



The Centipede

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CA Responds to Trump's DACA Decision

by Lily Gray '20

As of September 5 2017, the United States Citizenship and Immigration Services Department is no longer accepting or processing first time applications under the Deferred Action for Childhood Arrivals (DACA) policy, fulfilling the promise Donald Trump has been making since the early days of his candidacy for president.

DACA is an American immigration policy that allowed certain individuals who entered the country as minors to be deferred from deportation for two years at a time and to be eligible for a work permit.

DACA was first introduced by Former President Barack Obama in 2012 in an attempt to protect young undocumented immigrants who came into the United States with their parents, known as "dreamers," from deportation. The program has various restrictions about the

age, education and criminal record of the applicant. It currently allows over 700,000 immigrants to safely live and work in the US. One immigrant, Monica Camacho, who was granted DACA status, expressed her gratitude for the program and said in an interview with the Washington Post that, "[she] was so excited because [she] really wanted to get a driver's license and a Social Security number." Camacho came to the US from Mexico in 2002, when she was five years old and obtained DACA status and became a Dreamer in 2015.

While most DACA members share the sentiments of Camacho, many people believe the policy is not a real solution and that much more has to be done before the US is a safe and welcoming place for all immigrants. Patrick Taurel, a legal fellow at the American Immigration Council, a nonprofit and pro-immigration organizations says, "[The organization] know[s] [DACA]

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Satellite Picture of Puerto Rico following Hurricane Maria
(Photo Courtesy of Flickr)

Understanding the Effects of Hurricanes

by Marina He '20

This month, two devastating hurricanes, Hurricane Irma followed by Hurricane Maria, hit the Caribbean as well as Florida and Texas, resulting in environmental and infrastructural damages as well as significant economic consequences.

The National Hurricane Center began tracking Hurricane Irma on August 26th when it was classified as a tropical wave in western Africa. Within a mere 48 hours, due to thunderstorms, rain and other disturbances, the tropical wave increased in intensity to become Tropical Storm Irma. As it continued to move northwards, weather conditions caused Irma to rapidly increase in strength, raising it to a Category 4 hurricane on September 4th and a Category 5 hurricane the next day. Irma reached its peak strength on September 6th, sustaining 185 mph winds for nearly 37 hours.

Barbuda, an island in the Caribbean and a popular tourist destination for its pink beaches and turquoise oceans, was Irma's first destination on land. The hurricane caused unprecedented damage to the island, forcing the government to declare it uninhabitable. Residents were evacuated to the neighboring island, Antigua, and Barbuda remained in a state of evacuation for 24 days. This meant that there was no permanent inhabitant on the island for the first time in 300 years.

Damage to the island includes: 95% of all buildings on the island destroyed, a shortage of clean water and power, debris in public spaces, as well as sanitation issues such as an influx of mosquitoes, and rodents.

Health officials have yet to determine the island sufficiently safe for return of inhabitants despite the evacuation order lift. However, they along with waste management services are continuing their efforts of cleaning up the island and collaborating with disaster relief services to prepare for the return of the island's residents.

Along with significant damage to other islands in the Caribbean, the hurricane also hit multiple states in the South. However, Jacksonville, Florida and the Florida Keys suffered the most damage from Irma, where it hit the Keys as a Category 4 hurricane, bringing 130 mph winds, and caused historical flooding in Jacksonville. It was advised that people evacuate their homes in the Keys prior to the arrival of Irma, but not all heeded the warning that officials gave. Irma caused destruction to houses and boats, taking down power lines and trees, which blocked roads as well as breaking pipes and gas station pumps. All of the hospitals on the Keys were closed and a curfew was put in place for all remaining residents. They were quickly evacuated to shelters while those who had left before the arrival of Irma were prohibited from returning due to the level of damage that Irma had caused.

