

CA's Search for Financial Sustainability

by Dan Weiner '11

While the global economic crisis may be abating, its effect is still felt at Concord Academy. Consequently, last fall, the Board of Trustees asked Head of School, Rick Hardy, to lead a group of CA community members with the task of creating a "sustainable financial model for CA." This panel, named the Ad Hoc Resource and Program Sustainability Committee, is comprised of senior administrators, faculty, staff, and trustees. In evaluating the school's budgetary condition, Hardy states that the Committee "examined carefully every single expenditure that does not affect our core educational mission."

There are many factors that have contributed to CA's challenging fiscal situation. Due to the turmoil in the financial markets, the school's endowment, valued in 2008 at approximately \$50 million, declined. Fortunately, due to what Hardy calls CA's "skilled management and a terrific investment committee," the endowment has recovered significantly. The draw from this fund contributes substantially towards the school's revenue, constituting approximately 10% of it during the 2008-2009 academic year.

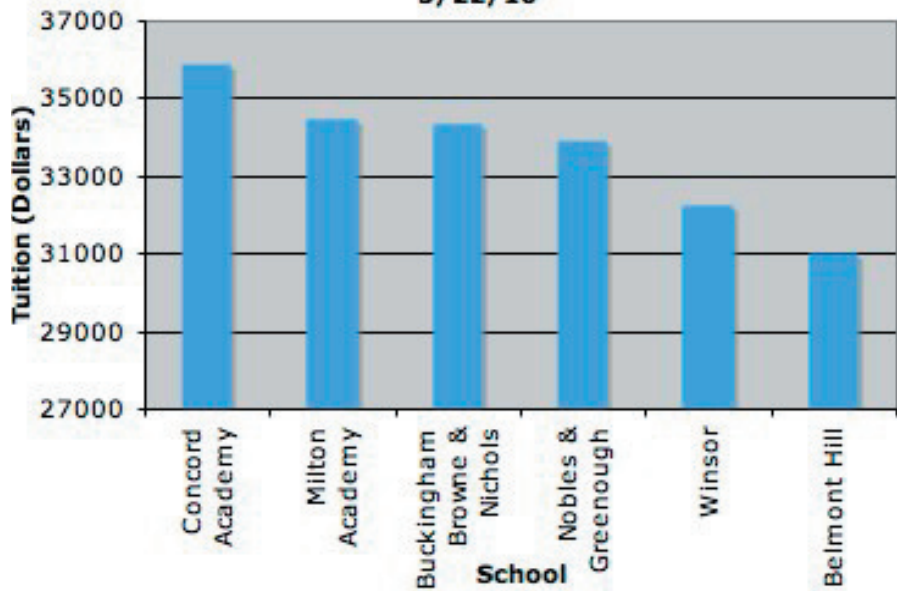
As part of its work on the 2010-2011 budget, the Committee recommended a tuition increase of 4% next year; Hardy says this is a "moderated" increase. Indeed, CA's tuition has seen increases greater than this level quite frequently over the past few years. CA's tuition is higher than many of its peer schools in the Boston area, a fact indicative of the institution's reliance on this source of revenue due to the small size of its endowment. However, Hardy states that "by no means do I think we are overcharging; I think the excellence of the experience at CA speaks for itself."

One of the resolutions of the Committee is to maintain the level of financial aid at CA. Hardy says that in an effort to "ensure that we continue to enroll the best students for CA," the school will continue to provide financial aid to 25% of the student body. He believes that this figure is "certainly competitive" with CA's peer schools. Indeed, CA's level of financial aid is virtually equal to the average of that at comparable institutions in the National Association of Independent Schools. Additionally, while a larger student body would certainly increase tuition revenue, the Committee de-

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Day Student Tuition of CA and Select Peer Schools, 2009-2010

Source: As reported on each school's website on 3/22/10



Endowments of CA and Select Peer Schools

Source: As reported on each school's website on 3/22/10. Belmont Hill data from www.prepreview.com

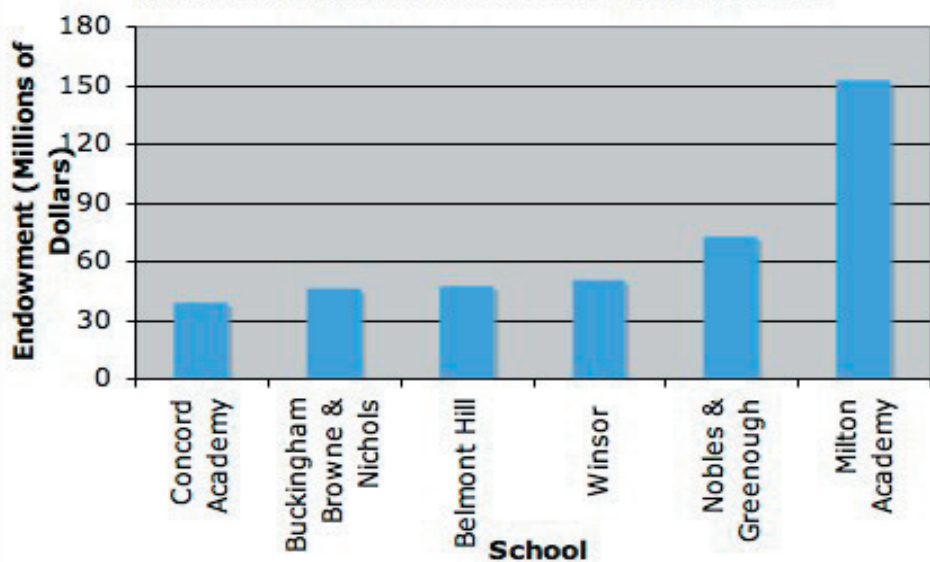


Photo courtesy of Dan Sanford

Lacrosse: CA's Black Sheep

by Scott Berkley '12 and Walker Nordin '10

"Really, lacrosse never wasn't a club sport," Jaspar Abu-Jaber '11 says in a tone of comic derision usually reserved for comments about Stu-Fac food or MTV. As a smile spreads across his face, those around him chuckle and laugh. It's one of the first days of spring, and I'm standing outside of the ASL, watching as people slowly file to sports. Though ironic that they are not at sports themselves, many of the gathered students have something to say about CA's most recently demoted lacrosse team. With fewer members this year than in previous, the squad is drawing criticism and controversy. Many teams at the Academy draw ridicule at one time or another for reasons of unathleticism, but as Danny Kliger '11 points out, "Most teams win more games in a week than [lacrosse] does in a year."

As a sport, lacrosse is an enigma. More or less confined to New England, enthusiasts seem to be more dedicated to lacrosse than is typical of most sports. Most players spend significant time maintaining their sticks and play often outside of practice. What's more, teammates tend to be tight-knit, often referring to each other and other adherents to the sport as "bro" or some variation, such as "broseph" or "brohemian." Indeed, Alex Walters '11, a member of CA's team, refers to lacrosse as "just a couple of bros hanging out."

In the public eye, these stereotypes are compounded by viral internet videos such as a popular series of clips entitled "Ultimate Lax Bro." Following the exploits of a boarding-school student known as Brantford Winstonworth, the videos chronicle Winstonworth's attempt to fit in and get into college. While he is a mediocre lacrosse player, Winstonworth takes great pride in his dress, set in a style known colloquially as "lax bro" – boat shoes, khaki shorts, and lacrosse pinnies.

With the exception of the pinny, Bobby Philps '11 is attired in just this way

when I meet him on his way to practice the next day. Alongside him is Walters, also very proud of his outfit; both insist that I describe their attire. Besides his clothing, Philps is also very excited about the team this year, describing it as "awesome."

But outside of the bubble of athletic vigor in which Walters, Philps and their teammates move, some harbor resentment towards the sport. "I know nothing about the team," says Andrew Zarins '11, who is also wearing boat shoes but has paired these with a v-neck sweater and pair of tight khaki pants, "but I would not go to a game." And Daniel Coppersmith '11, a member of CA's thirty-one-member Ultimate Frisbee squad, notes with calculated criticism that "the players sometimes open themselves to mockery with their attitude." Indeed, the attitude and appearance cultivated by team members such as Philps and Walters seems out of place at a school with no hockey or football team. In similar cultural contrast, Peter James '12 quotes Ultimate Lax Bro to describe himself: "I am clearly a product of the New England prep-school world and hotbed lacrosse areas as a whole."

It should be noted, however, that most of the criticism received by the lacrosse team remains unquestioned and unchecked by the school community. It is indeed strange that, at a school that prides itself on acceptance, such a common trend of discrimination could exist. Stranger still is the apparent lack of any effort made by faculty or other students to discourage this behavior. Indeed, some faculty members seem to enjoy participating, posting clearly targeted messages on CABBS conferences.

In the end, it is a shame that the members of CA's lacrosse team must endure the ridicule of a school community that prides itself on embracing diversity. One might think that such a school would embrace the difference in apparel, culture, and athletic pursuit offered by the members of the lacrosse team, but the reality is disappointingly different.

Inside This Issue...



Martha Speaks, Again: Thoughts on Cushing Academy's Library

by Martha Kennedy

On the first Monday of spring break, I visited Elizabeth Vezina, my colleague at Cushing Academy. Back in November, I wrote an opinion piece on Cushing's plan for a library without books. Following a personal tour and morning of observation, I came away with an altered perspective of the newly transformed Fisher-Watkins Library. You may recall that Cushing is the place where the bound book is viewed as an extinct species. Their approach to a twenty-first century library may at first appear hasty, yet the school is boldly moving toward a new vision.

To recap, Headmaster James Tracy announced last May that Cushing Academy would re-configure its library by removing the bound book collection and make way for a digital future. Over the summer, library staff weeded the book collection of 20,000 volumes to approximately 10,000. The vast majority of the book stacks were removed to accommodate nearly \$500,000 in renovations, new furnishings, and technology.

Cushing's Library space is open concept, meaning one large space without dividing walls or partitions. It lies below the main school building and forms a bi-leveled crescent. As you descend the stairs to the first level, you are greeted by three large ceiling-mounted video monitors. The monitors are always on - the first is dedicated to CNN broadcasts, the second covers school events as they are happening (Assembly was in process while I was visiting), and the third broadcasts whatever the library staff wishes to provide. Despite halving the bound book collection, Cushing has retained its non-fiction in just four free standing stacks on the upper level while four steps down in the lower lever readers can find adult and young adult fiction, DVDs, magazines and a children's reading area for campus families. The plan is to remove nearly all of the bound books as access to digital editions grows; donated books, however, will be kept.

Each end of the upper level houses a Smart Board classroom. One classroom has desk seating for 18, the other has 15 upholstered chairs with built in worktables. In the middle of all this are 11 computer workstations that supplement wireless laptop access, and 12 study tables provide seating for 44 students. Slick glass dividers were recently added to the study tables to cut down on noise and to allow for some privacy in the

open space. The former computer classroom serves as the new Faculty Room - complete with a copier and mailboxes. The biggest change is the transformation of the former Circulation Desk into a café. Cushing's food service runs the snack counter seven hours per day, and the booth and counter spaces remain open for students to use during all library hours. A new Circulation Desk allows Library Assistants to work out in the open space with one or two being available to patrons during the school day.

Tom Corbett, the library's new Executive Director, and Liz Vezina, Library Director, share a large office and both are full-time employees with Master of Library Science degrees. Corbett, a veteran technical services and IT librarian, was hired to oversee the technological changes. His first major

"The plan is to remove nearly all of the bound books as access to digital editions grows."

project is working with open source software to develop a library catalog for the digital collection and to create new library web pages. Links to department web pages will be incorporated to customize resources to each academic discipline. Over the summer, Vezina researched the collection development of e-based and digital resources. She more than doubled the number of electronic resources and databases now available to the Cushing community. Corbett is hoping to work with library vendors such as Baker & Taylor to allow for a more selective e-book service that is more responsive to the needs of individual library collections.

