

Concord at 90: Faust Reflects

by Charlotte Weiner '13

On Friday November 2, 2012, President of Harvard University Drew Gilpin Faust '64 delivered the keynote address to approximately 900 members of the Concord Academy community at CA's 90th Anniversary celebration. In her speech, "Head Mischief": How Mrs. Hall Changed My Life and Shaped Yours, Faust spoke of her years at CA and of Elizabeth B. Hall, who served as Headmistress from 1949 to 1963. "I was honored to come back and really glad to have a chance to think about Mrs. Hall," Faust said. "It was a good occasion."

In August 2011, Head of School Rick Hardy met with Faust for the first time. "We had a fabulous conversation," Hardy said. During the meeting, Hardy asked Faust if she would consider being involved in CA's 90th Anniversary celebration the following year. Hardy recalled that while Faust did not guarantee that she could be part of the occasion, she immediately thought of Mrs. Hall. "She said, 'Let me think about it. This is going to involve some research, and I want it to be good.' I prayed that she was going to be able to be free," Hardy said. Two months later, Faust agreed to speak on one of the dates that CA proposed.

"I was thrilled, of course," Hardy said. "What that told me was not only that she had squeezed us into an extraordinarily busy schedule, but also that she felt that she could do it justice."



Faust and her former advisor, Sylvia Mendenhall.
Photo courtesy of www.concordacademy.org

In her speech, Faust explored the inspiration she had found and the inherent contradictions that she had experienced in Mrs. Hall, a Headmistress who played an integral role in advancing Concord Academy to its standing as a nationally-recognized all-girls high school. According to Faust, while Mrs. Hall in many ways preached the traditional values of the time, she led a life that was unconventional for a woman during the mid-20th century.

After the speech, Faust reflected on Mrs. Hall and the perspective she offered on the female sphere. "She was sending mixed messages in a sense, in that what she was and the superficial implications of what she said were so at odds," Faust said. "But, within that, was her emphatic insistence that we needed to ask big questions, and not get lost in the competitive, day-to-day-ness of life."

Hardy said that, during his meeting with Faust in 2011, Faust had shared her thoughts on Hall. "She said that [Mrs. Hall] was, in many ways, a revolutionary," Hardy said. "She was a woman doing things that countered what was expected of women at the time, yet what she preached to [Concord Academy's] girls was very traditional."

Faust continued, "In that sense, her enforced female sphere gave her a bigger picture in the bigger sphere than if she had just been consumed by the transactional nature of ambition and what she called the 'victory addiction.'"

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Slam Jam: Poetry at CA

by Harry Breault '16

According to English Teacher and Slam Poetry Club Advisor Cammy Thomas, "Slam poetry is about theatrical performance, about putting the work across to an audience in a dramatic way." The presence of slam poetry at Concord Academy has become significantly more noticeable this year, with regular readings at Announcements by members of Slam Poetry Club and the participation of students in a literary festival in Boston earlier this year.

At the Boston Book Festival on Saturday, October 27, a group of CA students that included Valentina Gregg '15, Tyler Rost '13, Adam Sodano '13, Will Stoddard '13, and Callie Wadler '16 showcased their talents during a slam recital at the Festival. At the Festival, held at the Old South Church in Copley Square, the five students competed against each other in front of about 50 people.

The Master of Ceremonies was Regie Gibson, a professional poet who recently visited CA to perform during an all-school assembly. Rost placed first in the competition, with Stoddard, Wadler, Sodano, and Gregg following him. "It was a fun time," Rost said. "I was really glad we did it."

On campus, the members of Slam Poetry Club run open meetings every Tuesday night at 6:30. These meetings begin with prompts

provided by co-heads Rost and Sodano. Participants then perform and receive feedback from the viewers in a form called "popcorn feedback," during which listeners offer both praise and constructive criticism in the form of random callouts. Additionally, Rost and Sodano recently added competitive slam poetry to the meetings' repertoire.

Of the meetings, Rost said, "We do performance poetry. That's why I did not want to just join Poetry Club, because they are amazingly talented [and] incredible writers, but they are not performers."

Rost said that, in contrast to conventional poetry, people write slam poetry with the intention of later performing their work. "When I'm writing, I'm thinking, 'Alright, right here I'm going to jump around in circles and scream. And right here I'm just going to pretend to cry, or right here I'm going to yell at someone in the audience.' With poetry, you are typically just going to read it."

Thomas agreed that there is a distinction between the two genres of poetry. "I think there are two different styles," Thomas said. "Some people call it the page and the stage. [Slam poetry] requires a real sensitivity to sound and also to who your audience is."

Slam Poetry Club will continue to have weekly meetings this year, and plans to be involved in Bardfest, an annual poetry event that Poetry Club organizes. Rost said that the group also hopes to host their own slam soon.

Goodbye, CABBS

by Katherine Oh '14

This semester, CA is undertaking a technological transition that will have lasting impacts on the community as a whole. CA is transitioning from the use of the Concord Academy Bulletin Board System, or CABBS, that first arrived at CA over a decade ago to a new system based on several different Internet tools ranging from Evernote to Google Apps.

CABBS, first introduced at CA in 1994, was implemented at the school in January of 1995. As a freshman, Jeff Green '97 had submitted a proposal for CABBS and an accompanying Technology Committee. The newly created Technology Committee, which consisted of Green and a series of faculty members and administrators, played a key role in establishing CABBS as an integral part of life at Concord. CABBS received further support after the Committee presented its plan to the Board of Trustees to integrate new technology, including CABBS, into the CA community. Following the meeting, the Board decided to grant the funding necessary for further technological adjustments at CA.

Coinciding with the establishment of the Technology Committee was the creation of a special Task Force, which oversaw the integration of the new technology into the CA community in 1995. Green, the original proponent of CABBS, served as the chief administrator of CABBS at the time of its arrival to the school. Green worked in conjunction with Kirsten Hoyte, who at the time was the Computer Studies Coordinator at CA. Currently, Hoyte serves as one of the faculty CABBS Administrators.

Although not widely used when it was first introduced, CABBS drew an increasing number of students on a daily basis in the late 1990s, largely due to Green's continued efforts. Faculty members also started to incorporate the technology into the classroom, and the technology gained traction in the

community.

Library Director and Archivist Martha Kennedy, who arrived at CA in the fall of 1994, said, "I think the best part was having one central place to go to leave messages and exchange information. Before CABBS, I remember using little pink memo slips and putting them in student mailboxes."

Today, CA students and faculty alike take advantage of the variety of features that CABBS offers: sending e-mails, receiving and turning in assignments, storing files, and instant messaging.

Science Department Head Andrea Yanes-Taylor said, "CABBS has been useful for me, especially since I started moving away from grading things on paper toward electronic submission. I use e-mail and the course conferences the most." Academic Dean John Drew agreed that CABBS has been a valuable resource thus far. "CABBS has been an important resource for students and adults for a long time," Drew said. "It is certainly beneficial, and over time I think we have begun to consider CABBS a catch-all application."

While CABBS provides a wide range of services to its users, Drew said that, several years ago, CA started thinking about ways in which it could take advantage of other tools offered online. "There are some tasks for which we have used CABBS that can be done more efficiently and better elsewhere," Drew said. However, the administration and the IT team began their research with the idea that the new technology would serve to supplement, not replace, CABBS. Director of IT services Bob Koskovich said, "The intent all along was to continue to support CABBS as part of this [technological] ecosystem."