The hurricane also caused water levels in St. Johns River to rise to a degree not witnessed since 1845, when Florida became a state. Despite the fact that Hurricane Irma was lower in strength when

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Students Present InSPIRE Internships Projects

by Yoon Kim '18

On Tuesday September 26, Concord Academy students presented the highlights of their summer science research at the first annual Summer Science Poster Presentation. The thirteen participants included those who pursued the Concord Academy's Interested Students Pursuing Internship Research Experiences (InSPIRE) Program as well as those who independently secured internships at un-affiliated university programs.

I had the privilege of being one of the nine seniors who participated in the InSPIRE Program. Coordinated by Science Department Head Amy Kumpel, InSPIRE matches CA students with mentors throughout the greater Boston area for unpaid summer internships. The students are required to make a minimum commitment to the program for five days a week for five weeks.

I spent seven weeks at the Boston University Social Learning Lab, an applied human development laboratory led by Dr. Kathleen Corriveau. First, I was introduced to the multitude of ongoing projects and research conducted at the lab by my mentor, Ian Campbell. He assigned readings of previous studies to shorten my learning curve. Once I was more accustomed to the lab's studies and methodologies, I was conferred the task of organizing data and trained on how to explain scientific studies in a more accessible and approachable manner to non-researchers.

The Social Learning Lab has had a running partnership with the Museum of

Science through the National Living Laboratory, a collaboration that allows researchers to recruit and test participants at museum exhibits. This advantage of this agreement is being able to observe research in real settings rather than behind closed doors of a laboratory. After completing the CITI (Collaborative Institutional Training Initiative) training for Human Subjects Research and Child Research as well as miscellaneous trainings offered by the Museum, I was given the incredible opportunity to conduct tests and record observations on children. I also attended joint lab meetings with the museum staff and Social Learning Lab members to discuss findings, logistics, administrative matters, and everything in between. Undoubtedly, I am very grateful for this incredible experiential opportunity that would not have been possible without the InSPIRE Program and its network of mentors.

Anmol Goraya '18, an InSPIRE scholar, interned at the Tufts University Social Cognition Lab where she was able to join Dr. Keith Maddox in conducting research on implicit bias, specifically involving the discrimination between "white names" and "non-white names." Goraya remarked that the opportunity to explore implicit bias, an increasingly relevant topic in the polarized sociopolitical atmosphere, was "both fascinating and challenging to engage with from a scientific, social, and cultural standpoint."

Casey Chertavian '18, who also

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New Podcasting Elective Introduced



Students gather interviews for their podcasts (Photo courtesy of Lucas Ewing)

by Ashley Kim '19

Call of Stories: Literature Podcast, the new English electives by Kirsten Hoyte, explores the features of stories through the medium of podcasts. During class, students listen to parts of well-made podcast episodes and discuss the interesting techniques that were used to compile them. Instead of submitting written essays, students are asked to submit oral essays in the form of podcast episodes. The assignments require students to listen to a couple podcast episodes and collect recordings for their own podcast.

"I think that there's definitely a different way of presenting a narrative when you're telling a story verses when you're physically writing it down," said Audrey Lin '19, one of the students enrolled in the Literature of Podcasts course. Lin's interest lies in telling stories in the most appealing way which requires adjusting the presentation a story according to the audience.

Hoyte's inspiration for the course comes from the Spring Session workshop she led two years ago. She asked students

for feedback and, seven out of eight students showed an interest in taking an English elective on a podcast. In response to the students' interests, Hoyte decided to give it a try.

The overall idea of this class is to learn how to be a great storyteller. "I'm most interested in students exploring the difference between texts that are written and stories that are told," said Hoyte. "I'm also interested in exploring what kinds of stories are best heard or read. I don't think it's a clearcut that something can be told in only one way and something can only be told in other. I think some stories work in both round."

Call of Stories: Literature Podcast is a class recommended to the students who are interested in listening or producing podcasts or telling stories. Hoyte is looking for suggestions of topics for Love of Listening, the Concord Academy podcast created by the students enrolled in this course, as well as recommendations of podcast for the students to listen to in class. If you have any recommendations or suggestions, please contact Kirsten Hoyte (kirsten_hoyte@concordacademy.org).