Students are responding well to the changes, and staff admit that much of the bound book collection did not circulate. Seventy Kindles and 100 new e-readers provide students with access to the latest fiction and non-fiction titles. This collection is being built on demand by patrons. Despite the increase in e-book availability, bound books continue to be used as classroom texts. One English teacher used e-readers for units on Shakespeare and Chaucer; many traditional textbooks, however, are restricted by copyright, and their publishers are unwilling to give up well established profits on printed texts.

Noise is an issue when the space is at half to full capacity and study hall is limited to 60, so students must sign up in advance to secure a space each evening. The café space is sought after by the love birds on campus and is an area the library staff must supervise during the evenings. I'll continue to keep an eye on developments at Cushing in the months ahead; I confess that my complimentary coffee from the café was hot, full bodied, and priced just below market rate.



Cushing Academy's New Library
Photo courtesy of Boston.com.

Day of Rest?

by Ryan Hussey '13

A new afternoon study hall on Sundays has been added in addition to the usual Sunday evening study hall. The study hall is designed to help boarding students that procrastinate get their work done on the weekend. This option has been added because house faculty felt that, "some students may benefit from additional structure over the weekend to focus on academics", said Annie Bailey, Director of Residential Life. Now, advisors can request that their advisees attend this study hall from 1:00 to 3:00 pm on Sunday afternoons if they feel that these students would benefit from this extra work time. The students requested to attend by their advisor must check in with their house parent and study in their room throughout this period.

Bailey added that the study hall was not restricted to those whose advisors recommended it. "Others may choose to be a part of it if they wish," she explained.

Students had mixed feelings about the new study hall. Some students and teachers feel that the added structure is a good idea and that it will produce its intended effects. Xiomara Contreras '13 said that while it might be annoying for those who have to do it, it will most likely help to bring their grades up in the end by making procrastina-

tion much harder. She added, "some people just need adults to tell them to do their homework, especially boarders." Sarah Eberth '13 also felt that the study hall would help students focus and get more work done so that students they aren't "loaded with work" during the regular evening study hall.

Laura Twitchell, a French and English teacher, agreed. From a student's point of view, she said that it would be helpful for some students to get away from "constant opportunities to socialize" and to have some extra designated work time. From a teacher's point of view, she said, "it's one more tool I have to help my students to be successful in my classes."

Kate McClement '13 sees potential downsides to the new study hall. She felt that while this could help some who have trouble concentrating on the weekends, it is actually a "flawed system," because the effectiveness of this study hall really depends on the person. "Some would take advantage of the time and others would just sit there for two hours and procrastinate," she believes. McClement thought that this could help some people, but for others it really just would not make a difference at all.

This new Sunday study hall seems like a good idea to many people, but it all seems to depend on how students make use of this extra work time.

Neuroscience Seminar: A Class to Pick Your Brain

by Michael Ruscak '11

This spring semester, several seniors met for two hours a week for seven weeks to learn about the wonders of the human brain. Dr. David Gleason, a counselor in Concord Academy's counseling office, co-teaches the class with neurosurgeon Dr. Peter Dempsey.

The course had "two themes running parallel to each other," explained Thomas Rafferty, class of '10. The class explored both neuroanatomy, also known as the brain's "hardware," along with neuropsychology, or "software."

Dr. Gleason handled the "software" topics of the course such as "depression or ADD," while Dr. Dempsey explored the "hardware," such as "nerves and neurons."

Mike Pappas '10 explained that what they learned about hardware "usually led to software, or our behavior due to a physical aspect." Rafferty found two classes especially interesting, one in which they dissected two human brains, and another when a victim of multiple sclerosis came in and spoke about her experiences. For the dissection, one brain was cut hemispherical-wise (horizontally), and the other was cut cranially (vertical, lengthwise). Pappas and Rafferty agreed that they most enjoyed seeing first hand the mechanisms, such as the "cerebellum and white

and gray matters," responsible for the cognitive, emotional, and behavioral processes that Dr. Gleason had talked about. "The folds that we all see in the diagrams of a brain are fairly regular from person to person," mentioned Pappas, allowing them to discuss the functions of each specific portion and fold.

In another class, students personally saw some of the "software" that they had learned about when a visitor with Multiple Sclerosis came and talked to the class. Multiple Sclerosis is a disease in which the sheaths protecting the nerves are damaged, resulting in a broad spectrum of symptoms.

Rafferty was especially captivated by the visitor's unique encounters with the disease. Although she showed few signs of disability, she talked about her trying experiences and difficulties, including her "brief flashes of intense pain and fainting."

The general response to the class was very positive. Reflecting on what he had learned, Pappas summed up the process of the brain's function: "the brain is made of neurons, which talk to each other by sending chemical messages down an axon, which has a synapse at the end that fires the message to another neuron." Although the limited time of the course allowed for only an "overview" of the extensive world of neuroscience, students nonetheless found it informative.

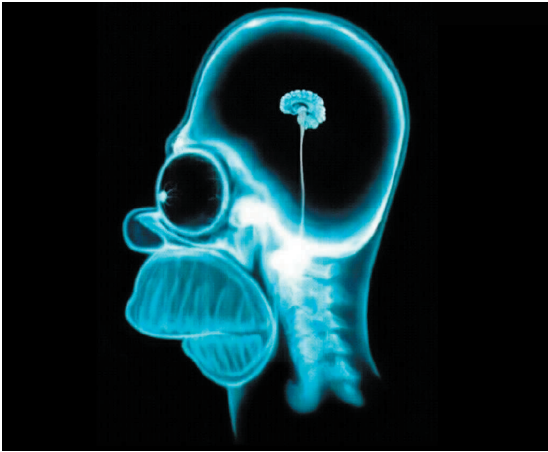


Photo courtesy of Google Images

Please Recycle the Centipede!



Chatting with Betty

by Kate Nussenbaum '11

On a typical school day, students flit in and out of the bookstore—to coordinate student sales, stock up on supplies, or grab a snack—but few students know what really goes on behind the scenes. The Centipede sat down with the person who keeps the bookstore running, Betty Knake, to find out more about what she does.

Centipede: What is a typical day like for you?

I never know. The only thing you can be sure of is some kids will come in and buy snacks. Some kids will come in and buy pens and pencils and require textbooks – that part of the job is consistent. But I never know who is going to come in and say my sister left this sweater here and I need to get it to her by tomorrow. So that's the kind of thing I'll do, I'll pack it up and get it shipped. I also do all the textbook ordering and all the supply ordering for the kids.

I do stuff for the finance office too, which is why sometimes I don't look up from my computer because I'm trying desperately to balance an account. It all has to do with the bookstore.

How do you choose what supplies to order and from whom?

I order all my pens and pencils from WB Mason and the reason is - it's very typical of how I work. Eddy Wright owned Wright Stationers and they sold out first to one company and then to WB Mason. And Eddy went with them. And Eddy's mother was the receptionist here for 19 years, so that's why we order our pens and pencils from WB Mason. It's because of Peggy, Eddy's mother. And working with people we know is great. When the US history teachers suddenly needed 110 binders they forgot to order, Eddy brought them himself. I can call him, I have his cell phone number, and we email too.



photo courtesy of Henry Kim '11

What's the best part of your job?

Dealing with the kids. I like teenagers, I enjoy listening to them. I do get exasperated with them, but I have always liked teenagers and I have always liked kids.

What's the worst part of your job?

Inventory. Have you ever thought about what it would be like to count all those pens and pencils behind you? We only have to do it once a year but it's a ghastly job. And we count textbooks three times a year.

What happens to students' money at the end of the year? At the end of their CA careers?

If you are an underclassmen, it just rolls into next year. Seniors get their money back. If you manage to have money left in your account, make a deal with your parents that you get it to spend in college since you managed to save it. The whole point behind the debit card was to teach kids how to make their money last. I don't let kids buy three sweatshirts or a dozen pens. Money is a big piece of teaching about life. Too many kids get in trouble in college with credit cards.

Do you ever listen to music in the bookstore?

I used to listen to music. I had a radio in here. Somehow or other the classical music station that I used to listen to changed and I can't get it down here anymore. The computer uses too much bandwidth so I don't use it. Parkman Howe always told me it felt good to walk in here and hear music. He also wanted me to sell lattes and put little tables with umbrellas outside.

Although it will not be turning into Starbuck's any time soon, the Bookstore remains integral to the every day functions of Concord Academy. So the next time you need a new binder or a snack, make sure to stop by and say hello to Betty. Maybe if you're lucky she will let you help her count the pencils!



School Spirit?

by Kate Nussenbaum '11

"Do you see school spirit outside of sporting events?" I ask and Annie Arnzen '10 immediately responds, "Have you been to Quizbowl?" I think back to that January assembly, the PAC filled with screaming students and faculty as each of their respective teams passionately fight in the trivia battle. Seniors hold signs and whoop at correct answers, faculty loudly object when one of their team's answers is deemed incorrect. It's hard to imagine a football game at another school bringing out more enthusiasm and excitement than this.

Defining school spirit is no easy task, especially without a football team, cheerleaders or pep rallies. But most students agree that a unique school spirit nonetheless fills the campus and shows itself throughout different facets of the school.

Vice Student Head of School Kendall Tucker '10 explains that while students do get excited about sporting events, school spirit is more "about academics and friends and relationships with teachers. That's what kids get excited about."

Dean of Students David Rost defines CA school spirit simply as "support for one another." He also talks about the importance of humor, naming ring and mug begs as opportunities for students to celebrate the school with one another. "At the assembly with Hilary Price and during the ring beg with 'the least interesting man,' people were laughing together and there was a shared spirit."

In February, Student Council tried to promote more of that shared spirit with a "Chameleon relay," an event that, according to Tucker was meant to "give kids a moment of relaxation and good, old-fashioned fun." The relay, which took place during a Thursday assembly period, was a competition between the grades where one to two students completed a specific task before passing the baton on to the next members of the team. The tasks ranged from flying

paper airplanes to reciting Shakespeare, and ultimately, the seniors emerged victorious. "I think it was a lot of fun," Tucker reflects, adding, "There definitely needs to be improvements if we're going to continue the tradition next year. I think the activities need to be closer together so that kids can really cheer each other on and get hyped about their grade." Olivia Pimm doesn't think the relay promoted school pride, "But it did," she says, "promote pride within grades."

Although CA spirit often manifests itself in untraditional ways, athletics play a part in bringing people together too. Rost explains, "Sports have always been a venue, by the very nature of cheering, for spirit. You feel attachment and commitment to a team and you support one another. That's spirit."

Director of Athletics Carole Anne Beach agrees. "Athletics foster school spirit in a number of ways. There's the traditional way that people think of like coming to and supporting games and the promotion of spirit and loyalty within teams." She adds, "There's also the untraditional ways, like the friendly and informal interaction between students and faculty in the fitness center."

A sports team's record does not seem to contribute to the number of students who are excited about supporting a team. She explains that while there are fluxuations in numbers of fans, the number of wins a team has does not determine how many people come to cheer them on. "If teams are competing hard, and if they show that they want fans there, I think that fosters a lot of school spirit."

Olivia Pimm '10 adds that, "People rally around individual performances which is fun. And we have plenty of teams that do well. Although students are sometimes reluctant to attend games, when they do, they genuinely have a good time." Annie Arnzen says "The main problem is that people at CA are so busy."

Busy or not, absorbing the quirky, supportive, and at times, traditional school spirit of CA seems inevitable.

Admission Stats: Decreasing Applications

by Adam Pfander '12

Over the March break, the Concord Academy Admission's Office mailed acceptance letters to admitted applicants. These prospective students represent the best of a much larger group of roughly seven hundred applicants. However, that number has declined from last year by roughly seven percent.