Plans changed when the school learned that the company that makes FirstClass, the software on which CABBS runs, announced a change to their business model. "We were participating in a webcast about the next ver-

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Change Works: *Metamorphoses* Review

by Louisa Dodge '14

When one hears that a play features “Greek vignettes,” the first thing that may come to mind is a somber theatre production that starts out sad and only gets sadder. But, of course, the Concord Academy Theatre Program is not known to abide by the norm. So, while the CA performance of *Metamorphoses* was indeed primarily about loss—and yes, catastrophe was in abundance throughout the night—it was unlike any tale of tragedy that I have ever seen.

The play, which debuted on November 16, spun seemingly separate Greek myths into a cohesive and thoroughly entertaining production that was both humorous and emotional. The performance had everything an audience member could ask for, from excellent acting to a gorgeous, ever-changing set. The run time of *Metamorphoses* was only a little over an hour, which proved long enough

for the show to reach far beneath the surface, but not so long that the effects of the stories wore thin.

The set included an elevated stage split down the center to form a stream highlighted by blue lights. A number of poles and cloths set up around the perimeter were used to transform the relatively simple design as the play’s action progressed.

Although only minimal physical changes were made on the stage between scenes, the powerful acting, music, and shifting lights allowed for a complete transformation of the setting that kept the audience consistently entertained.

The play’s opening scene was an interpretation of the legend of King Midas, a man who wishes that everything he touches would turn to gold. Midas soon realizes his mistake when, after his wish is granted by the gods, he accidentally turns his daughter into a lifeless, gold statue. Midas, played by Tyler Rost

’13, was depicted as a greedy businessman who comically chastised his playful daughter, Elena Nahrmann ’15, while he attempted to talk on his cell phone. A few minutes later, Sean Finnegan ’15 made his debut in CA theatre, hilariously portraying a drunkard who described a place of eternal life to Midas. The performance only got better from there.

Scene after scene, the stories were told with laughter and poignancy, infusing traditional Greek tales with modern effects. Ada Obieshi ’14 depicted a conniving Aphrodite, who puffed on a cigarette and punished a mortal, Emmie Hoffman ’14, for disobeying her wishes. Quess Green ’16 told the account of a fatherless boy as he uproariously vented to his shrink, Lucy Farnsworth ’15.

In part, the constant changes in character and plot were key in keeping the audience entertained, but the true reasons for the show’s

success were the casting and the sound effects. Each actor played multiple roles, whether as a god or a mortal, with finesse. The characters were easily distinguishable from one another, showing the versatility of the cast as a whole, while also creating a connected play from unconnected threads of stories. Music that elevated the moments of emotion and heartbreak played throughout the production, and underlined the acting on stage. Overall, each element of the play was aesthetically pleasing, creating a show that everyone could enjoy.

Members of the audience agreed. Winslow Ferris ’16 said, “the transitions were really unbelievable, and all the actors really drew me in.” Anna Antoniadis ’15 added “the set was very fitting for all the different stories, and all of the characters transformed very well.”



Lucy Farnsworth '15, Verreth Wilson '15, Quess Green '16 during the production. Photo courtesy of www.concordacademy.org



Ada Obieshi '14 and Sean Finnegan '15 onstage. Photo courtesy of www.concordacademy.org

Baker Takes on Ibsen’s Classic

by Abby Brooke '13

“She was used to being rich, having control over people and over her whole life. But when she settled down with her husband, it wasn’t what she expected it to be,” said Regina Coyle ’13 of Hedda Gabler, the character she portrays in this winter’s Director’s Seminar Production, *Hedda Gabler*. The play, written by the Norwegian playwright Henrik Ibsen, will open at Concord Academy at the start of December with first-time director Bruno Baker ’13 at the helm.

Last spring, when Baker first realized he would have the chance to stage a full-length play at Concord, he was torn between two plays: *Hedda* and British playwright Sarah Kane’s *448 Psychosis*. Baker said that he quickly deemed the latter as “really not for teenage audiences,” but still struggled with finding the right translation for Ibsen’s classic. “When I read *Hedda* the first time, I didn’t hate it, per se, but the version I read was so bad,” Baker said. “I was furious because I hated the translation but I loved the motives and the ideas of power and feminism.” Determined to find the right translation, Baker read different versions until he finally settled on the most “modern” of the bunch, a translation by J. R. Bates.

Director of Theatre and Director’s Seminar teacher David R. Gammons acknowledged the intimidating nature of taking on such a classic work as a high school student. “*Hedda* is a really difficult play,” said Gammons, “But it’s become pretty usual that student directors choose really challenging, demanding work. *Hedda* is a classic of world dramatic literature. It’s been done all over the world in innumerable kinds of ways.” Baker said that, in his interpretation of *Hedda*, he is striving to “use the text as a foundation, but to build off of it.”

After finalizing his choice of *Hedda*, Baker dove into visual research. He was im-

mediately drawn to the aesthetic of an “industrial, warehouse-y apartment loft.” With his design crew—the members of this year’s new Theatre Tech Design class—Baker looked at various images of apartments and furniture to determine the architecture of his play. Gammons said that Baker’s set “connects classic ideas—antique furniture—with more modern ones—like an industrial loft.” He added, “I’m really intrigued to see how this contemporary way of seeing *Hedda* brings this classic play to life.”

The set of *Hedda* ultimately provided Baker with an opportunity to deviate from the norm. “The entire play is set in a living room, and, like a Greek play, much of the action is offstage, in other rooms,” said Baker. Instead of creating a set with only one room, as the stage directions suggest, Baker chose to create multiple rooms, all visible to the audience. Gammons said that he believes a more expansive set “lets the play flow and breathe in different ways. It allows Bruno to play with the idea of multiple things happening at once or the idea that these characters and their interactions move through the entirety of the house rather than getting stuck

in the living room talking.”

Baker said that the casting process was surprising in many ways. Like last year’s *Running with the Bulls*—which featured Coyle as Ernest Hemingway—Baker found himself casting against gender, though he “was planning on casting genders as they were written.” Baker cast Louisa Dodge ’14 as *Hedda*’s

leading man, Eilert Lövborg. Whether Dodge will play Lövborg as a man or a woman is still undecided. “We’re not sure yet,” said Dodge. “It’s still up in the air. Sometimes I try a scene as a man, and then again as a woman.”

This flexibility

is present in all of Baker’s rehearsals, as is a sense of collaboration and teamwork. Coyle said that *Hedda Gabler* has “a very different process than a [Mainstage Production] because it’s a little more informal, and it’s a lot more about collaboration. Everyone chimes in.”

Dodge agreed, noting that the actors are able to give a great deal of input. “The nice part about Bruno is that he adopted the Socratic method of rehearsing,” said Dodge. “Instead of telling us exactly what to do, we

will do the scene and then stop and he’ll ask us what we thought and see how that works out.” Baker added that the collaborative process is integral to his attitude toward directing. “I really want the actors’ perspectives because ultimately they are the characters, and they are the show,” Baker said.

Baker said that he has found particular success in utilizing Grotowski warm-up exercises at the start of rehearsal to help his actors tap into their emotions. Grotowski’s theory book, *The Acrobat of the Heart*, argues that actors should be so exhausted from their warm-up exercises that, according to Baker, when they start the scene “what needs to come out comes out.” Dodge said that being emotionally limber is helpful as an actor. “When blocking a scene, sometimes we play it as overly emotional and sometimes under-emotional. Really, it’s just trial and error,” said Dodge.

While Baker blocks scenes onstage, Assistant Director Sophia Steinert-Evoy ’13 often engages in character work with other actors. “I really like getting at the cores of the characters and their motivations because there are a lot of really complicated relationships in *Hedda*,” Steinert-Evoy said. Steinert-Evoy also works on character histories with the cast members. “There is a lot to think about before [the characters] even get onstage,” Sophia Steinert-Evoy said. “It’s important that the actors have that in their minds.”