New Faculty and Staff Profiles

Andrew Stevens

Emily Walberg

by Lex Keegan Jiganti ’19

by Elle Stetson Dibble ’18

Andrew Stevens, the newest member of Concord Academy’s English Department hails from Michigan but came to CA by way of Mississippi and Alabama.

Stevens is a recent alumnus of the University of Alabama’s College of Arts and Sciences Graduate Program where earned a Masters in creative writing. While he earned his masters, he taught creative writing to undergraduates and earned a special accommodation from the school for his exploratory teaching in the composition and creative writing.

At this time Stevens also taught with the Alabama Arts and Education Project, a program which bring teachers from the University of Alabama to prisons to teach those whom are incarcerated. Stevens taught creative writing as well as science fiction to inmates in the Alabama Department of Corrections.

Stevens is currently teaching Freshman English where he is energized by the fresh material, particularly by teaching Homer. To Stevens, CA also feels unique because of its diverse array of electives. He

will experience his first foray into electives next semester as he will be teaching the upper level Text Me: Technology, Community, and the Self class with English teacher Nick Hiebert. This course will delve into identity in the world of technology and what it means to be human.

Stevens enjoys a variety of work from the modernist nihilism of Cormac McCarthy to lighter fare such as Tana French, a Irish detective novel writer. Stevens also likes the genre of detective novels from the fifties as know as Pulp Fiction. Stevens often intermixes reading of different genres to break up monotony.

Stevens believes that the most special thing about CA is the tradition of chapels and the forum that chapels provide for a space for reflection as students move through their time at the school.

“Chapels are my favorite, getting to hear students reflect on a huge chunk of time with a lot of development in it and hearing what people have to say on that is pretty powerful and is pretty unique and rare,” he said.

Elizabeth Beal

by Vedika Sharma ’20

Elizabeth (Liz) Beal from Acton, MA is the new Associate Director of Admissions at Concord Academy. She has been working in education for 20 years as a college counselor and in college admissions. She has also worked for college access programs based in high schools. School feels like home for her. Liz shared that, “I see education as a great equalizer, and I am motivated by moving toward access, equity, and opportunity for all students.”

She attended the Acton-Boxborough Public Schools, and to Bucknell University in PA, then went to the Harvard Graduate School of Education.

Beal grew up in the town next over and some of her friends went to CA. It was inspiring for her to hear the way one of her friends talked about her experience here. When she worked for admissions at a college, she read applications from CA students and could tell how CA was “transformational.” The high school Beal worked

at had a similar mission to CA: to work hard and be yourself. “I think CA motivates their students to be active and thoughtful citizens, which is something really important to me.” said Beal.

If she went to Concord Academy, she would love to join the debate club. She is also intrigued by the “call to stories” class about podcasts and oral storytelling and she wished that there was a class such as this one while she was in high school. Latin is another subject that Beal would be enthusiastic to take is she were a student at CA.

Her favorite place to visit is St. Paul de Vence in France, but she loves going anywhere near the ocean. Additionally, Beal shared that she thinks she could survive a zombie apocalypse for at least a few days, with the help of her son who was born on Halloween! If Beal were to describe herself in three words she would choose: curious, hard-working and empathetic. She is excited to learn more about the CA community and especially to get to know the students here.

Jean-Mike Remy

by Rylie Robinson ’21

Concord Academy welcomes Jean Mike Remy, a new member of the IT team, this fall. He has experience working in education and technology, having worked as a data specialist in the Arlington Public Schools, and an IT coordinator at the Davis Leadership Academy, a public charter school in Boston.

Remy’s interest in technology started with computers and Playstation games when he was a child. These were personal passions of his. He was inspired by the Geek Squad commercials, in which a computer support network is advertised, and as he got older he developed more advanced technological skills, such as learning to build and fix his own computer.

Even though he did not study IT in college, he learned valuable information from majoring in automotive engineering. He worked on technologies that seen in common cars today, including auto-braking and lane shift technology. He also took electives in database management.