The reasons for the falling numbers are very complex, but the Admissions Office recognizes the economic collapse as the largest contributing factor. Associate Director of Admissions Marie Myers believes that it took up until now for the economic fallout



to reach applying families. She says, "Last year's numbers were up just a little bit. But the effects of the economic downturn are just now showing up this year." With money tight, fewer families are considering the private school option. Although CA does offer a financial aid program, its benefits can only go so far.

In addition to the economy, changing demographics contributed to the lower number of applicants. According to the Massachusetts census, the number of students in late middle school has gone down noticeably. The Admissions Office firmly believes that this fact cannot be dis-

regarded in accounting for the low numbers.

Although the Admissions Office received fewer applications, a higher percentage of applicants will not be accepted. In fact, acceptances need to be kept low in order to preserve CA's ideal size. There was a larger pool of applicants last year, and more students chose to accept their offers of admission than expected. "We had a very large incoming freshmen class," notes Myers; "if we're looking for the same or fewer students, we need fewer in the new class."

This desire for smaller numbers will also affect students outside the class of 2014. The number of new sophomores entering the class of 2013 will be significantly smaller. The Admissions Committee is looking for roughly ten new sophomores, rather than their typical seventeen to twenty.

The loss in applicants is not an event confined to Concord Academy. The Admissions Office has been in contact with many other popular private schools across the east coast, and all are reporting similar figures: applications are down five to seven percent from last year. Although the situation is not ideal, there is no cause for panic. The caliber of school is not affected by the loss of applications.

The Admission's Office has reported that although fewer students applied to CA this year, the same number visited. More than 680 families visited CA's campus, none of whom showed any lack of enthusiasm for the school. As Myers explained, "we have not seen anyone less excited about what Concord Academy has to offer. We're happy about that."

CA Helps Haiti

by Julia Levinson '12

On January 12th, the most devastating earthquake in over two centuries hit Haiti. As the poorest country in the Western Hemisphere, with eight million people living under the poverty line, Haiti was defenseless when faced with a tragedy of this degree. When the Concord Academy Service Activists (CASA) met the day after the quake, they knew that CA had to help the Haitians, and so the question arose of how to best make a difference. Should we send supplies? If we raise money, to whom should it go? These questions as well as many others were contemplated in the post-earthquake CASA meetings.

Eventually, CASA agreed that raising money would be most useful. The group decided to donate to Partners In Health, a non-governmental healthcare provider in Haiti, and Doctors Without Borders, a humanitarian organization providing access to healthcare in the areas that need it most. Next, CASA devised a

plan for gathering donations. For a few weeks, CASA set up a table at lunch to collect small donations from students. Receptacles were also placed at various locations on our campus into which people were able to throw change. In addition to these donations, CASA had many large-scale bake sales. On Martin Luther King Day, a huge bake sale was held with delicious treats made by students, faculty, and staff. The goodies spread across four entire tables, and most were sold and eaten within a few hours. On that day, over \$1,200 dollars was raised to benefit Haiti.

By January 14th, CASA had raised over \$5,600, enough money to bring some relief to Haiti. Although CASA organized the efforts, the overwhelming support of other groups on campus and students themselves caused the contributions to steadily increase. The International Students Organization (ISO) and the freshman class held various food sales in which all of the proceeds went to supporting Haiti. In addition, a single anonymous donor gave \$1,000.

Even now, a few months after the disaster, CA has not stopped contributing to this cause. In late February, Concord Cabaret donated all of their proceeds from ticket sales at their annual show to Haiti relief. On March 26th, the Annual Student-Faculty basketball game chose to give the proceeds to Partners in Health. On that same night, Poetry Club had a reading entitled 'Change for Haiti,' where the audience and readers emptied their pockets to benefit Haitian relief. Over these last couple of months, the entire CA community has worked together to try to make a difference in Haiti. As Corie Walsh '12 said, "I was so happy to see all the great participation from CA kids; even people who weren't involved with CASA were baking and helping sell."

With a death toll reaching 300,000 people and an estimated cost by the Inter-American Development Bank of around ten billion

dollars, Concord Academy is definitely not finished with its contributions to Haiti. Esme Valette '12 traveled to Haiti the summer before the disaster and said, "Before I went to Haiti, everyone warned me that I was go-

ing to be shocked and disturbed by the dire poverty. I thought I was completely prepared for all that I would see, but my experience in Haiti was one of the most shocking experiences of my life. I saw whole families living in mud houses the size of my bathroom. I think what was the most upsetting was seeing young children walking on the road in ripped-up filthy clothing on school days." If this was what Haiti was like before the earthquake, one can only imagine how ravaged the country is now after such a catastrophe.

Haiti is still attempting to recover from the unexpected disaster that destroyed their nation. Though several months have past since the terrible event, CA has not forgotten the plight of Haiti. In fact, on April 29th, a Food Banquet held by CASA will be featuring a speaker who has traveled to Haiti and experienced the devastation. Hopefully with the continuation of bake sales, events, and the generosity of students, faculty, and staff at CA, we can continue to help bring relief to Haiti.



Photo courtesy of Google Images.

YSOP Re-Cap

by Tessa Mellin '12

On Friday March 26th at 11:40 am, fourteen students waited anxiously at Al-oian Circle for the three vans that would take them to New York. These students, accompanied by Concord Academic Service Activists (CASA) faculty advisors, Elizabeth Bedell and Tonhu Hoang, as well as ceramics teacher, Ben Eberle, would spend Friday night and Saturday in New York City for the Youth Service Opportunities Project (YSOP) trip.

YSOP is a non-profit organization that operates in New York City and Washington D.C. It was founded in 1983 by Quakers with the goal of providing students of all ages with the opportunity to get involved in service that gives back to their community by working directly with the homeless and the hungry. The program is designed to show students how even the smallest of actions can truly help to better the lives of others.

Upon arriving at the Quaker house in which they would be spending the night, the students were immediately set to work preparing the meal for the dinner party they would be organizing that evening. The YSOP base in NYC differs from many other soup kitchens in how they choose to serve their meals. Rather than simply serving the guests a free meal, YSOP creates a welcoming environment that emulates a dinner party atmosphere. After preparing the meal, students left the kitchen to greet the eager guests. The room was bursting with chatter and laughter as the students spent the night playing board games and cards with those who were attending the dinner while simultaneously learning about them and their individual stories. The dinner provided the unique opportunity for students to interact one-on-one and truly get to know those who attended as real people. The night concluded with a speaker, Will, who explained to the student group how he had become homeless and where he was today. His story, in which he recounted his battles with addiction as well as the obstacles he was forced to overcome in the notorious men's shelters of New York City, gave even greater insight into what it really meant to be homeless.

The group awoke early the next morning to begin another day of service. Students were divided into three groups, each of which went to a different soup kitchen in New York. One group traveled to Chips, a soup kitchen and women's shelter in Brooklyn. Chips was founded in 1972 in order to help the homeless and the hungry by providing them



Photo courtesy of Google Images.

with warm, nutritious meals; it also gave women and children with a place to stay. Furthermore, Chips distributes clothing and groceries to those in need. At Chips, students helped prepare and serve a hot meal to nearly forty guests.

Another group volunteered at what is locally known as the Meatloaf Kitchen. The Meatloaf Kitchen, founded in 1982, serves meatloaf prepared from a recipe that has been perfected over the last twenty-eight years every Saturday morning to anyone who arrives at its open doors. Here, the student group helped prepare and serve the meal as well as hand out pantry items at the front door. Some students were confused by the system of volunteers eating in front of the guests before they were served. The two leaders of YSOP explained that this was done in an effort to show the guests that the food they had prepared was worthy of being eaten, so much so that the volunteers and those who prepared it would be happy to eat it themselves.

The third group of students went to St. Joseph's Soup Kitchen. St. Joseph's has been providing hot meals for the homeless and hungry every Saturday for nearly 20 years. In the soup kitchen, students helped to clean and set up the room so it was able to accommodate the 300 or so guests who came for a meal. The students then helped to prepare and serve the meal as well as clean up after the guests had left. In total, 410 meals were served.

After a brief reflection about the day's events, the students were sent on their way after serving over 900 homeless and hungry people in New York City. The students returned to CA late on Saturday night having made some unexpected new friends as well as with a new understanding of what it really means to be living without a home.

Independent School Health Check

by Kathleen Cachel '12

On January 4, 2010, Concord Academy parents had a meeting to discuss the results of the Independent School Health Check, administered last April. The ISHC is a survey taken by all CA students; it polls them in areas such as attitude and motivation, school pressure, parental supervision, social and emotional connections, substance abuse, sleep, sexuality, and diet. Led by Jeff Desjarlais and David Rost, the meeting was held in a jeopardy-style manner reminiscent of a Community & Equity activity, with the topics focused on behavior of CA students as regarded by CA parents.

To encourage participation, parents were led through a vote-discuss-vote format. They were presented with a topic, such as "what percentage of students answered that their parents monitor their Internet use?" Then, utilizing clickers, the parents chose from five possible percentages. Following

the first poll they were urged to discuss the question with one another and then vote a second time. Subsequently, the answer was revealed and the result was further evaluated.

According to David Rost, Dean of Students, the trend among the parents was to underestimate the percentage the first time they voted and then to overestimate on the second vote. This pattern theoretically stemmed from the fact that parents were likely to understate the issue. However, once they convened as a group and shared thoughts, they jumped to the opposite side, fearing the worst. In the end, most of the percentages were in the middle ground.

The topics that were presented at the gathering were areas where parents are considered to have a direct influence, such as what percentage of parents allow their child to drink at home (38%), or what percentage of students report that their parents call to find out if parties have adult supervision (58% of

day and 61% of boarding parents).

After they were presented the correct answer, some parents became defensive. There were remarks such as, "I can understand a little now and then," or "But what about a small glass of champagne on New Year's Eve?" Meeting leaders addressed these comments with explanations of matters such as the Social Host Liability Law.

The objective of the gathering was not to reprimand parents but to educate and to give them the tools to approach such subjects with their children. A common problem is that many of these topics can be uncomfortable or hard to discuss for parents and children. The idea was that parents could present their children with a statistic and ask for their response, rather than having to ask their child point-blank whether or not he or she participates in a certain activity.

David Rost said, "We gave parents a way to talk about these subjects without putting their child in a defensive position.

Because in a straightforward question the child might lie to protect the relationship with the parent."

One statistic shared with parents from the book "Nurture Shock" was that 96% of teens reported lying to their parents, and that the most common justification was that they didn't want to disappoint their parent or jeopardize the relationship.

Honesty is a big issue in the survey. Many questions inquire about students' honesty with both their peers and parents. However, the results are occasionally dismissed as misleading because students are believed to be untruthful.

One theory is since the survey is anonymous, some students may choose to either inflate or to deflate the truth. Students often wonder as to how many of the responses are actually truthful answers. Even with criticism regarding the validity of the survey, the ISHC is deemed a reliable source and will continue to be used.

Three Sisters

by Kevin Cho '12

Among the many courses offered at CA, Directors' Seminar is a truly unique one. A year-long course, Directors' Seminar allows students to further pursue their passion in theater through reading and discussing various theater theories and culminating the process by directing a full-scale production. Last semester, Andrew Murray '11 directed the musical Jesus Christ Super Star Wars, a new work based on the music of the classic musical Jesus Christ Superstar and the story of the movie series Star Wars. This semester, Daphne Kim '10 is directing Russian playwright Anton Chekhov's 1901 classic, Three Sisters.

Set in a rural Russian town at the turn of the twentieth century, Three Sisters follows several years in the lives of the three Prozorov sisters and their brother Andrei. Kim summarizes the play as "Chekhov's sometimes tragic, sometimes hilarious, and overall bittersweet look on life continuing despite its pains." Kim says that

seeing the CA production of another one of Chekhov's plays, The Seagull, directed by David R. Gammons during her freshman year, ultimately inspired not only her choice to direct Three Sisters but her passion for theater in general. "I fell in love with the playwright and read everything that he wrote; among his many plays, I chose Three Sisters because it had the best roles for high school actors," Kim explains. Kim also pointed out themes of the play that the audience should watch out for: loneliness, boredom, unrequited love, and how the characters are affected by these things. Kim says, "Chekhov's plays are about characters more than anything else so the audience should watch out for how their emotions affect the choices they make."