Baker has found that bringing *Hedda* to life has been a rewarding but also “strange” experience. “I always saw directing as this giant leadership role. I thought of a director as superhuman,” said Baker. “Now that I am one, I realize a director is just a person with ideas and control and a specific vision.”

Hedda Gabler will premiere on Friday, December 7 in Concord Academy’s Performing Arts Center.



Poster for a UCSD production of *Hedda Gabler*. Photo courtesy of <http://theatre.ucsd.edu>

Seniors Set to Rock January: Coffeehouse

by Teresa Dai '14

Every year, Concord Academy’s senior class stages Coffeehouse, a show that includes a collection of skits, dances, and films starring members of the graduating class. While this much-anticipated event has traditionally fallen in mid-November, this year Coffeehouse has been moved to Friday, January 18, two weeks after the CA community returns from winter break.

According to Director of College Counseling Kate Peltz, the school has been considering changing the date of the show for several years. Peltz explained that, in addition to schoolwork and extracurricular activities, students in their senior fall are navigating one of the busiest times for the college process. “Probably eighty percent of the class is trying to meet a deadline in either early-November or mid-November,” Peltz said. “Coffeehouse is supposed to be a fun event, so why have it be one more thing that feels stressful when we can move it to a time when seniors can really enjoy the experience and ultimately put on a stronger show?”

Time was freed up for a change in date this year because Frosh Project, traditionally held in January, did not occur, and school started a week later due to Labor Day.

This change in scheduling pushed the Fall Mainstage Production to the date on which Coffeehouse used to be held. With no Frosh Project in December, the College Counseling Office, the Theater Department, past Senior

it will be more relaxing and everyone will enjoy it more.”

Chloe Borenstein-Lawee '13 agreed. “I like it in January,” Borenstein-Lawee said. “It is less stressful for me because of all my col-

lege applications. I just can’t imagine doing everything I’m doing and Coffeehouse right now.”

Rowe has high hopes for the show. “I hope people will just walk in on January 18 clueless about what is going to happen and [be] pleasantly surprised,” Rowe said.

Now that the date is settled, however, Rowe said that the preparation has been going as scheduled. He said that the seniors will have all acts prepared before winter break in mid-December and then will rehearse during the start of January. “Hopefully we’ll get all the acts developed, written, rehearsed or filmed by the middle of December,” Rowe said. He added, “This class, so far, is doing a tremendous job. They began planning back in May, that’s how psyched they are for this. I am anticipating a great show.”

English Teacher and Senior Class Advisor Ayres Stiles-Hall said, “Kids are thinking about it early, and they’re working together to be creative early, so there isn’t the kind of panic-driven creativity that has to happen at the last minute.”

However, the change does not come without controversy. Rowe said he sensed some “disappointment” when the senior



Seniors on the stage at Coffeehouse in 2009.

Photo by Henry Kim '11

Class Advisors and the Academic Office collectively made the decision to move the date.

Rowe said that he supported the change in scheduling. “I’m hoping the seniors are going to think, ‘Wow. I’m glad this is happening in two months,’” Rowe said. “Hopefully

Studio Days

by Julia Shea '16

At Concord Academy, each member of the Visual Arts Department has studio days, a day each week that is dedicated to that teacher’s own artwork. Each Friday, Photography Teacher Cynthia Katz and Painting Teacher Jonathan Smith are two members of the Visual Arts Department who use their studio days to create a balance between teaching and their own work as practicing artists.

Katz said she uses the free time for a variety of activities. “I use my studio days to photograph, look at exhibitions, and sometimes even catch up on household chores and errands. I wish I had more of a balance of work and teaching, and some more time

for just thinking,” Katz said. Currently, Katz is focusing on a major project called “Occupied,” a collection of landscapes with a human presence. She said that this project was inspired by her interest in how human existence has altered the world.

Katz also said that the addition of a Color Photography class to CA’s Visual Arts offerings this fall required Katz to spend time refreshing her skills in that medium. “I had to put myself in the position of students and try out projects in advance,” Katz said. Smith said that each Friday, he goes into his studio at the Emerson Umbrella. “I experiment. I practice. I try new things and work out new ideas,” Smith said. Smith is currently working on seven paintings. “I usually have multiple paintings in progress, but seven is unusual,” Smith said.

He said that while he feels very lucky

to have a studio day dedicated to his work each week, he also realizes how little time it amounts to when he has seven paintings simultaneously in progress. “Do I want to sacrifice teaching to work in my studio? No,” Smith said. “Everything comes with a cost, and I love my job and my work here.”

Katz and Smith agreed that it is essential for art teachers to also be practicing artists. As Katz put it, “Artists need to make stuff.” Katz added that, when she was looking into schools as a prospective teacher, she was especially drawn to CA because the school valued practicing artists.

The two teachers agreed that it is best not to show examples of their own work in their classes, for fear that it could restrict students’

personal expression. Katz said she worries that students will think that if they create something similar to her example, she will appreciate their work more. Smith said, “Showing

examples of projects is dangerous territory. It sends the message of ‘This is what I want you to do.’”

On occasion, however, Katz and Smith display their work publicly and students are invited to the shows. Steph Wong '13 has attended several of Smith’s shows. Wong said, “I love seeing Jonathan’s work because it reminds me that he not only loves to teach, but also loves to make art.” Wong said she deeply respects Smith as both a mentor and as an inspiration, as “his passion and energy translate into his work.” Wong added, “Jonathan’s studio reminds me that he is living his dream. It is absolutely wonderful and necessary that art teachers have this opportunity.”

Color Photography

by Alyssa Taylor '13

This year, Concord Academy’s Visual Arts Department is offering a new class: Color Photography. While CA offers four black and white film photography courses, this is the first time that the CA photo program has offered a color-focused class.

“The class came out of years of think-

ing about ways in which the program might change,” said photography teacher Cynthia Katz. In thinking about the class, Katz said she was “really mindful of wanting it to extend our program but not be different from our program, given that it is a different kind of vision.”

The new course works with Adobe Light Room, a photo developing software. Instead of spending time in CA’s darkroom, students edit their images on computers. Projects for the class have included scanning objects onto computers, limiting the number of colors in a photo, and taking digital photos within a 30-minute time period.

Chocolate ice cream and blue checkered shirt, taken in Color Photo.

Photo by Gary Zheng '14

“It would not have been photographable at all if it had not been for the color of the curtain,” Shan said. Shan plans to continue exploring photography in Photo III next semester.

Gary Zheng '14 shared Shan’s enthusiasm. “There are just so many things to explore in color photography,” Zheng said. Zheng added that after spending extensive amounts of time in the darkroom in Photo I and Photo II, he has enjoyed that the Color Photo class provides a more modern way of looking at photography.

Katz said that while she knows there are aspects of the class she will need to tweak next year, she is happy that the course is available as an alternative class for advanced photo students. “You must know how to use your frame, how to edit the world, how to see photographically in black and white, and then you hang color on it,” said Katz. “It is about a personal vision.”

The prerequisite for the Color Photo class is Photo II, which Katz said ensures that students entering the course are already comfortable with the basics of photography.

Katz believes that this experience with the basics is important, as color photography is in many ways more challenging than black and white. “One thing that black and white



A photograph from “Occupied.” Photo by Cynthia Katz

Coach’s Corner: John McGarry

by Ryan Hussey ’13

“I first started skiing at the age of three,” said Associate Director of Admissions and Concord Academy Ski Coach John McGarry. “I had four older brothers and sisters and a dad who were all skiers. Everyone was going out skiing, so they dragged me out.” Now, John McGarry is starting his fifteenth season as Head Coach of CA’s Alpine Ski Team.

McGarry said that he loved skiing from the very beginning and grew up with the sport as a constant part of his life.