However, Remy remembers always

being fascinated by computers in his free time throughout college and this interest eventually led him to pursue Working behind the scenes, Remy works with the software to make sure that all of the online resources we use work well together throughout the school year. He and the rest of the IT team work hard to set these things up in September and take them down and reset them in June. He explained, for example, that Schoology needs to connect to Power School, which in turn needs to connect to all of our Gmail accounts.

Remy said that the hardest part of the job is having to tell people that technology is limited, and that some things just are not possible yet. The best part of the job though, is “the opposite of that. Problem solving, spending the time to find creative solutions to everyday problems people have, finding a way to connect the systems together and write custom code to make it happen for them.”

With 10 years of experience in alumni fundraising under her belt, Emily Walberg arrived at CA this past summer as an alumnae/i engagement officer. Emily grew up in independent schools in Connecticut and her parents both work as independent school administrators. She said, “I knew I didn’t want to teach, but I knew I wanted to be a part of a school community. So [development] was a natural fit for me.”

She earned her master’s degree

in education from Elmira College in New York, where she also worked full time in the development office. She then went on to work in for the Valley Forge Military Academy in Pennsylvania, and then moved on to Dexter Southfield, where she spent four years.

Looking for a new challenge, she came to Concord Academy. She said that CA is “a very different community and experience. I am used to a very traditional and formal environment—it’s definitely a change that’s taking me a little bit to get used to. I love it.”

Erin Bouton

by Benjamin Simpson ’21

Erin Bouton joined the Concord Academy community in September as an associate director of admissions and assistant director of financial aid. Bouton oversees the tour guide program and ensures that incoming students get the resources they need to be successful at CA.

Bouton recently moved to Boston from the small town of Dublin, New Hampshire, where she worked for eleven years as a history teacher and admissions counselor at Dublin School. Raised in the Tampa Bay area, Bouton graduated from Florida State University with a B.S.

in social science education. She is a big fan of college football, and manages two fantasy leagues, including one for the CA faculty. She also appreciates the town of Concord’s many hiking trails and fascinating local history.

She is very excited be at CA this year. “I am really enjoying being new and getting to know students and faculty quickly,” she said. “For me this is a new beginning, especially because I was involved so much in the community at my old school.”

Bouton likes CA because “the community here is more focused on collaboration and a love of learning than competition.”



From Left to Right: Abby Jenney, Liz Beal, Thomas Mandala, Erin Bouton, Emily Walberg, Andrew Stevens. Not Pictured: Jean-Mike Remy
(Photo Courtesy of Concord Academy)

Thomas Mandala

by Anna Sander ’20

Thomas Mandala brings over two decades of enthusiasm about teaching to his new position in the French division of Concord Academy’s Modern and Classical Languages Department.

Mandala’s love of education was sparked at a young age. Originally from the Democratic Republic of the Congo, he began tutoring his peers in French grammar and conjugation after his middle school classes. According to Mandala, “The passion of transmitting what I knew to other people drew me to teaching.” This excitement continued to grow as he assumed further roles teaching English to new students at his high school and later, volunteering at the City Colleges of Chicago to tutor both French and English.

Since his early experiences, he has had the opportunity to work with students of all ages, cultures, and backgrounds, all of

which have fueled his devotion to the career.

Mandala himself was educated from elementary school through college in the Democratic Republic of the Congo and then in the United States at Parkland College, University of Illinois and Northeastern Illinois University. He was originally drawn to CA by the classroom environment, advanced curricula, the engaged community members, and the flexibility allowed by common trust.

He said he “immediately fell in love” with the school when he first visited. Mandala is excited for the upcoming year. He will be teaching one section of French 1, two sections of French 2, and one section of French 4, Cinema: “The Seventh Art.” He is especially looking forward to immersing his students in French language and culture by taking them to France.