The process has been demanding, but also very rewarding for Kim. She praises the hard work of her cast, saying "all the actors have come a long way since the beginning of the process, and I discover something new and exciting in every rehearsal." Working with a distinctive space – the SHAC Atrium – also has been an interesting challenge. Kim

says that she has enjoyed the opportunity to use some aspects of the SHAC's architecture, like the different levels, stairs, the kitchen and the squash courts, in her production. "The play is set in the Prozorov family's house, so the SHAC's different rooms and levels are perfect to portray that. When I was first told that I couldn't direct in the PAC, I was upset and didn't know what to do. But now I can't imagine how I could have directed this anywhere else than the SHAC!" She admits, however, that working on such a masterpiece has its difficulties. "It is challenging, because the text is difficult and a big cast makes it harder to schedule rehearsals – everyone does so many things." Overall, though, the process has continued smoothly, going above and beyond Kim's expectations. "The play is going really well, and everyone is dedicated and

motivated," Kim says. Even though she cut a lot of text before starting rehearsal in order to shorten the play, she says that the talent of her

cast convinced her to put the cuts back. "I put back an entire character and a couple of scenes – everyone was so good, and they deserved to speak as many lines as possible," she says.

Aside from the acting, there are other exciting things to look out for in this production of Three Sisters. Kim is excited about the costumes and furniture, featuring some borrowed from the Concord Players and the American Repertory Theatre (A.R.T.) in Cambridge, which will help her play really come to life. Haley Han on violin and Lily Platt on guitar will also be making an appearance as street musicians. Three Sisters will be performed 7:00 PM on Thursday, April 8th (Open Dress), 7:30 PM on Friday, April 9th, and Saturday April 10th. Reservations are required for all three performances, and seating is limited, so Kim encourages everyone to make reservations as soon as possible, starting Monday April 5th, through her CABBS account or at lunch. The play will be long – between 120 and 150 minutes – but, Kim says, "It will be a worthwhile ride."



Three Sisters Rehearsal. Photo courtesy of Julia Hanlon '10

Music Program Strikes a New Chord

by Suah Lee '10

CA's Chamber Orchestra is not happening this spring semester. Instead, the former orchestra players will participate in Chamber Music Workshops directed by the ensemble in residence, the Walden Chamber Players.

The Chamber Music Workshop is an intensive program for intermediate and advanced musicians at CA. It explores a wide range of chamber music and prepares students to become professional players. Just like in the orchestra, students will be expected to challenge themselves and give multiple performances throughout the semester. If they are lucky, they may be able to perform with

the Walden Chamber Players in a public concert. The chamber workshops are offered for violin, viola, cello, bass, harp, piano, flute, oboe, clarinet, bassoon, and horn players.

"We learned that orchestra is not happening in spring semester before we signed up for orchestra last year," Haley Han '10 said. It was announced in the course catalogue for 2009-2010 that the orchestra would take place only in the fall semester.

"Actually, I am having a very good musical experience working in chamber groups," Han said. "Of course, I also had fun last semester in the orchestra, but it is a totally different experience in the chamber groups. I am having a great time learning

Students Earn Awards in Writing Contest

by Daphne Kim '10

At the 2010 Boston Globe Scholastic Art & Writing Contest, Concord Academy students David Do '10 and Haley Han '10 were recognized for their achievement in writing. They submitted some of what they had written for the CA course "Memoir & Autobiography" that they took their fall semester with Abby Laber. "I heard about the contest from someone outside of CA and asked Abby," Han said, further explained that Abby had encouraged her participation in the contest, so she submitted three of her favorite pieces. As a result, one of her submitted pieces got Silver Key and the other two got honorable mentions. Laber also encouraged Do to participate in the competition; he submitted one of his memoirs and won a Gold Key.

So what is this special course that enables students to produce such great pieces of writing? "Memoir & Autobiography" is a writing course offered to upperclassmen at CA. During the semester, students explore their own past experiences through creative writing and share and critique their writing with peers. "Memoir" was the first writing-based English course that Do took at CA, and he remembers it as a big departure

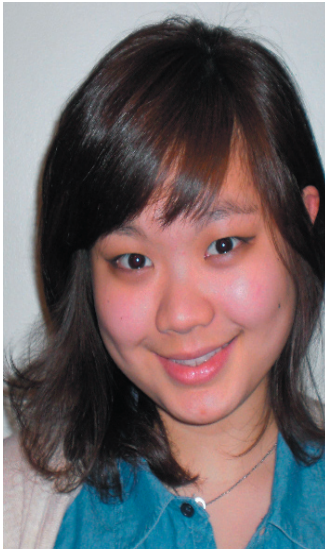


Photo courtesy of Elisabeth Beckwitt '11.

from his previous reading-based courses. "It was creating something instead of analyzing other people's work. That was a new experience for me." Han said that she loved how the course connected to, and sometimes even helped heal, her personal history: "the part I enjoyed most was tracing back my memories.... writing about my feelings and getting over some past experiences, being genuine about myself and my thoughts, the class was almost kind of like therapy. I would encourage more people to take it."

Han expressed hope that more students will participate in this competition, not just for the sake of winning awards but for the sake of participating and to further encourage their dedication to writing. Getting recognition, though, can't hurt – the major goal of the Boston Globe Scholastic Art & Writing Contest is to recognize and honor talented young students. "Many students get nominations for athletics, but not arts, and there are so many good writers and artists at CA," Han said, pointing out that writers and artists, just like athletes, deserve applause for special achievements. "CA is a bit against getting people involved in competitions, but I think that students can be encouraged through these experiences."

An excerpt from Han's winning piece...

When I was six or seven years old, growing up in traffic jammed Seoul City, my world was bounded by the bleached green metal fences that also marked the boundaries of our SSang-Yong apartment complex. Within those green fences lied the entirety of my yet undiscovered world; it was full of gray cement buildings that were as square as my LEGO blocks, several lonely trees that were artificially planted between the cement squares and well-paved asphalt roads that drew curves around the square land. The only parts of my world that added color to this bleached

green and gray façade were the three play grounds whose red, blue and yellow paints started to fall off by the time I was eight.

I was sitting outside up in the sky in our veranda that opened up our apartment facing the asphalt circle. As usual, my brother and his friends were roller skating inside the circular path, showing off different tricks. The sky was still gray and I was still wondering why sky in my picture books was always deep blue in the day and stark black with bright twinkling stars in the night. The sky, the real sky in my world was never like that; it was always ashen gray, and there hardly was any star at nighttime. Instead, I had glow-in-the-dark stars all over the ceiling in my bedroom.

to play in a smaller group while focusing on improving my skills," Han added.

Both Han and Marie Park '13, participants of the orchestra last semester, said the decision to have chamber groups instead of an orchestra originated from the orchestra's small size. "The participation level of this school's orchestra is quite low and the abilities of individual musicians vary," Park said. "The school might have thought it would be better to break them into smaller groups for the other semester so that people can

concentrate on improving their performing skills in greater detail with other students of a similar level," Park added. "The small size of the orchestra made it hard to balance the difficulty of the pieces we played last semester," Han said. "It would be much easier to balance that and to make sure that students have good musical experience in smaller chamber groups," she concluded. "Although I enjoy being in chamber groups, CA's music program in general defi-

"...it is a totally different experience in the chamber groups."

nately needs some improvements," Han continued. "There is no funding, no musicians – not enough to make a chamber orchestra." Park adds, "The chamber groups take up all the music rooms so people who have individual lessons scheduled during that block have to go elsewhere like the SHAC. I think the [music program] could get a bit more organized." On December 10, 2009, the CA Orchestra had its final performance of this academic year during assembly. Directed by Debra Thoresen, the orchestra played the first movement of Bach's Brandenburg Concerto No. 3, Gounod's Funeral March of a Marionette, Tchaikovsky's Preghiera from Suite No. 4 Mozartiana, and Rossini's L'Italiana in Algeri overture. The CA Chorus accompanied the orchestra on Mozart's Regina Coeli K. 276 under the direction of Keith Daniel. Due to the new structure of the program, unfortunately the CA community will have to wait another year to hear from our beloved orchestra.

Baseball
Captains Thomas Rafferty ‘10, Alex Ocampo ‘10, Drew Keegan ‘10, Alex Fernandez ‘11

As Howie would have said, last year was a rebuilding season, and we definitely rebuilt. This year the team welcomes several freshmen looking to play hard and develop their skills. The team relies heavily on sophomores, led by stud pitcher Tim Chamberlain, who have shown that age is nothing but a number. The veteran junior, Alex Fernandez, will hopefully aid the captains and team en route to some great victories. The senior leadership comes from captains Thomas Rafferty, Drew Keegan, and Alex Ocampo who will definitely share their love for the game, and, hopefully, put up good numbers this season. Although still young and in development, the team has potential for greatness. Concord Academy’s varsity baseball team, led by coaches Howie and Matt Bloom and Adam Simon, is looking forward to a winning record and a season of success.

Softball
Captain Tessa Steinart-Evoy ‘10

Although we lost many players from last year, softball has gained lots of new talent this season. With only two returnees from last year, the 2010 season is a fresh start for the softball program at CA. Even the newcomers who have not played softball before have significant talent and all show promise in the sport. After only five practices together, all our members have seen serious improvement. We look forward to the spring and getting outside for our games, all of which will be highly competitive. It looks like it is going to be a fun season full of improvement for the CA softball program.

Boys Tennis
Captain Josh Suneby ‘11

This season is bound to be a rebuilding year for the Boys Varsity Tennis team after loss of three senior players, former captains Jake Dockterman and Eric Edelstein, along with Elan Tye. Our returning studs include Daniel Weiner ‘11, Ryan Martin ‘11, Andrew Kelliher ‘12, and Josh Suneby ‘11. Despite having a young team, I have a feeling we will surprise ourselves with a strong season. There are fourteen new up-and-coming stars trying out for four available spots, so the rebuilding process appears promising. With hard work, lots of practice and

Spring Preview

Edited by Nick Phillips ‘11

coach Eric Meyer’s experienced guidance, CA will be a strong contender in the EIL.

Girls Tennis
Captain Aliza Rosen ‘10

Girls Varsity Tennis is looking forward to an exciting season this spring. Returning to the squad this year are Aliza Rosen ‘10, Katie Koppel ‘10, Sarah Wilker ‘11, and Carly Meyerson ‘12. Following the departure of four leading members of the team from last year’s graduating class, Girls Tennis is looking forward to adding new talent to the courts this year, particularly from the younger grades. So grab a racket and come out and support Girls Tennis in our many home matches this year!

Boys Lacrosse
Captains Dan Mansuri ‘11, Alex Walters ‘11, Bobby Philps ‘11

The boy’s lacrosse team is off to a fine start this season. Returning captain Daniel Mansuri and new captains Alex Walters and Bobby Philps provide leadership at both ends of the field, along with the help of head coach Dave Ghormley and assistant coach Ian MacPhail. The team worked hard the week before spring break to begin the season in top shape. After a few players quit in the second week, the team consists of six new players and seven returners. The new players continue to improve every day, and the returners are refining their skills. Our season will be dedicated to working as a team, and integrating all the new players into our team.

Girls Lacrosse
Captains Johanna Douglas ’10, Sam Tobey ‘10

The girls varsity lacrosse team is off to a great start this season. Co-captains Johanna Douglas and Sam Tobey, both seniors, are leading the team with the help of Head Coach Danielle Babcock and Assistant Coach Becky Boyd. The team benefitted from a preseason day during the last day of vacation and continues to improve daily during practice. Both returning varsity players

and new underclassmen players round out the squad. The returning players add depth and experience to the level of play. The players who have not played lacrosse before are quickly picking up the basics of catching and cradling. All of the players hope that the CA community will come out and cheer them on during their home games this spring.