Growing up in Lincoln, Massachusetts, McGarry said that every Tuesday night he and his family would drive over to ski at Nashoba Valley in Westford, MA. McGarry later chose to attend the University of Vermont for college “mostly to be able to ski.” After graduating from UVM, McGarry said that he decided to “transfer my love of the sport to an income.” He moved to Colorado and taught skiing full-time, both at Crested Butte and Breckenridge Ski Mountains.

However, McGarry said that after two years, “I decided that I wanted to do a little more than just that,” and he moved to California where he began his first teaching job at the Woodside Priory School in Portola Valley, CA. He also coached soccer, basketball, baseball, and volleyball. In the fall of 1998, when McGarry moved back to Massachusetts and began working at CA in Admissions and Financial Aid, he started to coach skiing again. “Coaching skiing is the most rewarding coaching I’ve ever done because I love the sport so much,” McGarry said.

McGarry said that he focuses on creating

a positive team atmosphere throughout the season’s range of activities, from training to practices to races. He said that he strives to “create a sense of community and a special sense of belonging and identity on the team.” McGarry also said that he believes this effort to be one of “the most important components of coaching.” Also focusing on the growth and improvement of the athletes during the season, McGarry hopes to help students “reach their athletic potential.” McGarry said, “I like teaching [students] a lifelong sport that hopefully they’ll continue to enjoy for the next sixty years.”

Under McGarry’s leadership, the CA Ski Team has become one of the most successful teams on campus, entering this season having won seven straight titles in the Central Massachusetts Ski League. Although McGarry said that he has appreciated this success, he said, “I don’t want the focus of the program to be on winning, because I don’t think that’s as rewarding.” McGarry explained that a “positive team atmosphere” and “really good team chemistry” are the factors that contribute to the team’s success both on and off the mountain. “We would have just as great a team even if we didn’t have quite as much success,” McGarry said.

Throughout his forty-four years of skiing, McGarry estimates that he has spent about 1,100 days, or around 7,000 hours, on skis. McGarry said that his favorite part of skiing was achieving the racer’s ultimate goal of “going fast.” When asked to identify his favorite part of coaching skiing, McGarry paused for a moment before concluding: “Helping kids ski faster.”



Ski Team Coach John McGarry hits the slopes.
Photo courtesy of www.concordacademy.org

CA Hockey Fans Frozen Out

by Matt Simon ’15

“I need my hockey to get through the year,” said Corey Rost ’15. Jasper Beever ’15 echoed her sentiments. “[The lockout] is frustrating,” Beever said. “I need my Bruins.” For many members of the Concord Academy community, the current NHL lockout, the third such lockout in nineteen years, has become increasingly frustrating as players and owners fail to meet an agreement and the doors of hockey arenas across the country remain blotted shut.

On September 15, 2012, the NHL’s Collective Bargaining Agreement (CBA) expired and sent the league into the third work stoppage under Gary Bettman, who has been NCL Commissioner since 1993. The CBA, among other things, outlines how the NHL’s money gets divided up between the players and the owners.

This year, negotiations between the players and owners have not showed any signs of resolution. In the most recent CBA, the split was somewhat skewed, with the players taking in 57% of the NHL’s total revenue and the owners receiving 43%. For the new CBA, the split is expected to be much closer to 50/50. While the difference between 50% and 57% may not seem like a big gap, in a league that makes over 3 billion dollars a year in revenue, the 7% difference amounts to over \$200 million a year.

Yet the ones who are most affected by the lost season are the fans. In New England, where hockey can become closer to religion than sport for some, come October fans ex-

pect to be able to cheer on the Bruins at the TD Garden in Boston. This winter, however, with the NHL work stoppage, the Garden has so far only hosted the Boston Celtics basketball games.

While the players and owners argue about the 7% gap in revenue sharing, the fans are forced to resort to old highlight films and videogames to fulfill their craving for hockey.



Members of the St. Louis Blues on the bench.
Photo courtesy of www.nj.com

Several news publications are also trying to make up for the lack of an NHL season. According to Sports Illustrated, the Montreal Gazette is simulating the Canadians’ season game-by-game and publishing articles based on the results. ESPN is also simulating the 2012-2013 NHL season using EA Sports’ popular videogame NHL 13 and is posting weekly reports that include scores, standings, and statistics.

Like the fans, the players too are forced to find ways to cope with the lockout. Many NHL players have fled to Europe in order to play hockey through the work stoppage, signing with clubs in countries including Sweden, Russia, Finland, Switzerland, and the Czech Republic.

Yet it is the parties involved that suffer most from the lockout. In a league that has only grown in popularity in recent years, both sides lose money the longer that league play is delayed. One can only hope that the owners and players will soon reach an agreement and give into the cries that can be heard from hockey fans around the globe and at CA, fans who only have one simple request: “Give us our hockey!”

Winter Warm Up

by Ben Stoloff ’15

After a hard-fought Fall Season including unprecedented successes for the Boys Varsity Soccer team and strong seasons for the Boys and Girls Cross Country Teams, the Concord Academy Athletic Program has turned to winter sports. Fielding teams in Basketball, Wrestling, Skiing, and Squash, Concord Athletics is poised for more success at the onset of the 2012-2013 season.

Under the coaching of Associate Director of Admissions John McGarry, House Parent Nikki Yesalavage, and Associate Director of Admissions Warren Samuels, the Girls and Boys Varsity Skiing teams hope to have another successful season this year. Last year, the girls team finished first and the boys team finished second in the Central Massachusetts Ski League. Together, they placed first overall. For the past seven years, CA has claimed first place in their league, but has fought for the top spot, primarily with Worcester Academy, which won the title for eight years running before CA’s streak. CA looks set to match that eight-year win streak this year. While McGarry said that winning is certainly a plus, he said that all of the coaches

are primarily dedicated to making skiing an enjoyable and rewarding experience. “I hope to create a coaching experience whereby a kid can say, ‘The coaches got to know me as a person and cared about my improvement. Thus, I improved and had lots of fun.’” McGarry stressed the importance of working hard, improving throughout the season and having a good time. He also said that he believes that hard work, steady improvement, and a positive attitude will together lead to a strong result.

The Boys Varsity Wrestling team must work diligently if they hope improve on last year’s strong second-place finish in the EIL tournament. Following the departure of coach Matt Bloom, Bob O’Neil and Chris Barker have taken over as Head Coaches. Athletic Director Jenny Brennan said she is excited about the prospects of the team under the new coaches, as both O’Neil and Barker have college wrestling experience, and Barker has coached wrestling at Chapel Hill Chauncey Hall. Captain Aram Soukiasian ’13 said, “Although Matt Bloom will be missed, the new coaches are just as dedicated to making the team the best it can be.” CA hopes to upset league powerhouse Landmark, EIL

League and Tournament Champions for the last three years, and claim an EIL banner for CA. According to Soukiasian, “the team is willing to work harder then they ever have in order to assert their position as the best team in the league.”

The Boys Varsity Squash team is determined to keep up their high level of play after a strong 8-0 season last year. Despite the difficulty that comes with graduating four out of the top seven players, the team has high hopes for the upcoming season. Captain Mark Styles ’14 said, “I’m excited for this year because a lot of the team has been training over the summer to get ready.” Styles said that the team is especially looking forward to another match against in-town rival Middlesex.

The Boys Basketball program has high expectations going into this year. Two seasons ago, the varsity team struggled to win games and failed to make the EIL tournament. Last year, however, the boys made impressive strides, finishing at the top of the B bracket in the EIL Tournament. After graduating only three seniors, one of whom was a starter, the team hopes to make even greater improvements this year. Ryan Killian,

second-year coach, said, “We have a veteran team for the first time in a while. I expect to cut down on some of the turnovers and loose ball play that we struggled with at times last year.”