Hurricanes Bring Damage to the Carribean

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it hit Jacksonville than Hurricane Matthew, which hit the city a few years ago, Irma coincided with high tides while low tides were present when Matthew landed in the city, thus creating higher damage to the city. Overall Irma left 62% if Florida residents without power, several flooded cities, and a shortage of clean water and gas.

While those affected by Irma were gradually recovering, things took a turn for the worse when Hurricane Maria arrived as a Category 5 hurricane within two weeks. Maria was first monitored by the National Hurricane Center on September 13th. It rose in intensity to a Category 5 hurricane on September 18th, with winds that were 160 mph. Though it weakened slightly after hitting the Dominican Republic, Maria quickly regained enough strength for it to be reclassified as a Category 5 hurricane, with winds that were 175 mph and a low enough pressure for it to be considered the tenth strongest hurricane ever in the Atlantic.

Hurricane Maria hit Puerto Rico as a Category 4 hurricane, sustaining 155 mile per hour winds, making it the strongest hurricane to ever hit the island. Maria created catastrophic damage to the territory, destroying its entire energy grid, leaving residents without electricity, as well as a shortage of gas, food, water, and shelter. Shipping to Puerto Rico is expensive, due to the Jones Act, which states that all products ferried through U.S. port must be carried on ships from the company that manufactured these products, slowing relief efforts.

Many have turned to collecting rainwater and water from streams for survival due to the limited supplies, and residents can be seen lined up at the gas station before sunrise every day with red tanks, waiting to buy fuel to power their generators or cars. The lack of power has already posed severe danger for the community as a few patients in the intensive care unit of a San Juan hospital have already died because the unit ran out of fuel.

Companies are offering aid to Puerto Rico. Tesla has already shipped thousands of Tesla Powerpacks to the island, which stores energy captured through solar panels, giving residents a more sustainable and efficient energy source. AT&T is bringing floating antennas so that residents will

be able communicate again with the outside world. Last week, supplies that should sustain residents for another 20 days arrived to the island along with federal troops and employees. Nonetheless, damage to warehouses, the shutting down of companies, as well as the lack of available drivers have made it difficult for the transportation and distribution of these resources.

Maria has greatly threatened the already unstable economy of the island. Prior to Maria, Puerto Rico was struggling to repay their debts. As of May this year, the island filed for the largest bankruptcy ever in US history (70 billion dollars). Thus, the level of repair that needs to be initiated following Maria will further deplete the island of economic resources. Furthermore, due to the high rates of unemployment, more residents are moving to the U.S. mainland for better job opportunities, causing the population to decrease from 3.8 million in 2004 to 2.4 million this year. As a result, fewer skilled construction workers remain on the island.

The U.S. Virgin Islands also sustained heavy economic damage from Maria. Tourism, which accounts for 1/3 of the the Islands' GDP, will take time to recover, the largest two resorts on the islands predicted that they will not reopen until next year. The marine industry was also heavily impacted by the hurricanes. The Virgin Islands were in the process of repairing itself after being badly hit by Irma when Maria struck and destroyed their efforts as well as what had been preserved from Irma. Aid to the Virgin Islands following Irma was slow, and as soon as medical workers and troops arrived, they were ordered to leave due to the impending Hurricane Maria. St. Croix, which was used as a place of refuge for residents of St. John and St. Thomas, sustained great amounts of damage from Maria. Nonetheless, the Virgin Islands have received assistance from the federal government, receiving sufficient amounts of fuel and supplies to sustain its residents, and are again beginning the slow process of recovery. Curfews have been eased, and the St. Thomas Airport reopened on Thursday, September 28th, with St. Croix Airport planning on being reopened on October 5th. The government plans to have power restored in 90% of territory by Christmas.

CA and DACA

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has made a tremendous beneficial impact in the lives of hundreds of thousands of people, but it's not enough. Congress needs to step in and create a permanent solution."