Co-Ed Track
Captains Philip Gosnell ‘10, Dex Blumenthal ‘11

Now in its second season in CA history, the Club Track team has doubled in size. A pleasant surprise, the team is comprised mainly of underclassmen and non-cross country runners, all looking to explore the sport and the many events that it has to offer. The team also welcomes its only part-time member, Jaspar “deez kneez” Abu-Jaber, who tore his ACL last fall while attempting to breach national security for the fourth time. Leading the charge in the distance events are CA XC veterans Dex Blumenthal ‘11, Adam Pfander ‘12, and Arthur Whitehead ‘13, all of whom enjoyed an intense fall running season with a 2nd place EIL League finish, and all of whom remain brutal men. Favorites in the sprinting events are freshman Charlie “Imperialism” Colony, who has just emerged from a painful winter of conditioning with the CA wrestling team; junior high track star Jack “crack & track” Colton ‘13 who is looking good after an injured cross country season; and Jack “nice car” Moldave ‘11 who has never run...ever. Although this spring season is off to a wet start, with Emerson, the team’s home, bearing closer semblance to the marshlands of Vietnam’s Vung Tau Province than to an athletics field, the team looks strong and has already begun configuring a few different relay teams, as well as introducing the high jump, javelin, and hurdles events to the equation. Senior leadership is found in the deep wisdom of Jonathan Waldron (CA XC coach and 2008 EIL Coach of the Year), and Karina Johnson (CA Girl’s XC coach). Student leadership is incarnate in senior Philip Gosnell and junior Dex Blumenthal, both of whom share

3+ years of CA XC experience and both of whom can shoot lightning from their eyes on command. Both are looking forward to a great season with the newly expanded team. Club Track will participate in EIL and other division track meets unofficially, which members of last year’s team say is just as much fun as the real thing. In typical CA fashion, track team members seem to enjoy the sport more when those demons placing, winning, and losing are removed from the equation. Fiery phantom and CA XC member Alistair “the gingerdead man” Wilson, who chose to lax this season, is expected to make cameo appearances at most meets, competing in the 200 and 400 meter sprints. Catch them if you can. You probably can.

Co-Ed Ultimate Frisbee
Captains Andrew McCue ‘10, Will Watkinson ‘10

Ultimate Frisbee had a record 35 people sign up this year. Thanks to our numbers, there will be two teams with different, but overlapping coaches for the first time in the club’s history. With only four players returning from last year’s game-squad, the future of the program rests in the capable hands of the plethora of young, talented players that have joined us this year. We are looking at a strong season, and hope to play in two tournaments. Ultimate is an awesome sport, and this year’s team should be very exciting, so everyone should come watch our games.

Co-Ed Sailing
Captains Ben Weissman ‘10, Rebecca Colson ‘11

Club sailing has a larger team this year than in previous years, welcoming back seniors Ariel Bliss and Bronwyn Murray-Bozeman, Juniors Stephen Sarno and Andrew Dempsey, and Sophomores Maya Finkelstein, Ghage Lay, and Nate Lamkin. We also welcome three new faces: Max Samels ‘12, Sophie Nahrmann ‘13, and Alex Greenwald ‘13. The captains, as well as the coaches Beth Smith and Ben Eberle ‘99, are taking this week and next, before the Charles river opens for sailing, to work on racing technique and strategy in the classroom before going on the water. We hope to expand the skills of our team members to increase the number of sailors who are comfortable handling 420s, the smaller, faster boats in our fleet, as well as strengthening our expertise in the larger Mercury boats.

Lucia Millham: Blades of Glory

By Charlotte Weiner ‘13

While skaters from around the world came together for the Vancouver Olympics, Lucia Millham ’12 was skating competitively in Massachusetts.



Millham took her first skating lesson when she was three years old, tottering around the ice and clutching plastic milk crates for support. Millham’s introduction to ice skating twelve years ago grew into a passion to which she currently devotes 20 hours a week. She free-style figure skates five to six days a week at the Colonial Figure Skating Club in Boxborough, MA. During these practices, there are two or three 45-50 minute on-ice training sessions to practice different moves and routines, with an additional hour of off-ice conditioning. In addition to training, Millham participates in skating competitions from October to February. During both shows and competitions, she has worked on and perfected many challenging moves. She has recently been able to get her double Lutz “pretty consistent,” which is the most difficult double jump counted in competition. When Millham skates a long program, she completes, “three combination spins, an arrangement of six or seven jumps or two to three doubles in a row, and a footwork sequence.” Judges then rate the program based on, “each individual element, choreography, and more.” Millham’s ardor for figure skating has significantly affected her time at CA.

She has had to participate in athletics in school since her skating does not yield any sports credit. CA’s athletic requirements have forced her to miss time on the ice, and Millham states that the combination has been, “really tough because it takes a lot of time.” Although skating has definitely influenced her CA experience, she has worked hard to balance time devoted to skating, work, and other activities. In an effort to create time for skating, she took an independent season in the fall, operated the wrestling scoreboard in the winter, and is participating in Dance 1 this spring. The balance between skating and other activities underwent a drastic change when Millham came to CA from her public middle school. At her previous school, she says, “the school did not care about their students’ after school activities.” Although there may be a lot of pressure on Millham due to her numerous commitments, her time on the ice is rewarding. Her favorite memories of skating are the yearly benefits in which she participates. She enjoys these shows because, “they are not competitions, and they help great causes.” Millham’s devotion to figure skating demonstrates how commitment and passion for an activity can lead to excellence.

Upcoming Schedule

Wednesday, April 7

Boys Baseball vs. Postrmouth Abbey, 4:00
Boys Tennis vs. Portsmouth Abbey, 4:00
Girls Softball at Brimmer & May, 5:00

Friday, April 9

Boys Baseball vs. Chapel Hill, 3:30
Boys Lacrosse vs. Beaver, 3:30
Girls Lacrosse at Portsmouth Abbey, 4:30
Girls Tennis at Portsmouth Abbey, 4:30

Wednesday, April 14

Boys Baseball at Beaver, 4:00
Boys Lacrosse at Chapel Hill, 3:30
Girls Lacrosse at Lexington Christian, 3:30
Girls Softball at Chapel Hill, 4:00
Boys Tennis at Bancroft, 4:00
Girls Tennis vs. Southfield, 3:45
Ultimate Frisbee vs. Chapel Hill, 3:45

Thursday, April 15

Boys Baseball at Landmark, 4:30

Dance Company Performs in Eton

by Suah Lee ‘10

Gordie went north, and...Dance Company went to Eton—six dancers from CA Dance Company went off to England during spring break to collaborate on a live music dance performance with student musicians from Eton College in England. The performance brought attention from both England and home. The original piece, called Triptych, was conducted and composed by Eton student Ben Nuzzo and danced by CA students Suah Lee’10, Olivia Linville’11, Lily Lousada’10, Anna McCormick-Goodhart’12, Sarah New’11, Therese Ronco’11, and Steff Spies’12.

Eton College, often referred simply to as Eton, is one of the most prestigious all-boys schools in England. Established in 1440, the school is known for its long history, rigorous education, and strong drama and music programs. The dance and music exchange between Concord Academy and Eton College had been discussed for more than seven years, according to Richard Colton. After a long wait, with the help of Stephanie McCormick-Goodhart and Pat Lousada, parents of CA students, the exchange finally happened this year.

The CA Dance Company arrived in England on March 6, four days before the actual performance date. They received a warm welcome from the school provost and other school officials and attended chapel with the other Eton students. For the performance, the musicians and dancers worked together intensively for more than five hours a day. Because they had worked separately on the piece for more than five months, several major adjustments had to be made. “Changing space was difficult because we’ve assumed a larger space,” Anna McCormick-Goodhart said. “Ending up having a really long and narrow Election Hall challenged

us to adapt the movement significantly.” She added that dancing to live music, instead of a recording, was another challenge. “Musicians had to work with our movements while we had to find cues from the music.”

The performance took place on March 10 at Election Hall, located on the second floor of Eton’s main building. The Election Hall is where a new school provost is inaugurated by the Queen of England; Triptych held substantial significance, for the place had not been open for any performances for more than 400 years. The audience included Eton’s Headmaster, the Provost, and CA faculty and alumni. A reception at the Headmaster’s house followed the performance. Outside media paid attention to this achievement as well - The Boston Globe ran an article about the trip to Eton College and the conductor, Ben Nuzzo, in its March 27 issue.

For the CA community, the Dance Company reprised the same performance they had done at Eton in the CA dance studio on Saturday March 27. The only difference was that this time, they worked with the New England Conservatory of Music Ensemble instead of Eton’s student musicians. For those who missed the performance, do not despair: a DVD containing interviews of the conductor, musicians, Richard Colton and dancers, as well as the recording of the actual performance is in production.

“I loved performing both at Eton College and at CA,” Sarah New’11, one of the dancers, said. “At Eton, the antiquity of the space was evident and inspired all of us in our performance, while at CA, I was comforted by the familiar environment. I think that continuing the exchange would be an exciting and valuable element of the CA dance program,” she added. Hopefully, Eton and CA will continue their partnership, paving the way for many more years of creative collaboration.

Serial Fiction

by Isabel Walsh ‘10

Helena shifted a Rick James CD back and forth on the gray countertop. She wondered to herself how it had ended up there in the first place. More of a golden oldies fan, and usually not a music buff at all, she assumed it had arrived by accident – some friend had tried to expand her limited taste and left it by mistake. I hope they don’t miss it, she thought, pausing to admire Mr. James’s distinct hairdo.

A knock on the door broke Helena’s attempt at distracting herself. Here he is. She’d been waiting at the counter for almost fifteen minutes and still wasn’t ready for that knock. She placed her sneaker soles deliberately with each step, nevertheless arriving at the doorknob too soon. The knock came again. She opened the door.

“Hi.” She paused for a fraction of a second. “Do you have it?” “Do I have . . . what?” asked Bernard, in a nonchalant voice that immediately gave him away. “The book, Bernard, do you have the book?” she whispered urgently. The

book was essential. Without it, the entire plan would fall through the cracks, their shot at a new life dissipating like morning mist. Why wasn’t Bernard scared by this possibility? It mattered to him, too.

“Oh! Ha, the book. Well, um, Helena, see I’ve been thinking.”

“No, you haven’t,” she assured him. “You haven’t been thinking, and our plan will go exactly as we arranged. You’re just kidding, because you have a wonderful sense of humor. Right?” This last was half question, half threat.

“Helena,” muttered Bernard hastily, “listen, I met this guy, he says he can get us papers – records, certificates, whatever, really cheap, we wouldn’t even have to deal with the book! Wouldn’t that be great? Wouldn’t that be . . .?” But Helena had already pushed past him, responsibly remembering to lock the door behind her. Bernard had screwed up again. They needed the book, she needed it; without it, everything could go wrong...

...Want to read more? Write it yourself! Participate in the Centipede’s fiction writing contest by writing the next chapter yourself. Submit to to aliza_rosen@concordacademy.org! (Suggested length is 300-500 words)



Photo courtesy of David Gammons

Red Sox Off-Season Action

by Gaurav Verma ‘13

The sun rises high on a new Baseball Season in Fort Myers, Florida. The early spring weather tells Bostonians that baseball is in the air. Coming off a crushing first round sweep against the Angels, the Sox know they have to improve if they are to compete with the Yankee powerhouse and the American League. This year, a playoff spot is no guarantee for the hometown team.

Early in the free agency period, the Red Sox signed Toronto Blue Jays Shortstop Marco Scutaro to a two-year, 12 million dollar contract. Throughout his career, Scutaro has been a solid all-around shortstop who fields well, hits for a solid average, and brings decent power from the shortstop position. Scutaro is an offensive upgrade from the platoon of Julio Lugo, Nick Green, and Alex Gonzalez. Defensively, his skills are respectable, but do not match Gonzalez. He will provide a strong bridge before slick fielding prospect Jose Iglesias, a Cuban defector, is ready to take over.