The Girls Basketball team also has a positive outlook on the season. After graduating one senior, History Teacher, House Parent and Head Coach Sally Zimmerli said she is looking forward to “picking up right where we left off at the end of last season.” Zimmerli praised the intelligence of her squad. “Basketball is a game for smart people. The smarter you are the better your play.” While Zimmerli remains the Head Coach and History Teacher Ed Rafferty her Assistant Coach at the varsity level, English Teacher Courtney Fields has assumed the role of Junior Varsity coach at the start of this season.

The Girls Varsity Squash team hopes to improve this year coming off a frustrating 2011-12 season. After finishing 1-11 last year, the team has been infused with several new players while building around a strong core of veteran players. Head Coach Tariq Mohammed and Co-Captains Izzy Mattoon ’13 and Charlotte Weiner ’13 hope to lead the team to a more successful season this year.

CA’s Stormy Past

by Adetola Sylvan ’13

One fall day in the late 80s, a group of Concord Academy students headed out to the soccer fields and began rolling huge balls of freshly fallen snow. They were not building a colossal snowman, as it might have seemed, but rather trying to clear the grass for that afternoon’s soccer match.

Computer Studies Department Head Ben Stumpf ’88, who at the time was a student and member of the CA Boys Varsity Soccer team, recalled English Teacher Sandy Stott, who was then the Boys Soccer Coach, telling the players, “If you’re willing to roll all the snow off the field, the rest will probably melt. And then we’ll decide whether we can play the game.” Stumpf recalled that he and his teammates jumped into the project, recruiting their friends to help out. According to Stumpf, “They said, ‘Yeah, we want to play the game!’” Their enthusiasm paid off: the bit of snow left on the field melted, and the game went on as scheduled.

CA has dealt with many significant and unexpected weather events over the course of its history. Whether in the form of a snowstorm that cuts into the fall soccer season or a hurricane such as this October’s Hurricane Sandy, the members of the Concord community have to be ready to figure out a plan.

At the forefront of this preparation process is Director of Operations Don Kingman, who said that he considers many factors in making decisions about how CA will function during serious weather. Kingman stressed that his primary concern is the safety of the students, although he also strives to keep school open as often as possible. “I look to see what the Town of Concord is doing. I look at the road conditions, and I also look at the forecast,” Kingman said.

According to Kingman, one of the most difficult weather challenges CA has faced was the repeated flooding of the athletic fields three years ago, when water rose from the Sudbury River behind Main Campus, over the athletic fields and up to the edge of the Chapel.

Kingman also said that the following year, the winter brought heavy storms that caused the school to go several weeks in a row without a full, five-day week of classes. “That was unusual,” Kingman said, adding, “I’ve never had to shovel roofs before.” And in an earlier year, the snowstorms grew so severe in the beginning of winter that the administration decided to let students out early for winter vacation by shifting the exam schedule forward.

In addition to Kingman, members of the faculty and staff who live on campus face the challenge of caring for students during the storm. English Teacher Lucille Stott recalled the blizzard of 1978, during which school was canceled for a week. “There was boredom that set in, and it wasn’t easy emotionally for people to go through it,” Stott said. When the administration announced that an additional day would be cancelled, Stott said that “one house parent broke out crying” because of the significant stress that came with “having to make sure that all the students in your house were okay, and fed, and entertained” when classes were not in session.

In addition to posing challenges to members of the faculty and staff, drastic weather also significantly affects students. One such instance was the storm that hit during the opening days of school last fall. Katie Shin ’14 said that she arrived a week late to school because of cancelled flights, and Eleni Papadopoulos ’13 recalled that the school had to come up with a new schedule for Orientation. “It was so bad,” Papadopoulos said. “We went to the mall for five hours because we couldn’t stay on campus.”

Kingman said that, while he believes that some students do not take the severe weather that affects Concord as seriously as they should, “I love to enjoy a snow day, too.” Stott added that, in her experience, dramatic weather inspires a student reaction that can verge on “visceral” and “primordial.” Stott said that she believes most CA students treat dramatic weather with appropriate seriousness, and added, “I think CA students always rise to the occasion.”

Guiding the Guides

by Verda Bursal ’16

Each week, Concord Academy students volunteer to tour prospective students around campus, giving them an introduction to the campus and to life as a student at CA. This fall has brought about change in Concord’s tour guide system. These changes have altered the Admissions Office’s approach both to incorporating new tour guides and to training returning students.

According to Assistant Director of Admissions and Faculty Head of Tour Guides Warren Samuels, the main change this year was that new students involved in the touring system shadowed returning tour guides until Thanksgiving break. “We decided that we really wanted to highlight the student experience while giving tours,” Samuels said. “We wanted to give new students a chance to better prepare them to give higher quality tours.” Additionally, returning students had to shadow other experienced tour guides several times before conducting their own tours.

Nate Greess ’15, one of six Head Tour Guides, explained the rationale behind this change. “We were getting comments from people who were looking at the school that said the freshmen weren’t answering questions well enough or understanding what needed to be said,” Greess said. “To make sure that they do get all the information they need, we’re making the new tour guides go through a rigorous first few months.”

According to Serena Frechter ’14, another Head Tour Guide, these changes can be viewed in either a positive or a negative light. Frechter said that giving new students a chance to get accustomed to CA’s touring system is a good idea, but it is also frustrating in practice. “It’s so annoying to not be able to actually give a tour until November,” Frechter said.

In rethinking the tour guides’ training, Samuels said that he worked with CA Summer Camp Director Greg Jutkiewicz. “He excels at getting kids to focus on team building and leadership. We wanted to make training more interactive and fun so that tour guides could get excited and be proud of being a tour guide,” Samuels said.

While there is an abundance of new students willing to volunteer, Greess said that there is a shortage of returning students willing to give tours. “Many of the tour guides who are returners are now older and taking more classes that require more time,” Greess said. “They now have less time in which to tour.” Greess said that a goal of the training program was to prepare the new students to tour as capably as returners.

Somerset Gall ’16, who began her involvement in the touring system as a freshman this September, said that, overall, she believes that the changes were well informed and effective. “I think that having to shadow until Thanksgiving is a little extreme, but it does give us lots of experience,” Gall said.

Part-Time Teacher, Full-Time Dean

by Marisa Kager ’13

At Concord Academy, administrators wear many hats. In classes such as U.S. History II and Advanced Environmental Science, Dean of Faculty Jenny Chandler and Dean of Academics John Drew take a break from their administrative roles to return to the classroom. Head of School Rick Hardy has also taught two classes during his time at CA.

Hardy explained that, historically, a headmaster was “head teacher,” and teaching held a primary place in the headmaster’s duties. But, according to Hardy, today “the Head of School role more resembles the role of a CEO.”

“I suspect very few Heads these days still teach,” Hardy said. He attributed this shift to the responsibilities of extensive outreach, administrative work, and travel. Hardy added that “partnering with another teacher or offering a visiting lecture” instead of leading a class has become increasingly common for school heads.

While Hardy is not currently teaching, he has continued his role in the classroom through workshops such as the Features writing workshop he led for the staff and writers of *The Centipede* this November.

Drew explained that while the deans at Concord’s peer schools choose whether or not they want to teach, one of the job requirements for the Academic Dean and the Dean of Faculty at CA is to teach classes. Chandler said, “It’s tied to credibility. How could I possibly guide faculty and not have a hands-on sense of what it means to be a teacher at CA?”

Hardy agreed with Chandler’s outlook. “I think it’s important for senior administrators, probably with the exception of the Head,



John Drew in the classroom.
Photo courtesy of www.bostonglobe.com

to teach,” Hardy said. Hardy added that CA has “a lot of senior administrators who are really good at teaching,” and that to not have them working in the classroom would be “a travesty.”