The Trump administration agrees with this statement, but instead of building on DACA with additional legislation, Trump's senior advisors are pushing him to repeal the program completely which would threaten over seven thousand Dreamers with deportation. Though DACA is no longer accepting applications, Trump is hesitant to repeal it completely, as he would be faced with huge backlash. As Obama said in January of 2017, "The incoming president understands imagery, when you've got a female student valedictorian that did nothing wrong, and now you want to deport her to a place she's never been before."

The DACA policies will remain active for the foreseeable future, but CA and Head of School Rick Hardy published a statement via email to all students, faculty, and parents this past month, stating the school's policy on DACA and its possible removal. Hardy responded to the detainment of two Excel Academy students at a US Border

Patrol checkpoint in New Hampshire and wrote, "To know that adolescents just like our students could have their educations derailed and their futures threatened because of this decision offends my values as an educator." These sentiments were echoed in Hardy's commencement speech and many of the faculty chapels given at the start of the school year.

CA's administration remains determined to protect students, and will not share students' records and information with Immigration and Customs Enforcement or any government agency without permission from the student or a judicial order. Hardy and other members of the administration stand by their beliefs that, "[Trump's] decision places our neighbors and fellow Americans at risk of being taken from their homes, families, and communities, and it diminishes their worth as humans solely because of their citizenship status in this country. It opposes the spirit of our nation as well as the values of our school community, and we intend to do everything that we can to support CA students, graduates, and families who are legally and personally affected by this decision."

Hispanic Heritage Month at CA

by Stefano Amador '19

"What does being Latina mean to you?," the Centipede asked members of the Concord Academy community as they prepared to celebrate Hispanic Heritage Month. "It's the food I eat and the language I speak. It's home, family, and me," responded Katharine Barahona '18.

Hispanic Heritage Month commenced on September 15, celebrating the independence days of Mexico, Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica. Alianza Latina, an affinity space for students who identify as Latinx/Hispanic, anticipated this month to be about showing the community what being Hispanic really looks like outside the stereotypes while celebrating the Latinx community in CA.

Outside this community, President Donald Trump has made numerous acts and decisions that target and hurt the Latino community. Throughout his campaign, Trump has expressed his anti-immigrant sentiment originating from his racist comments against Latinos, specifically Mexican-Americans. Back in June 2015, when he launched his campaign, Trump said, "When Mexico sends its people, they're not sending their best...They're sending people that have lots of problems, and they're bringing those problems with us. They're bringing drugs. They're bringing crime. They're rapists. And some, I assume, are good people."

On September 5, the Trump administration decided to terminate the federal government program, DACA which protected 800,000 immigrants who came here as children against deportation and gave many the opportunity to work and study in America.

Recently, President Trump made no offer to help the U.S. territory of Puerto Rico after it had been hit by a devastating

hurricane that left the entire island without power. Furthermore, Puerto Rico's conditions could last for another 10 months. This month, Alianza hopes that everyone takes more time to listen to a small part of this community who believe that this country doesn't offer them or their families protection or support.

Shanirah Rodriguez '20 said, "For me, being Latina is making sure you say 'benedición' to all your family members when you walk in a room." A significant part of Hispanic identity is family, and it is something Trump threatens to take away. Kez Almonte '20 stated, "It's through my family that makes being Latina special to me...being Dominican-American is balancing two different cultures. I live in New Jersey, but I'll always have my roots which are Dominican. Speaking Spanish at home, growing up with telenovelas, and blasting Hispanic music in the morning are all the things that have to do with my identity as a Latina."

The media has the biggest role when portraying Latinos in America. In TV and Hollywood, Latino men are often represented as criminals while Latina women are often hyper-sexualized. Jess Sang '19 commented, "Being treated as exotic or foreign is not flattering." Many Latinas in this community often feel pressured to look Latina by having "lighter or tan skin with big hoop earrings and the tight ponytail." When you enter a community where your culture is not represented, the weight is placed on the person to represent their culture. "I had to show my Latino pride to myself before I showed it to everyone else," Erick Miron '18 admitted. Rodriguez also mentioned, "I wish more people didn't assume that Hispanics have to look the same or speak the same."

Barahona explained, "We're not all Mexicans. People can't just group us into one category."