Later on, the Red Sox made a major splash by signing Angels’ Ace, and number one free agent pitcher John Lackey to a five-year, 82.5 million dollar contract. The thirty-one-year-old Lackey is referred to as a bulldog, someone who wants to get the ball in big games, and is a major acquisition for the Sox. He gives the Sox arguably the best 1-2-3 pitching punch in the Major Leagues with Josh Beckett, Jon Lester, and Lackey. The Sox will count on the three starters to carry them through the season and into the playoffs. With Daisuke Matsuzaka, Clay Buchholz, and knuckleballer Tim Lincecum in the fold, the Red Sox have probably the best and deepest rotation in baseball, with good talent being developed in the minor leagues as well.

On the same day they signed Lackey, the Red Sox penned a deal with Milwaukee Brewers centerfielder Mike Cameron. Cameron got a two-year, 15.5 million dollar contract. The thirty-seven-year-old Cameron provides great defense at the centerfield position as well as 20-25 home run power. Though his offensive production will not nearly equal that of slugger Jason Bay, now on the Mets, he should be a good stopgap until five-tool outfielder Ryan Westmoreland is ready. Westmoreland’s recovery is still questionable as he is working to come back from brain surgery. The move pushes the

speedy Jacoby Ellsbury to left field which will help preserve his legs, as well as provide the Red Sox with one of the fastest and best defensive outfielders in the big leagues with J.D. Drew in right. It’s safe to say that very few balls are getting by this crew.

The Red Sox also signed Seattle Mariners third baseman Adrian Beltre, a defensive wizard to a one-year, 9 million dollar contract, with a second year option. Tampa Bay Rays manager Joe Maddon stated that Beltre was, “the best I’ve ever seen with my two eyes – defender, not just third baseman, but defense.” Beltre, who had a down year last season, has good power. Though he will likely never replicate the forty eight homers he hit in 2004, he can expect to improve on the twenty five that he hit in a pitchers park in Seattle last year. To make room for Beltre, the Sox swapped first baseman Casey Kotch-



Photo courtesy of google images

man for utility player Bill Hall, who is coming off a disappointing 2009, but is only four years removed from a thirty-five-home-run season. The Sox hope that the thirty-one-year-old can regain some of that power and be a valuable and versatile asset off the bench.

The rest of the Red Sox off-season consisted of minor pickups such as Marlins outfielder Jeremy Hermida in a trade, and lefty Joe Nelson via free agency, as well as other bullpen pickups including former Twins pitcher Boof Bonser. While Hermida will likely make the team roster, Bonser and Nelson will compete for a final spot in the bullpen with the other minor pickups. Also notable was the failed Mike Lowell-Max Ramirez deal with the Texas Rangers.

The Red Sox are undoubtedly an improved team after the off-season, but many questions remain, primarily on offense. The Sox’s already shaky lineup worsened this year with the loss of Jason Bay. Although Victor Martinez and a more balanced lineup will help alleviate the loss, there is no way the offense has improved. The key to the season has to be David Ortiz. He cannot start slow, or the Sox may look to replace him. Overall, the Sox are a better team, but so are the Yankees, Mariners, and Rays, and the Angels shouldn’t be counted out yet. Expect this year to be a dogfight with numerous competitive teams; a playoff spot is no guarantee. Still, I expect the Red Sox to compete deep into October, and contend for the Championship. My prediction is a 97-65 record, finishing second in the AL East. The Sox will take the AL Wild Card and win the division series, but will fall in the ALCS. The Phillies will take the World Series.

A Response to Mosaic’s “White Privilege” Discussion

by Andrew Gonzalez ‘11

Privilege is defined in the Merriam-Webster dictionary as “a right or immunity granted as a peculiar benefit, advantage, or favor.” “White Privilege” consists of benefits white people have in society that people of other races do not. White privilege does not only pertain to economic privileges – not all white people are economically privileged, and many non-white people are certainly economically privileged. It pertains to privileges in certain social situations that white people have based on their race. Peggy McIntosh, in her article about white privilege, “Unpacking the Invisible Knapsack”, mentions ‘not being followed around in stores by the employees,’ and ‘not having to wonder if you got/didn’t get the job because of your race’ as examples of white privilege. At the white privilege meeting held by the MOSAIC Core Group on January 27, 2010 in the Upper Stu-Fac, “White Privilege” and topics surrounding race and identity were discussed in a town hall style fashion.

“WANTED: You, White Person!” was the caption on the advertisement for the white privilege meeting. The advertisement poster for the discussion proved to be controversial amongst students throughout the day. In my opinion, the provocative poster stimulated conversation and was a wake-up call for the student body. I felt it served its purpose well and gave a sense of what it feels like to be targeted. I liked how the sign gave

students an opportunity to think about race and identity on a more challenging level.

I do not think “WANTED: You, White Person” has the same weight as “WANTED: You Black or Latino Person” within the CA community, and in my opinion, many misunderstood the humor of the message. I liked the poster because it did not hide anything about the discussion topic or the target audience. At first, it surprised me that many students had such strong reactions to the sign because I knew that MOSAIC did not intend to attack or hurt anyone. Only four white students and three white faculty members attended the meeting, and it was disappointing that more white CA students were not present, as I know the white population at the school could have been much better represented.

Despite all the controversy, the meeting was a great success. With the meeting, CA took a step in the right direction and hopefully will continue this trend. The town-hall style discussion was not like any other discussion I have been a part of at CA. It was real. MOSAIC strove to push boundaries in order to stimulate open and unfiltered conversation and accomplished just that. I liked the mood of the discussion and how it flowed from white privilege to other topics concerning identity and race. There was an organic feel to the way students and faculty addressed various topics. I loved how students felt uninhibited to share their feelings and opinions. I felt safe speaking my mind

and not being judged based on what I said.

We discussed the Peggy McIntosh article and nodded together in agreement when McIntosh pointed out that band-aids, meant to be “flesh colored,” did not match darker skin tones of people of color. The biggest highlights of the discussion were when participants made points branching out to other topics concerning race and identity. Johanna Douglas ’10 made some striking statements about her experience as a white female at CA. She talked some about her privilege as a white person, but also why she was not born with the same privileges as a white male. I admired her courage and how she took on the challenge of addressing an uncomfortable issue. Daysha Edewi ’10 later spoke about the difference between privilege and opportunity, and how she felt her time at CA has been an opportunity rather than a privilege. She went on to say that a privilege is something someone is born with rather than something that is given to you. Her statements resonated with me and made me think about my experience at CA and how I would define it. It also made me think about how I am seen at CA versus how I am seen by society.

Stella Park ’10 expressed her frustration of how news reports of the Virginia Tech massacre mentioned the perpetrator’s ethnic and racial background, pointing out that news reports would not have done so, if the perpetrator was white. Park also commented that being in a class and being looked at whenever something about diversity was

mentioned or whenever the word “Asian” was brought up, which made her think about how students’ experiences at CA have impacted their conceptions of race and identity.

The attendance of white people at the meeting was very important. Although not many were present, the experiences of the white students and faculty who were at the meeting opened my eyes to the “white experience” at CA. To me, it is easy talking about “White Privilege” because I do not have it. I am not white and I can talk about my experience as a Latino male from the city at a private boarding school where the population of students is predominately white. If there were something that was missing from the meeting, it would have to be the input of my white peers. I think the whole dynamic of the discussion would have changed. I am sure many present at the discussion would have benefitted from the ideas and opinions of other white students at the school. I know I would have and I know now I would not have been so quick to assume that the life of a white person is as easy as it may seem.

All in all, the discussion sparked my interest and brought me to a new level of thinking. It also gave me a raw sense of how students present at the meeting who are White, African American, Latino, Asian, or any other race felt about the issue of white privilege. MOSAIC did a great job and hopefully there will be more discussions where students are pushed to feel a little uncomfortable as the boundaries of regular discussions are pushed.

The Importance of C&E

by Ayres Stiles-Hall

What’s in a Name? Juliet, in her window, suggests, “That which we call a rose, by any other name would smell as sweet,” but she had an agenda: she wanted Romeo to forget himself so that he could leave behind the history between their families and fall in love with her. But what if forgetting is not the way to go? If the goal is to learn—about the past, about the present, about each other, about ourselves—that requires the ability to engage, which means we need to remember. And one critical element to remembering is holding on to identity, understanding what things are and what they are not, and what that might mean.

Ten years ago, Concord Academy had a part-time multicultural coordinator. About seven years ago, CA hired the first Director of Diversity, and during his tenure, the title shifted to the Director of Diversity and Equity. And believe it or not, it was less than three years ago that the Community and Equity team began its work at CA. It may seem as though such a parade of names is unnecessary, but our new(ish) name has a great deal to do with our goal, and with making that goal possible. Far from marketing, the shift to the C&E model demonstrates CA’s awareness of the need for a conversation about ourselves and about the world that is deeper and more sustained; the shift also represents an effort to begin to make that change by engaging the entire community in that conversation.

C&E is committed to eradicating

complacency. We host our events—speakers, films, CRU-based discussions—to give our community a chance to engage with questions that might otherwise get lost in the immediacy of completing this lab report or that research project. And though there are no grades attached to our conversations, they create a chance to recognize the distinct, and sometimes minority, experiences of those in our community. Engaging in such conversations means that we can develop a

common vocabulary that allows us to discuss who we are, what matters to us, and, most importantly, what might happen when those values are not shared among the entire CA community. And the point is not really to find single, final answers to such questions. In fact, if the questions are really important, such finality is not possible; instead, we discover a lens we can use and re-use to explore what makes our community work.

This asking of questions, this considering of identity, is difficult—and it’s essential. Some of CA’s most difficult times in the last ten years have come about when these questions have fallen off the table, when we haven’t taken the time to consider how other people’s experiences might be substantially different from our own. C&E’s mission is based largely in keeping our community engaged in this kind of exploration, knowing ourselves so that we might better understand others; really, we’re giving CA a way—the language, the opportunity, and the responsibility—to be a safe, welcoming, functional community.



Co-heads of diversity.
Photo courtesy of Jenny Jeong ‘10

When in Rome...

by Charlotte Kugler ‘10

During the second week of spring break, thirteen other students and I went to Italy with chaperones Jamie Morris-Kliment, David Gammons, and Ploy Keener for a fun and educational experience abroad. We stayed in Rome for five days and spent two days in Sorrento, a town on the Amalfi coast. On each day throughout the trip, we visited a variety of historical and cultural sites, punctuated by breaks for meals and for free time to explore some of the piazzas in smaller groups. Our days usually began around 8:00 in the morning with breakfast and ended once we got back to the hotel after dinner around 10:00. After our day was over, most people tended to go straight to bed because they were exhausted, though I tended to stay up later writing about the things I had done and seen that day.

We saw most of the major attractions in Rome, including the ruins of the Roman Forum, the Colosseum, the Vatican and the Necropolis below it, the Baths of Caracalla, the Pantheon, the Villa Borghese, the Capitoline Museum, and several other museums that housed statues, frescoes, and additional relics from ancient Rome. We occasionally had tour guides while visiting these sites, but for the most part, the teachers themselves served as our tour guides – Jamie, David and Ploy taught us about the historical, political, artistic and cultural contexts of each site we saw. I was able to make many connections to the material that I’ve been learning in Ancient Roman History with Jamie and in Latin with Ploy, and David’s information on art and theater gave me an additional perspective on the sites we visited.

I thought that the most interesting place we went to was the Christian catacombs, which are located along the Via Appia about four miles outside the walls of Rome. On that tour, we learned about the history of the persecution of early Christians and the secretive manner in which Christians buried their dead so as to avoid discovery but also remain true to their beliefs. I found the symbolism in the tombs particularly fascinating, especially the instances in which the Christians adopted a Pagan symbol, thus



Photo courtesy of David R. Gammons

causing the engravings in the catacombs to have multiple layers of religious meaning.