Additionally, Hardy said that he believes that teaching provides a great way of transitioning into

a new community. Hardy, who worked at Milton Academy before coming to CA in 2009, said that teaching was “absolutely integral” to his transition in that it allowed him to “understand [CA] in a way I couldn’t understand otherwise.”

There are, however, challenges that arise in juggling both teaching and administrative jobs. Drew, who teaches Advanced Environmental Science this semester, said that teaching affects the way in which he utilizes his time. “The transition to being an administrator requires that I spend more time thinking about the school as a whole rather than my class or department,” Drew said.

Chandler agreed. “The challenge is that the job of an administrator gets bigger and bigger,” Chandler said. Hardy said that while he would like to return to teaching, “I feel myself pulled away from the classroom, and that’s hard. Whatever I do, I want to do it well, not half-heartedly,” Hardy said.

The Deans agreed that teaching is a valuable part of their CA experience. “I’m constantly thinking about how [teaching] relates to my job as Dean of Faculty,” Chandler said.

Drew added, “I’m happiest about my work as an administrator when the collaboration that I’m doing with adults and students feels like the collaboration I had with adults and students as a teacher.”

CABBS

...continued from page 1

sion of FirstClass,” Koskovich said. “They basically said that in version twelve, the FirstClass client program as [we] know it will be gone. [The company is] following a new approach, based on [their] view of web 2.0.” According to Koskovich, the new version of FirstClass will be geared towards a working environment based on blogging and other social media.

Iván Nieves, CA’s Instructional Solutions Architect, has assumed a primary role in coordinating the oncoming technological changes. Nieves said that a key part of his job is making “conscious choices, and also calibrating against benchmarks of other schools

and other institutions.” Additionally, by investigating how CABBS has been used at CA, Nieves and the other members of the IT Services Department have worked to ensure that the technology they introduce is suitable for Concord’s educational environment.

Regarding the ongoing technological transition at CA, Drew said that while the work may be time-consuming, the results will ultimately benefit the school. “Transitions are always a little bumpy, and we all need to be clear about using the right tool for the right job,” Drew said. “I believe that we are headed towards a system of communicating and managing information that will be far superior to what we have now, but it will take some time and effort.”

Election Reflection

by Gaurav Verma '13

Long months of campaigning all boiled down to one day: November 6, 2012. For me, the results, while expected, were an incredible disappointment. After months of apparent hopelessness, Governor Mitt Romney had used the first Presidential debate to showcase his ideas and vision to lead this country out of the current hard economic times. But, while Romney soared in the polls, he could not quite pull off the victory. Similarly, on the local level, moderate Republican Senator Scott Brown failed to overcome Massachusetts's strong liberal leanings in the hotly contested Senate battle against former Harvard Professor and Democrat Elizabeth Warren. Democrats also won all of their Massachusetts house races, including in the 6th District, where incumbent John Tierney barely edged out former Republican State Senator Richard Tisei.

Governor Romney's loss can be attributed to many different factors. First was President Obama's absolutely brilliant campaign strategy to "define" Mitt Romney early in the race. Romney's running mate, Wisconsin Representative Paul Ryan, best represented the Obama's campaign strategy during his debate against Vice President Joe Biden. "[We] have a President who ran for president on hope and change who has now turned his campaign into attack, blame and defame," Ryan said. Obama's early campaign strategy to air misleading and often blatantly untrue ads about Romney's "sterling" business career at Bain Capital was extremely effective. Though many prominent Democrats such as former President Bill Clinton and Newark Mayor Corey Booker had lauded Romney's tenure at Bain, Obama succeeded in turning many voters against Romney be-

cause of his business record.

Another key attack on Romney was the op-ed titled "Let Detroit Go Bankrupt." This one-liner, chosen by the liberal Editorial Board of the New York Times as the article's

must shoulder their share of the blame. Governor Romney's misguided comment about the "47 percent" certainly cost him votes, although he did seem to recover somewhat from his comments. His greatest failure,



Romney waves goodbye at the end of his concession speech.
Photo courtesy of msn.com

headline, devastated Romney in states like Ohio and Michigan where the economy is dependent on the auto industry.

While the exit polls showed dissatisfaction with the country's direction, Obama's campaign strategy led to a clean sweep of the battleground states and his re-election. It was a little disappointing to see the President, who famously said, "If you don't have a record to run on, then you paint your opponent as someone to run from" employ the campaign tactics he once detested.

Romney and the Republican Party also

however, was his inability to attract the female and the minority vote. Many Latinos, in light of President Obama's decision to halt the deportation of young illegal immigrants, viewed Romney's harsh immigration policies unfavorably. In terms of the female vote, the Republican Party took a blow when Senate candidates Rep. Todd Akin of Missouri and Richard Mourdock of Indiana uttered their infamous "legitimate rape" and "will of god" comments. These comments, combined with the extreme positions that the Republican Party takes on issues such as birth control

and abortion, gave many women reason to fear a Republican victory.

For future success, the Republican Party is going to have to shift back towards the center and reject the Tea Party extremism that has defined the party since the 2010 midterm elections. America has changed, and the Republicans must adapt.

In Massachusetts, while a high voter turnout for Obama boosted Warren, Brown's Democratic challenger also benefitted from fear of the Republican Party's extremists. Akin and Mourdock's comments, combined with a misleading but devastating vote on the Equal Pay Act, propelled Warren ahead in the polls after Brown's early surge and forced Senator Brown to attack, a shift that ultimately detracted from his likeability.

The most frustrating and shameful race to watch was the Tierney-Tisei congressional race in the 6th District in Massachusetts. Despite being tagged with strong corruption allegations, Tierney defeated Tisei in a race that truly seemed to be decided by the "D" next to Tierney's name on the ballot. I understand that Massachusetts holds staunchly Liberal values, many of which I agree with, but the state also seems far more partisan than almost any other state in the Union. I hope that, in the future, voters in Massachusetts will drop their blind partisanship and give moderate Republicans a chance.

In the aftermath of the election, the focus must now turn to the future. With the fiscal cliff fast approaching, I hope politicians in Washington will put aside their differences to work together for a stronger America. While roughly 50% of the country will always be unhappy, we must remember that we are fortunate that we all have the right to vote and to make our voices heard by casting our ballots on Election Day.

Club Conundrum: Striking the Balance

by Mary Hollinger '14

Each year, many incoming Concord Academy students don't immediately grasp the school's general attitude towards Club Expo: sign up for everything that either looks remotely interesting or offers appealing food. Here's a primer about signing up for clubs. Freshman year, I must have signed up for twenty clubs. Later, the clubs' conferences popped up on my CABBS desktop, and when I had nothing better to do, they gave me something to read. A couple sounded interesting, but I never seemed to have enough time, or motivation, to go to the meetings. I moved all the conferences into a folder on my desktop and didn't open them for months at a time.

I knew that I couldn't participate in twenty clubs, and had no intention of doing so. To my freshman self, that wasn't the point of Club Expo and clubs at CA. The point was to try a little bit of everything. I'm glad that I did, because it let me get to know different groups of CA students and to experience a wide range of activities.

Sophomore year, I took a different approach, and signed up for three or four clubs at Club Expo, took another look at some of the ones I had demoted to the CABBS folder, and started actually attending a meeting or two. I went to Debate and Model UN and Book Club, among others. I was part of fewer clubs, but I spent a whole lot more time participating than before.

