a lot of events going on daily. Also, there are really awesome classes you can take ranging from 'Justice, Equality & Liberty' in the Philosophy Department to 'Race in America' in the American Studies Department. The options of classes you can take seem endless."

What is something interesting you are doing now?

"I'm involved in the Institute for Political Citizenship. It's a non-partisan group on campus that engages the community on what it means to be an active citizen."

What do you miss most about CA?

"One of the things I miss most about CA is chapel talks. It's very rare for the entire community to come together in college, let alone at least three times a week. Listening, learning and reflecting on what your peers and faculty have to say is such a moving

Valentine's Day: Where is the Love?

by Alex Weyerhaeuser '15

"First of all, I think it's a lie," said Isaac Watts '14. "Second of all, I love it!" With Valentine's Day fast approaching, Concord Academy students have begun thinking about what many view as one of the most contentious days of the year. Although some love the opportunity to reveal amorous feelings, others are bitter about a holiday that seems designed to taunt singles.

Many students at CA said that they eagerly look forward to Valentine's Day. Halina Piaseki '14 and John Rymer '14, among other couples, said that they are look-

of love. "Why should you love someone more one day of the year than any other?" wondered Reilly Loynd '15. Tyler Parke '15 added that he believes that February 14 is a "manufactured" holiday. The focus on gift-giving has other negative effects as well, which Aidan Aciukewicz '15 expressed. "You have to buy something," Aciukewicz said. "It's such an expensive holiday!"

On Valentine's Day at Concord, there is fun to be had even without a price tag. Pitches, an all-female a cappella group at CA, plans to continue its tradition of serenading a few students on Valentine's Day. Chloë Sahyoun '15, a member of Pitches, said that the group is starting to rehearse a song they



Valentine's Day cupcakes. Photo courtesy of www.google.com

ing forward to Valentine's Day this year. "I'm hoping for flowers," Piaseki revealed. When asked what he was planning for the special day, Rymer said, "Whatever my girlfriend thinks!" Alex Zou '13 shared his opinion about Valentine's Day. "It's a time to show your love and to connect with others," Zou said. Adam Sodano '13 added, "I like it. It can be romantic."

Other students, however, expressed skepticism about a holiday that places so much value on commercial declarations

will sing for the occasion. "Preparing the song makes you think about love, and that's really sweet," Sahyoun said.

If nothing else, Valentines' Day is a time to indulge in delicious food. From goodies that Gourmet Club prepares for its annual Valentines' Day Bake Sale, to some classic Valentine's Day candy, there will be something for every CA student to look forward to. Rose Crowley '15 concluded, "I love food, and there's nothing better than eating food associated with such a great day!"

experience."

Katalina Gamarra '12: The College of Wooster

What is one of the things you like most about your college?

"My favorite thing about college is independence. I love making decisions for myself, being responsible for myself, and living my own life."

What do you miss most about CA?

"I miss the community at CA. I didn't realize how special the relationship that CA students have to their teachers, and to one another, is until I left. There is a great deal of camaraderie at the College of Wooster, but it just isn't the same."

What is one piece of advice you would give to a senior?

"Be gentle with yourself. Don't be too hard on yourself, and just let senior year flow."

Sean Pathawinthanond '12: Cornell University

What is the biggest difference between college and CA?

"The biggest difference between college and CA is the degree of freedom you have. In college, you literally can do whatever you want. But great freedom calls upon great responsibility as well."

What do you miss most about CA?

"I really miss the close-knit community at

CA, especially the people, including teachers and students. You won't be able to find a CA community elsewhere; it's simply unique."

What is one piece of advice you would give to a senior?

"Sometimes your best is not enough, but believe in yourself and great things will come."

Emma Starr '12: Skidmore College

What is the biggest difference between college and CA?

"The biggest difference is definitely the increased freedom and responsibility that comes with being a college student. I know everyone talks about this when coming to college, but it really is a different world for me and my friends here."

What are the similarities between Skidmore College and CA?

"Skidmore and CA are immensely similar in so many ways. It is actually a bit freaky. Skidmore's motto is 'Creative Thought Matters' which is eerily similar to [the idea of] love of learning. The atmosphere on campus is also reminiscent of CA: it is very academic, artsy, and liberal."

What is something interesting you are doing now?

"Right now, I am getting really into psychology. I took Intro to Psych, and it is honestly the absolute coolest thing I have ever studied. Next semester I am signed up to take Applied Psychology."

The Centipede

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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.

Roving Reporter

What are your plans for Valentine’s Day this year?

Louisa Dodge ’14: Getting some Ben & Jerry’s and watch The Bachelorette.

Serena Frechter ’14 and Josh Troop ’13: Going to temple together.

Malin Segal ’14: Depends on who gets lucky that day.

Jonah Toussaint ‘13: Taking my love on a boat ride down a river of tears, after I tell her I didn’t get her anything.

Alene Zeitouni ’13: Going on a date with Poorvu.

Help me, Rhonda!