After a few days of walking around Rome, we headed south to the Amalfi coast to Sorrento, which is several hours away from Rome by bus. On the way, we stopped in Naples to visit the Naples Archaeological Museum. After that, we continued down the rocky coast. The road winds precariously at times along sheer cliffs, offering beautiful views of the Mediterranean Sea and of coastal towns and natural scenery. Sorrento is a seaport which spreads several miles up cliffs. From there, it was only a couple hours to Paestum and Pompeii the next day, both of which, as well as Herculaneum, are well-preserved ruins of ancient cities. The Roman cities of Herculaneum and Pompeii were buried by ash and mud after the eruption of Mount Vesuvius, whereas Paestum, a Greek polis turned Roman, was abandoned and became ruins over time. I loved walking through the ruins of these cities and imagining what they were like when they bustled with the lives and ideas of a time long ago.

In both Rome and Sorrento, we ate dinners as an entire group at authentic Italian locales and often got gelato afterwards when we walked around various piazzas. During the evenings in particular, everyone’s enjoyment was practically tangible, and in my perception all of the students got along well and came to know each other better over the course of the trip. I personally learned a lot on the trip about the country and its history, and I rediscovered my love of traveling as well as my confidence in doing so. I have been to Italy with my family previously, but going again as part of a school group proved to be an equally valuable experience due to the teachers’ knowledge and the company of other students. As someone who plans to continue studying classical history in college, I know that I will remember this trip and the experiences it gave me.

Budget, Continued

cided not to increase the student population. One of the most significant decisions of the Committee was to preserve, as Hardy phrases it, the “classroom experience.” Teaching positions will not be impacted. Hardy states that some class sizes this year were too large, and as a result, the Committee vowed to “restore” them to more appropriate levels. Furthermore, Hardy says that the range of courses CA offers its students will “remain robust.”

Of all the decisions by the Committee, CA students will most likely notice the changes to the Learning Center. While the details have yet to be finalized, Hardy states that the Center will be undergoing significant personnel and operational changes starting in the fall. However, these adjustments are far from reductions. Hardy says the Learning Center will be reorganized by “building on a model we already have.” In the fall, an Academic Support Team will be created, constituted by senior administrators, teachers, and tutors. These faculty members will be available to assist students both during school days and evenings. When all the changes are finalized, Hardy “does not think students will see a significant difference in how academic support at CA is delivered.”

Another department affected by the recommendations of the Committee is athletics. In contrast to last year’s reductions, these changes will not impact students’ athletic experience. Beginning next fall, Athletic Director Carol Anne Beach will

work in the Advancement office, where she will fill the post of Major Gifts Officer. Hardy thinks that Beach, with her deep understanding of the priorities of the athletic department, will be a great fit for supporting the development of sports fields at Arena Farms, an undertaking Hardy hopes will be completed by the fall of 2011. Jenny Brennan, Associate Athletic Director, will assume the role of Acting Athletic Director after Beach’s departure from the department.

While students may be able to perceive anticipated changes to the Learning Center and Athletic Department, the impact of many of the Committee’s decisions will be less noticeable to students. Among these are reductions in the departments of Admissions, Advancement, Communications, and Finance. In total, through a combination of retirement, voluntary departures, and faculty reductions, the Committee’s recommendations have resulted in personnel cuts equivalent to 6.3 full-time positions.

While the Committee’s conclusions have caused many adjustments for the 2010-2011 school year, the long-term financial status of CA and resulting personnel and operational status of the school are by no means finalized. The Head of School convened the Committee for an eighteen-month term, and as a result of their extended deliberations, Hardy states that the Committee will continue to “monitor the school’s progress on an ongoing basis to ensure that we are in line with CA’s long-term goals.”

The Real Olympics

by Tess Mellin ‘12

Whether it was to see groups of skaters glide around an icy ring at impossibly fast speeds or snowboarders battle it out over sharp turns and scattered hills in snowboard cross, most people watched the 2010 Winter Olympics for the action-packed sports. If you were one of the estimated 3 billion people around the world who tuned into the NBC broadcast of the Olympics in Vancouver this year, you probably got a bit more than you bargained for. This year’s Olympics were filled with stories of unexpected comebacks, extraordinary victories, and inconceivable tragedies. It was clear from the opening day that the events of these winter games and the stories of athletes from 82 different nations would be remembered for years to come for more than just outstanding athleticism.

After an underwhelming performance at the 2006 Torino games, everyone was left wondering what to expect in Vancouver from thirty-three-year-old American skier Bode Miller. Four years ago, expectations were high as Miller headed into the Torino games. Then, people around the world watched in shock as he disappointed in race after race. In two of his five events Miller received a DNF (Did Not Finish) and was disqualified from another. In the remaining two, Miller placed fifth and sixth, nowhere near his gold medal goal. After watching Miller fail to live up to the high expectations set for him, Olympic fans understood the universal feelings of embarrassment and disappointment he was experiencing, but Miller did not let this disastrous showing discourage him. It was clear from Miller’s very first race in Vancouver that he was approaching these



photo courtesy of Google images

games with a different attitude than Torino. In his first event, Downhill, Miller claimed the bronze medal with only nine hundredths of a second separating him from the gold medalist Didier Defago. As the games carried on, Miller continued to prove himself as he won the silver medal in Super G. On February 21st during Miller’s last event, Supercombined, he achieved his ultimate victory, winning the gold medal. Miller entered this Olympics carrying with him the memory of his previous poor performance, as well as the debilitating emotions that accompanied it. Anyone who watched him leave the gate in his first race had to be worried, but he left them all cheering for his determination and success. His story is the classic American inspiration: hard work paying off.

The path to the stand was no less daunting for twenty-four-year old Canadian skater Joannie Rochette, though she came to the games as a favorite. Rochette was the 2009 world silver medalist as well as a five-time Canadian champion. She entered the Vancouver games hoping to prove herself with an exceptional performance, but just two days before the start of her event, Rochette was faced with a seemingly insurmountable obstacle. Rochette received the news that her mother, Thérèse Rochette, had died of a heart attack. She received this tragic news at nearly the same time as it was broadcast to the 3 million people watching around the world. All eyes were on her as she took to the ice for her short program on February 23. Enduring the most painful loss, Rochette performed two stunning programs. The audience in the rink and the world stood behind her and applauded her outstanding performance, which earned a bronze medal.

... continued on page 12

Garden Team Plants Seeds

by Kevin Cho ‘12 and
Kate Nussenbaum ‘11

This spring, several CA adults and students will embark on an ambitious project: a collaboration to make a school-run garden on its extended campus. The garden will be located near Belknap House, across the street from Aloian. It will be around thirty by seventy square feet and contain various organic produce, such as garlic, tomatoes, potatoes and lettuce. The gardening team is also considering expanding the garden to the metal cupola in a rectangle or L-shape to preserve the current plots reserved for the faculties-in-residence.

The garden team formed shortly after December break, when Don Kingman realized that several different groups of students were all trying to start some type of garden or farm. Rather than having many smaller, overlapping projects, he suggested that the students and faculty who were interested in developing a garden all work together to develop a singular shared vision, and ultimately an actual garden. The students who were working on their own garden plans, including Johanna Douglas ’10, Will Jacobs ’12, Zoe Reich-Aviles ’11 and Kyra Morris ’11, as well as the Environmental Co-heads and several Advanced Environmental Science students, started to meet weekly with each other, and with faculty members who supported the project. They opened the meetings up to anyone in the CA community with any amount of knowledge or interest in gardening, and soon, the group began to develop a plan for the garden, with the hope of planting seeds and seedlings throughout April and May.

The garden will not just be for the direct CA community, but the town of Concord as a whole. “The utmost goal of the Arena garden is to involve the entire local community, including Concord Academy,” Will Jacobs’12 said, referring to his plan to ultimately develop the smaller garden at Belknap into a larger program that utilizes Arena Farms.

Each vegetable is to occupy a different amount of area in the garden, according to Douglas. Jacobs worked with the kitchen

staff to find out what types of produce would be the most useful to them, and developed a map of the garden, detailing how many row-feet of each crop is to be planted. Reich-Aviles learned what crops do well when planted near each other from the farm manager at the Mountain School (where she is currently spending the semester) and the map was revised, taking this into consideration. The total budget that the gardening team spent to purchase seeds is \$96.90. Fortunately, the team was able to garner finances from various sources: most financial support came from Green Club, the Operations/Maintenance Departments, and the Science Department. Recently, a farm in Weston donated seeds, further helping the cause.

A soil test was performed on March 24th as an initial step to evaluate the quality of the soil and to pick the crops best suited to the soil. “The soil is in pretty good shape, but needs some care, especially if the gardening team plants “hungry” crops like corn, which will strip the soil of Nitrogen,” John Drew said. The team has busy days ahead of them to make the garden of good use. Last weekend, Jacobs started seedlings in the greenhouse, but there is still much more work to be done. Although they have discussed when crops need to be planted, the weather ultimately determines when they will be able to start planting.

The first year of the garden is going to be a trial run. Although everyone involved hopes for the best in terms of community involvement and produce yield, one of the big variables in how the garden will turn out is the stretch of three months over the summer, when most members of the garden team will not be able to contribute to the constant upkeep a garden demands. The team is working with the Summer Camp director, Greg Jutkiewicz, to implement gardening as part of the summer program, so that the campers can both enjoy the delicious vegetables it will hopefully yield and gain the opportunity to work in a garden.

The metaphorical seeds of the garden have been sown, and hopefully in due time, the literal ones will be in the ground as well, and the garden project will flourish.

Off-Season Training?

by Daniel Mansuri ‘11

At Concord Academy, a varsity sport is as much of a commitment as anyone could hope to fit into an already packed schedule. CA has always prided itself on being first and foremost an academic community. In the “About CA” section of the school’s website, they state, “Concord Academy has always been defined by its academic strength” and in the Arts section of the site: “Arts flourish as a central part of the Concord Academy curriculum.” But, going in the website’s overview of CA Athletics, one is met with phrases such as, “are not required to do so” and “there is no mandate.” Granted, there are requirements for CA students, two athletic seasons per year until senior year, but those can be avoided with theatrical productions. So, what does the CA student who wants to focus on athletics do? What can they do when they want to compete with athletes at schools like Pingree and Portsmouth Abbey?

Part of the serious gap between the CA and more athletically-minded schools comes from a lack of serious structure for off-season training. Many other aspects of CA life (academics, community weekends, kitchen duties, RAD, to name a few) are rigidly structured so that there are clear expectations for what needs to be done when. Athletics, however, lack a coherent set of standards. There is no structure to push and support students who want to seriously dedicate themselves to improving their athleticism.

In a conversation with other athletically inclined students, the idea arose to create a serious Physical Education course focused

on athleticism, as opposed to personal health. The course would include strength and agility training, long distance runs, sprinting, weightlifting, and individualized training for specific sports. For example, baseball players might train over the winter, doing exercises designed to improve throwing and catching.

This PE course would be distinguished from CA’s current offerings by its intensity. The course would be as physically demanding as a varsity sport. It would meet four to five times per week, and work different aspects of the body to hone athletic potential. In the first class, everyone would establish benchmarks for running and lifting. Every week or two, they would retest to measure their progress. Agility, while it is difficult to measure, would also be a vital component of the course. Many sports are won and lost by a quick step to a loose ball, and improved agility would allow CA players to bring their game to the next level. If such a course is offered, it should be made perfectly clear that it is not for the faint of heart. In the current PE classes, many participants are only there to fill their athletic requirement. This leads to an overall vibe that does not inspire the kind of hard work that athletes need.