Eighty-five clubs, organizations, and af-

finity groups participated in Club Expo this year, including everything from Mock Trial to Snack Club. I have found that different clubs require spending different amounts of effort to participate. Harry Potter Club, for instance, is a wonderful group of people dedi-

say that one could, or should, do everything. Many CA students are over-scheduled, and I am no exception. As I fill up my schedule with classes, clubs, organizations, jobs, sports, and lessons, I rarely stop to think about how much time is leftover, and when

to meaningfully be a part of. Now, in my junior year, I think I have it down. I do just a few clubs, but I do them well. As Dean of Students David Rost has said, "I would rather see a deep commitment to a few clubs than a little of everything."

As a frosh, I had no idea where I would end up in clubs. I didn't know what interested me or how I would fit, and CA's wide range of clubs allowed me to explore a bit. I'm so glad that signing up wasn't a real commitment, and that I was able use my involvement in clubs to find out what truly interests me.

If I were a student, the clubs I would sign up for would be:

Math Teacher Mark Engerman:
Book Club, CASA, DEMONS, Knitting Club, Quizbowl, and Youth in Philanthropy.

Dean of Students David Rost:
CAOS, CASA, Mock Trial, and Quizbowl.

English Teacher Ayres Stiles-Hall:
Burger Appreciation Club, CAOS, CASA, Poetry Club, SPEAK, Youth Led Social Activism Club, and Word Club.

English Teacher Sandy Stott:
CASA and Poetry Club.

Notice a pattern? The faculty unanimously would join CASA! Perhaps the students should take a hint.



Students at Club Expo. Photo courtesy of concordacademy.org

cated to celebrating the world of Hogwarts. It exists mainly as a CABBS conference, and it requires virtually no commitment. Other clubs, like Debate, the singing groups, or CASA can become almost part-time jobs for their members.

Sampling the clubs as a new student may be a wonderful thing, but that is not to

I do, I don't particularly care. This is a problem. When they are no longer a priority and my commitment is no longer strong, I need to let my clubs go.

Eighty-five clubs is perhaps too great a number for our small student body to reasonably support, and, similarly, twenty clubs are surely too many for one student

Faust Reflects

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Teacher Emerita Sylvia Mendenhall, who introduced Faust’s speech at the 90th celebration, said that she agreed with Faust’s perspective on Mrs. Hall. “I thought her speech was remarkable,” Mendenhall said. “She saw the contradictory nature of Mrs. Hall amazingly well.”

At the beginning of her speech, Faust also thanked Mendenhall, who taught Faust in English and served as her advisor at CA. Mendenhall said that she remembers Faust, who arrived at Concord at age 12, as an outstanding student and a strong member of the community. “She was one of the best students academically in her class,” Mendenhall said. “She sometimes says that I taught her how to write, but I’m not sure that anyone can teach someone how to write. If you really have something to say, then you will find a way to write it.”

Faust said of her time at Concord, “CA was so important to me. I arrived here when I was 12. I lived on a farm in Virginia. It was a time when girls in Virginia were not taken that seriously. I came here, everyone challenged me, and expanded my mind, and expanded my world, and I was a very different person after four years at Concord Academy. I have never forgotten that.”

Mendenhall remembered Faust as evolving during her time at Concord. “I think she became increasingly independent at CA,” Mendenhall said. “I would say that she became increasingly concerned with what was going on in the world.”

“She was just fun to be around, full of life, and full of ideas about what to do about things,” Mendenhall said.

Mendenhall recalled a dance at St. Paul’s that she chaperoned and that Faust attended. “Finally, the dance was over, and we got onto the bus and the CA students almost all went to sleep. But Drew was sitting across the aisle from me, and she had the sense that I had not had a very nice evening. So she moved over and sat and we chatted all the way home,” Mendenhall said. “I always remember that.”

During her inauguration as Harvard President five years ago, Faust invited three teachers from Concord to attend the ceremony, including Mendenhall. “I don’t think that many people think back to their teachers

from when they were young. It was a very impressive occasion,” Mendenhall said.



Faust and Hardy during the 90th.
Photo courtesy of www.concordacademy.org

Hardy added that the invitation that Faust extended to Mendenhall “told me that she, at her core, orients herself as a teacher and honors her teachers. That said volumes.” Hardy said that, before Faust delivered her speech at the 90th Celebration, he asked Faust what it was like to be back at CA. “She said, ‘Oh my gosh, it’s amazing. And it’s amazing to be having lunch with my English teacher.’”

After hearing her speech, Mendenhall praised Faust. “I thought that it was fabulous that she gave a speech about the school, rather than about the state of the world we are living in now, or a rehash

of her most recent speech,” Mendenhall said. “It was really great.”

Hardy agreed, and added that he thought that Faust demonstrated the way in which Mrs. Hall lastingly affected her students. “She was talking about the values that Elizabeth Hall had passed on and I thought, ‘You are embodying the values right here,’” Hardy said. “She is so down to earth. She is a genuine human being, and she puts on no airs. I thought she did a beautiful job of really fitting into the milieu on Friday.”

In reflecting on whether there were aspects of Mrs. Hall’s leadership that she tried to emulate, Faust’s words mirrored those of Hardy. “The focus on values, the lack of pretention or having airs, the down to earthness,” Faust said. “The sense [that] everyone should be a doer.”

After she delivered her speech, Faust reflected on advice that she would give to members of the CA community as they navigate their years at Concord and emerge into the world beyond. “There is something I tell seniors at Harvard every year which I describe as my parking space theory of life,” Faust said. “If there is something you really want to do, you should do it, and it’s like if you want to park your car somewhere. Don’t stop ten blocks away, or twenty blocks away, because you think you won’t find a parking space where you want to go. Go where you want to go. And then, if there is not a parking space, you can try plan B, or try plan C.”

Hardy said, “She is a remarkable writer and thinker, and an incredibly engaging person. It was a delight to hear her speak.”

Stormy and Snowy

by Andy Zou ’13

It’s the same every year: whenever a heavy snow blankets the Concord Academy campus, excitement descends on the student body. In the boarding houses, there is no greater excitement than hearing a House Parent declare at six a.m. that school is closed. Students may be looking for an extra day to catch up on work, or may be seeking what they feel is a well-deserved respite from classes and extracurriculars.

But when snow-days pile up, they pose a problem to administrators, teachers, and students alike. Athletes miss too many practices, teachers scramble to revise their syllabi, directors are forced to make up for lost rehearsal time, and clubs have to reschedule meetings and events. Despite the extra time to catch up, it often seems that after a few days of an unplanned break, students end up buried under piles of work anyway.

My freshman spring was notable for the extensive flooding of the Sudbury River, which runs behind CA’s campus. With a spirit of camaraderie and a sense of purpose, my housemates in Phelps helped evacuate basement dwellers affected by the rising waters to the upper floors. Electrical cords, lights, and decorative bulbs were moved, while boxes of belongings cluttered the stairwell. House-

mates shuffled back and forth, up and down to check on others, and not a single soul sat idle. Though school was not cancelled, there were warnings that school could close if the water flooded beyond the chapel and into the classrooms. The administration made the right decision to have classes, and the water stayed largely clear of the buildings.

In the final days of this past October, Hurricane Sandy closed school for two days. The first day was justified due to the unpredictable



CA blanketed with snow after a heavy storm.
Photo courtesy of www.google.com

wind conditions and roads that made commuting difficult or even impossible. What surprised me was Tuesday.

The evening before, my housemates and I were told we would most likely have school but, at six a.m. the next morning, a call woke me up. School had been cancelled again.

Wise school cancellations I support, but I am also keen to see the negatives of not having school. One negative arises in sports practices. As a committed cross-country runner, I found that returning to the normal practice routine after days of rest and no running took some work.

Still, in my experience, CA has prepared well for storms. As the winter sets in, I believe that CA will do what is right by balancing student needs and classroom demands on days when a storm sweeps the school.