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

Dear Rhonda,
I really like-like this cool, funny, tall guy, but IDK if he likes me back! It’s so hard to tell because he’s super stoic. I was thinking of asking him to be my Valentine by CABBS-chatting him, but is that too weird?
Help a girl out!
Love,
Helplessly Hoping

Dear Helpless,
Try to view his near-robotic behavior as a challenge—make it absolutely impossible for him to ignore you. Go ahead, CABBS chat him at all hours of the day and night! Hey, it’s Valentines Day—go big or go home, right? Why not prove your devotion by sending a post to CA General, or, better yet, making an announcement!
If that doesn’t get a rise out of your stony-faced sweetie, I don’t know what will.
Happy Valentines Day!
Love,
Rhonda

Yo Rhonda,
It seems like I’m smarter than everyone at CA—when it comes to sports: I get blank stares when I talk about the Pats, and when I mention the Celtics people start talking to me about their Northern Ireland research papers. Why do I have to interact with such heathens? How do I get my friends to understand a word I’m saying?
Angrily,
Sporty Sophisticate

Dear Sporty,
To get your friends to take an interest in athletics, why not try comparing sporting events to mediums they can understand—like “Harry Potter” or “Mean Girls.” If you can trick them into thinking the NFL game you are taking them to about is “like the Triwizard Tournament, but for muggles,” they will be fans in no time.
Love,
Rhonda

Editorial: Divestment

by Ryan Hussey ’13

Over thirty years ago, colleges and universities across the United States removed all of their endowments’ investments from companies based in South Africa. This divestment was politically motivated. Because many students did not support segregation in South Africa at that time, they worked with their schools to promote a policy of divestment. Students protested and promoted divestment until it was a widespread movement throughout America. Even some cities and states divested from South Africa, and part of what helped to finally end Apartheid was this proactive measure that the United States took.

Today, the world faces a problem arguably of greater magnitude than that of Apartheid: global warming. Environmental issues not only affect the countries producing the most carbon dioxide, but countries across the globe. Despite the pressing nature of this issue, very little is being done on a political level to slow the effects of global warming. The United States government’s unwillingness to take action is starting to have a particularly noticeable effect on the environment and in the day-to-day lives of people worldwide.

Last winter, Concord, MA saw hardly any snow, something that few members of the Concord Academy community failed to notice. Over the past two years, New England has witnessed two major hurricanes, Irene and Sandy, which devastated thousands of homes. This past summer, droughts in the Midwest caused crop losses. According to the Environmental Protection Agency, global warming has begun and we are primary contributors to its increasing strength. Yet, with a government apparently gridlocked about the topic, it seems difficult to make progress.

But as is apparent through various protest movements throughout history, new government policies need not be the only avenue

for change. A divestment campaign similar to that of the anti-Apartheid movement is being launched against global warming, this time with fossil fuel companies as targets. In a November rally in Boston, Bill McKibben, a leading environmentalist and head of the 350.org organization, discussed the ways in which fossil fuel companies drive many environmental issues. First and foremost, the companies sell the fossil fuels used in an



Global warming takes effect.
Photo courtesy of www.google.com

array of products to the detriment of the environment. They also spend a portion of their immense income paying off governments to ensure that no laws are enacted that might slow down business. Because of the fossil fuel companies’ close relationships with government, it has become difficult to regulate their practices through legislation.

McKibben said that he is a strong proponent of divestment because it sends a message straight to the companies themselves, without having to go through laws and government. If a fossil fuel divestment movement were to spread like the anti-Apartheid movement, it could affect the companies’ bottom lines. Many colleges are already beginning the process of removing their investments from fossil fuel companies, and this idea does not have to be limited to colleges. Any school with some of its endowment invested in fossil fuels, like CA, could join the divestment movement.

Making this change would be a difficult one, but taking a stand on such an important issue would be a major step for Concord, a school that prides itself on its forward-thinking nature and dedication to activism. Making any change, from full divestment to choosing not to make any further investments in fossil fuels, would make a difference for this cause. Just as with the anti-Apartheid movement thirty years ago, the efforts and contributions of each school signal a awareness of the greater goal: to give increasing thought and intention to what kind of future an investment supports.

Rhonda,
Look, I’m actually pretty suave with the ladies (freshman year I dated like three different girls). But the issue is this: I found the girl of my dreams, but I’m completely broke right now. I want to give her the perfect Valentine’s Day (chocolate, flowers, jewelry) but how do I do that without spending a dime?
From,
Cashless Casanova

Dear Casanova,
My young lad, this is an easy fix! You have so many untapped resources right at your fingertips: Just grab her a mini Snickers from D. Rost’s office and use a pink slip to make a heart-shaped card. Then “borrow” some flowers from Aloian’s offices, and hit up the Lost & Found to find her a heartfelt gift (their selection of ripped one-inch binders, broken umbrellas, and Nalgens is unbeatable). Your lady-friend will be swooning in no time.
Love,
Rhonda