To make my point, I quote my father, who has told me, “the urgent will always displace the important.” No matter how good the intentions of serious athletes, work and other structured commitments will always displace getting to the gym. Once a pattern of non-training begins, it is hard to break. This does not need to be the case, and an intense, structured PE course just might be the solution.

A Matter of Class

by Andrew McCue ‘10

The Academy is a college-preparatory school of quite the high calibre with a rigorous academic curriculum, an extraordinary arts program, and, in its own way, an extraordinary sports program. As an institution, it is a comprehensive success. Alas, most male students at the Academy attend their courses each day in tatters: ripped jeans and wrinkled, dirty T-shirts. Many try to disguise their dishevelled appearance with a fleece jacket, or worse, a hooded sweatshirt. In fact, this look so pervades the student body at the Academy



Seniors keep it classy
photo courtesy of Jenny Jeong ‘10

that when an employee at Crosby’s Marketplace in the so-called “up-town” section of Concord saw a finely dressed male student, she asked, “Are you at Middlesex?” For shame! This will simply not do. Looking at other college preparatory institutions of all calibres, what does one find? No matter the state of their education, these students dress themselves with a higher degree of respect and class. The young men wear khakis, button-down shirts, and ties, while the young women wear skirts and blouses; generally, these students look sharp. Seeing this, I once despaired for the fate of my peers should they continue to dress with so little class; however, just a few weeks ago, a solution found its fortunate way into my lap. I had noticed that a good friend of mine wore his button-down with the cuffs turned out on the outside of his V-neck sweater. I recalled my fondness for this particular look, and we planned to add blazers and khakis to the look that Friday. The next week, we extended an invitation to dress with class to the young men of the Class of 2010, so as to set an example for the

younger students. Enough upstanding young gentlemen took us up on our offer that soon, the young ladies were joining us in our efforts to bring class to the Academy. As the senior class, the student leaders and role models of the Academy, I think it fitting that we should lead by example and dress in a manner that reflects the high quality of the students at the Academy. When asked why she participated in such an event, Lovelie Tejada ‘10 said that it shows “senior unity...our whole class stood out.” And so it should; being the most senior students

at the Academy, the Class of 2010 must stand out of the crowd to lead the student body through a successful academic year. Why wear formal clothing when you are not required to do so? I have heard this question many a time. I can sympathize with those who object to the extra time it takes to dress with care, or to the somewhat lower level of physical comfort that dress clothes provide. The answer, my friends, is simple: respect. Senior and co-founder of Classy Fridays Will Watkinson ‘10 notes that “it shows respect for your surroundings.” Not only that, but it also shows respect for your peers and yourself. If we can’t respect ourselves, then who are we? So next time you wake up in the morning and are about to throw on that t-shirt you excavated from the corner behind your dresser and those jeans that you’ve worn for the past month, remember this tale. I, for one, shall continue to dress myself with a certain degree of class every Friday of this school year. After all, there is no point in going to school if you don’t have class.

Did You Know...

Compiled by Charlotte Weiner ‘13

- ...Ross Arnzen ‘13 played Captain Shang in Mulan Jr. the Musical?
- ...Sara Makiya ‘12’s grandmother was the first female doctor in India?
- ...Evan Turissini ‘12 is a second degree black belt in Tae Kwon Do?
- ...Dan Weiner ‘11 biked the length of Vermont?
- ...Katie Surrey-Bergman ‘10 is both Jewish and Buddhist, so instead of having a traditional “Bat Mitzvah” at age 13, she had a “Buddha mitzvah”?
- ...English teacher Cammy Thomas once worked at a leather clothing store in San Francisco called The Dead Cow?

Freshman Class Video Updates

by Anna Morton ‘11

At CA, student government is not usually a popular topic of conversation, but this year, there has been much talk about the freshman class government and their legendary update videos. Yes, they are real, and so far they have been quite the success. The videos are made every two weeks by the freshman class president, Will Murphy ‘13, and the class representative, Steph Wong ‘13. Included in each video are announcements that pertain specifically to freshmen, such as events that are approaching for the freshman class or sign-ups for a project or an activity. “Originally,” Murphy said, “I tried to keep it modeled to a news show.” After some time, he modified his idea to best fit the class as a whole. In addition to the video, Murphy and Wong now send the class an outline of the important points from the video for those who cannot watch it for one reason or another. They also make sure to cover the video’s major topics in class meeting. Murphy’s inspiration for the updates came from Concord’s weekly announcements. He wanted “a fun way to get information out” that would help his classmates remember the issues he brought up. His first idea was a radio show, but he turned the update into a video because he wanted to test some of the new video features in a computer program. Murphy noted that initially only about 20 people watched the video, but that number has grown since the beginning of the year.

Wong says that she and Murphy send a new video to their class conference every two weeks, usually instead of having a class meeting. She believes that this replacement works because “freshmen don’t have as much responsibility or pressure as other classes might simply because this is our transition year.” The two class leaders check the video’s history on CABBS to see how many freshmen have downloaded and watched it, and by doing so determine whether or not it is necessary to hold a class meeting. Wong and Murphy have gotten mostly positive feedback on their videos, and Martha Kennedy, one of their class advisors, believes the videos have been a success as well. She notes that the videos may have lost some viewers as “the novelty wore off,” but overall they seem well received. Abby Brooke ‘13 explains, “I like the videos because they are fun and they are slightly more interesting than just having them make announcements on CABBS.” Wong believes that the videos work more effectively than regular announcements because the videos can be saved in case someone needs to watch them again. Murphy also stressed how the freshmen can watch this video when they want to, at their own convenience. It seems that the videos have worked as Murphy and Wong had hoped they would, by keeping their classmates engaged and interested in the community. It just so happens that while doing so, the two have managed to catch the rest of the school’s attention as well.

CAMUN

On March 27, Concord Academy Model United Nations hosted a Model UN conference. A dozen schools from the area attended, bringing over 100 students. Below, see the conference in action.
photos courtesy of Lisa Kong ‘10



Matt Chandler ‘02, Deputy Press Secretary for the Department of Homeland Security, addresses the participants.



Time to Build An Ark?



Photos courtesy of Kate Nussenbaum '11

A Reflection...

by Peter Benson '11

Walking back to Phelps House, duffel bag in hand, after two weeks of March Break, I spotted two lines of yellow caution tape closing off the entrance to Ploy Keener's apartment. Ploy lives in the back of Phelps, on the same floor that I do: The 'Garden Level', or basement. I had just driven away from a home which had over two feet of water in the basement, so needless to say, I was worried. My clothes on the floor of my closet. My printer,

which resided comfortably under my bed. School notebooks and binders on the bottom shelf next to my desk. All of these things would be underwater if they were in the next county over, in my hometown of Boxford. While our friendly lake full of sewage-water slowly begins to recede, and spring goes on, I think we can be thankful of Mother Nature and our Operations Department for limiting the water damage done to the school.



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.



Photo from the Centipede’s visit to the Boston Globe
Photos courtesy of Jenny Jeong ‘10

Olympics, continued

...Still, the most heart-wrenching memory of these games was undoubtedly Georgian luger Nodar Kumaritashvili. Just hours before the opening ceremonies, Kumaritashvili was killed during a practice run that went horribly wrong. As he traveled down the treacherous course at speeds over ninety miles per hour, he was thrown from his sled and hit a metal support beam on the side of the track. Millions of viewers watched the reports in shock and despair. Luge is an unfamiliar sport to many people around the world, but the accident caused real emotion for everyone watching the games. Though many look to the Olympics

for a chance to watch the greatest athletes in the world compete against one another, the unparalleled event does far more than that. For that short period of time, the world is united. United in its emotions, understanding, and experience. Though we may never take to a bobsled or sweep an orb down the ice, for two weeks we care about the people who do. We care about them because for two weeks we know in our hearts that they are just like us. Their disappointments and tragedies are ours, as well as the joy of their victories. We stand together as one, forgetting just for a moment our differences and allow ourselves to see just how similar we really are.

Interested in getting involved in the Centipede? Email Aliza Rosen!

Editorial: The Future of Journalism

by Aliza Rosen ‘10

In a time when electronic readers, flat-screen televisions, and coffee machines are beginning to replace the stacks of bound books that formerly filled school libraries, one might wonder as to the fate of the good, old-fashioned written word. No, not the word that appears on your computer screen when you type up a document or check CNN.com, but the words spelled out in ink that smear together when you spill coffee on the morning newspaper. This past February, the Centipede was fortunate enough to visit the Boston Globe and chat with David Beard, current CA Parent and Editor of Boston.com, about his views on the future of journalism as the world embraces a technology-driven twenty-first century.

Like many other of the nation’s leading papers, the Boston Globe has an online version of itself called Boston.com. While the website does cover many of the same major world issues that appeared in that day’s print version, Boston.com is able to post news right as it happens without having to wait for the next day’s press time. Boston.com actually has greater readership than its print edition; while the Boston Globe ranks fifteenth in the country for print, Boston.com ranks much higher, in sixth place, for online readership. Beard points out that the key to the website’s success lies in the demographic of its readers. “Boston is a reading kind of town: more people can connect with Boston.com.”

As readers shift from buying daily papers to reading the news online for free, problems have begun to ripple through the journalism world. Facing bankruptcy and the possibility of closure last year, the Globe continues to struggle with ways to grow its revenue, especially on Boston.com. All newspapers across the United States are currently facing a dilemma with their online sites: how to convince the public to pay for a service that has previously been free of charge. Beard explains that online news sites that charge money are putting up a “paywall” that blocks those unwilling to pay the fee from reading the news. “I think



David Beard, Editor of Boston.com
Photo courtesy of David Beard.

the Wall Street Journal is one of the best papers in the country, but people don’t read it because it’s so expensive,” Beard says.

At the same time, a newspaper is a financial business; in a downward economy, papers cannot afford to lose huge amounts of money from their free news sites. “It’s very complicated,” Beard says. “We’re trying to figure out new ways of making money from this crazy thing that we love to do, make the news.” At the moment, however, no one clear path has emerged as a solution to the problem. Beard describes it as an “open” question that journalists

across America are currently struggling to solve. “If you could figure out how to crack this, we would make you king in an instant!” Beard jokes.

Unlike the Boston Globe, the Centipede does not grapple with financial issues arising from online journalism. However, we, too, have begun to think about shifting and supplementing our monthly print publication online. Shortly after our field

trip to the Globe, a member of our Editorial Board launched a Centipede blog in hopes of creating a place where students could post the most recent news as it occurred without waiting a month for the print version of the paper to come out. Yet, due to the hectic lifestyle that inevitably consumes all CA students’ lives, the blog has not really taken off just yet, but there are hopes for it to play a larger role in the way the Centipede delivers news next year and possibly in the years to come.

In the media world right now, online news sources are enhancing print newspapers, not replacing them. New technology offers many updated, savvy substitutions for finding out what is going on in the world; with a computer one is able to read a story minutes after it occurs, hear a witness’s account on a blog, watch a video replay, and see the world respond on Twitter. Yet despite this novel ability to rapidly connect to the news, there is nothing that can quite replace the feeling of a crinkled newspaper in your ink-stained hands. Although he is unsure of what will exactly come in the future, David Beard states one thing with complete confidence: “I am certain that there will be a paper, a real, physical newspaper, for a long time.”

Help Me Rhonda! The Centipede’s Advice Column

Q: My love life is non-existent. CA does not foster romance. Help me Rhonda!

A: Rhonda agrees. Such is life.

Q: Many of my friends are graduating in May. I am worried I will become a social outcast. Help me Rhonda!

A: If you have been able to make friends thus far, you must be somewhat cool. Seniors tend to disregard cliques. A wardrobe makeover never hurts.

Q: My chapel is so soon. What if I don’t get a lot of hugs? Help me Rhonda!

A: That’s great! Less chance of catching swine flu ...

Q: I have been trying to reduce my carbon footprint. What can I do? Help me Rhonda?

A: Avoid using plastic cups, etc. Also, shower less often.