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,
CA is so small that it seems as if everyone has a dating history. I feel that no matter who I try to ask out, that person has at least one angry ex waiting in the wings. How do I perfect my mating call without making enemies?
Sincerely,
Don Juan

Querido Don Juan,
This is a quandary that has puzzled many a CA student before you, so you aren’t alone. I mean, you *are* alone...but that’s okay! The only people who have been known to date successfully at CA without facing repercussions are those who stay under the radar. Maybe you should invest in a ski mask! That way you can rest assured that the past lovers of your current flame will remain in the dark as to your true identity.
Love,
Rhonda
P.S. I checked urbanoutfitters.com, and they have some really cute ski masks.

Dear Rhonda,
Okay, I know I’m a freshman and there are a lot of aspects of CA I don’t understand yet—but who the heck is Adam Stone? All the upperclassmen girls keep whining about how he’s not here this year. Did he graduate or something?
Thanks,
Confused Jock

Dear Confused,
Adam Stone? Wait, did you say something about Adam Stone coming back this year?! Oh, I see. Fine.
Adam Stone is not so much a person as an experience. But if you really want the facts, he is a CA grad who directed the winter Mainstage Production last year. And there was much rejoicing.
Seeing as it’s pretty difficult to put him into words, I’d suggest that you just Google him. Everybody else at this school already has.
Love,
Rhonda

Dear Rhonda,
CA is a crazy busy place. With classes, friends, sports, crushes, and homework, it feels as if I never even have time for sleep. How can I balance everything I have going on?
Love,
Sleepless in Concord

Dear Sleepless,
There is an adage well known here at CA that is commonly referred to as “The Rule of Threes.” The rule states that, as a teenager, the CA student will strive for three things:

1. Good grades
2. A social life
3. Sleep

Pick two.
Love,
Rhonda

Write for
The Centipede!

The Centipede

Concord Academy
166 Main Street, Concord, MA 01742

Executive Editor: Charlotte Weiner ’13

Managing Editor: Abby Brooke ’13

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Opinions Editor: Adetola Sylvan ’13

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Alex Zou ’13, and Andy Zou ’13.

Faculty Advisors: Paige Gould and Sandy Stott

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 holiday tradition are you looking forward to this year?

- Jack Anderson ’13:** Church on Christmas.

Chiara Bercu ’15: My mom hates traditions. We have none.

Zoe Campbell ’13: My dad reading *’Twas the Night Before Christmas* on Christmas Eve.
- Matt Goldberg ’14:** Watching the Titans lose.

Erin Lueck ’13: Watching Christmas movies.

Malin Segal ’14: Snuggling with Poorvu.

Advice from Beyond: Alumni Update

by Kathleen Melendy ’14

Sometimes I worry: what will happen after I graduate from Concord Academy? What if I attend the wrong college? What if no one remembers me, and I never accomplish anything particularly special? Luckily, a few of last year’s seniors have reported back that life continues beyond these light green walls, regardless of how tightly snuggled inside the CA bubble we may be. Abby Cosinuke ’12, Maya Finkelstein ’12, Stephen Lin ’12, Christiaan Pfeifer ’12, and Eitan Tye ’12 have since their graduations scattered around the country and started narrowing their passions. They have shared brief updates, words about what to expect in college, and advice for current CA seniors that extends to the Concord community as a whole.

Abby Cosinuke ’12: Colorado College ’16
What is the biggest difference between college and CA?
“There are so many more people, and it is so much bigger, and we talk about sex so much more in English classes.”
What are your favorite things about Colorado College?
“I wake up to a view of the mountains, I only have three hours of class and the people here

could not be nicer.”
What is one piece of advice you would give to a senior?
“Seriously, do not be cynical. CA is so awesome, and you will regret it if you have bad attitude your senior year.”

Maya Finkelstein ’12: Colby College ’16
What is something interesting you are doing now?
“[I participate in] Colby Cares About Kids, which is this really great program that pairs up college kids with kids from kindergarten through eighth-grade in the surrounding area in a mentor-mentee relationship.”
What do you miss most about CA?
“Apart from friends and teachers, the close relationships that CA kids develop with their advisors. Here, I really only meet with my advisor to go over course scheduling.”
What is one piece of advice you would give to a senior?
“Make sure that every school on your college list is someplace that you would enjoy going. If plans fall through for your first choice, you still want to be happy somewhere else.”

Stephen Lin ’12: Gettysburg College ’16
What is something interesting that you are a part of at college?

A Thankful Return

by June Sass ’16

Now that we have received our first snowfall and winter has announced itself, it is safe to say that the holidays are upon us here at Concord Academy. Over Thanksgiving break, I enjoyed a holiday that is about spending time with those whom I don’t normally get to see, and recognizing everything and everyone that I have. I know that many families do not have a very big Thanksgiving: some celebrate it with just their immediate

Because we students at CA devote so much of our time to studying and participating in sports or extracurricular activities, we almost never get a true break. Thanksgiving provides us with time to sit back, relax, and simply enjoy the company of the people around us.

And a break often provides perspective. I believe that every student at CA should be thankful for the supportive, welcoming environment that CA embodies. As a new student who has attended both public and private schools, I see CA as an amazing place.



A festive Thanksgiving cornucopia. Photo courtesy of www.google.com

relatives, and some do not even celebrate the holiday at all. But Thanksgiving in my family is always a wonderful event that I look forward to every fall.

Even though many families do not hold an extravagant celebration, we still get a week off from school for this holiday. Thanksgiving may appear to be a holiday where families gorge on indulgent foods and stay up late to get the best deals at department stores, but it is really much more than that. For me Thanksgiving is about taking a break, spending time with family that one may not get to see very often and appreciating and recognizing what we have in our lives.

Not only are the academic and art programs some of the highest quality in the state, but the students, faculty members, and other members of the community on campus are some of the kindest and most helpful people I have ever met. Acceptance is a key theme in the school’s atmosphere, making CA a welcoming place for almost anyone and everyone.

So whether you celebrated Thanksgiving with fifteen family members or did nothing at all, I hope that every student remembered to be thankful for the amazing environment that we have here at Concord Academy.

“I’m playing Latin percussion for the jazz band and I’ve got a radio show called ‘Blues to Greens.’”
How is Gettysburg different from CA?
“It is not as ethnically diverse, but we certainly have the whole political spectrum here.”
What is one piece of advice you would give to a senior?
“Cherish your last months together. College is amazing, but CA is equally unique and special. Also, don’t do anything stupid until after you graduate. Your time will come.”

Christiaan Pfeifer ’12: Sarah Lawrence College ’16
What is something special you are doing now that you’re in college?
“I was actually cast as the lead role in the Mainstage show ‘Not Retarded’, which was written by a student. It’s a dark comedy that surrounds the life of a 19-year-old boy with a sister who has a social disability, and how he deals with that in his life.”
What is your favorite thing about Sarah Lawrence?
“Since there are no requirements, we are free to explore what we are truly passionate about without the hindrance of a class that we don’t feel any connection to.”

What is one piece of advice you would give to a freshman?
“Make sure you take advantage of all the free time you have right now. I wish I had realized this before the wave of sophomore academic intensity.”

Eitan Tye ’12: Duke University ’16
What is something interesting you are doing?
“I’m managing the women’s lacrosse team, serving as the team videographer and traveling to games.”
What are your favorite things about being at college?
“I have gotten the chance to get an inside look at Division I athletics. Also, since most students only take four classes, I have had the opportunity to put more time into extracurricular activities and try things that I have never done before.”
What do you miss most about CA?
“I miss walking into school and knowing everybody, as well as having close relationships with my teachers. It’s weird to think that I will never get to know most of the 6,500 students here, and that some of my teachers, like in my two-hundred student Earth Science lecture, don’t even know my name or grade my tests.”