InSPIRE

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Neta Kafka '18 and Science Department faculty member Max Hall discuss an InSPIRE poster (Photo Courtesy of Concord Academy)

presented at the event, described the venue as an "art gallery with posters and students lining the walls." Goraya and Chertavian both expressed their appreciation for the opportunity to present their summer research experiences with others. Goraya especially liked that she got "to present [her] work in an authentic and genuine way." Chertavian added that her summer research "was pretty intense and took up a huge chunk of [her] summer, so [she] really enjoyed having the opportunity to share [her] experience with others."

Chertavian saw the Poster Presenta-

tion as a unique opportunity for intellectual exchange and "really interesting [chance] to talk to my friends and mentors." Because of this, she wished that the event allowed for more time in the beginning to collaborate with other participants in sharing their varied experiences.

The InSPIRE program and its newly added feature of the Poster Presentations is an incredible opportunity for Concord Academy students because it awards access to authentic research opportunities as well as the experience of attending such topically-driven conferences in general.

The Great Firewall of China

by Helen Wu '19

Although Chinese citizens gained permanent Internet access in 1994, they have never truly been able to browse all contents on the web, including material that is against China’s political values, sexually explicit, violent, or involves gambling. Internet censorship in China is notoriously known as “The Great Firewall of China”, and the rhetoric surrounding this topic often cites Internet censorship as a violation of the freedom of the press. Spending a large portion of my summer online in China, I have had plenty of time to contemplate my relationship and opinions regarding this issue. Internet censorship in China is not as extreme or limiting as how Western media portrays it.

The restricted access to mainstream social media and news sources, namely Facebook, Google, Instagram, Snapchat, and The New York Times, is what bothers me most about Internet censorship. However, I am able to still post on Instagram, read American news articles, and access various other sites because of Virtual Private Networks (known as VPNs), which connects a network in one location to a network in another location where there is no restricted Internet use. For my purposes, censorship merely seems like a nuisance; however, for a tiny minority of users who are advocating for social justice, freedom of the press, and opposing political causes, censorship poses a grimmer reality. Occasionally, individuals are arrested and incarcerated for spreading anti-communist messages, since the government views this as a threat to social stability. Despite many restrictions, most web users are able to easily circumvent the firewall with VPNs and educate themselves at their own will. The government cannot dictate what the people think and believe, and ultimately citizens of China have the choice to pursue own political beliefs, whether that aligns with the ideology of China or not.

The portrayal of Internet censorship in Western media often is only a simplified, overdramatized version of the

whole story. I have read an abundance of articles condemning China and their Internet laws, embellishing the situation until it reads like a passage out of George Orwell’s 1984. American news sources seems to have trouble accepting the truth that the thoughts of Chinese people are not governed by the laws, and that Chinese people do have access to the diversity of thought in America, which is only an VPN app download away.

I would consider myself a prime example a Chinese citizen who is not inhibited by Internet censorship, but rather more motivated to search for the content I need. Even though finding the right news source about the topics I wanted to read about was a cumbersome challenge during the summer, it also helped me appreciate the easy access and quality of my news and information now that I am back in America. Additionally, Chinese censorship has also prompted me to think about information in a more critical way, so I am less complacent to all types of media input. I recognize that I am privileged for being able to attend school abroad, and that many other Chinese citizens may not be exposed to the diversity of knowledge that I have. Nonetheless, I believe that Internet censorship has enriched the way I interact with modern media in and out of China.

Next time you read an article about censorship in China, it may be important to consider the perspective, background, and motives underlying the piece. The use of extreme examples is not a good representation of the true picture— many people in China do have access to foreign resources, and that most VPN users or distributors are not incarcerated for browsing foreign websites. It may be easy to overdramatize the situation when a reporter has not spent time in China living under the Internet laws. If I were not accustomed to Internet censorship, I would also be tempted to fall back on the dystopian rhetoric. While I recognize that the system is imperfect and that the root of the problem is yet to be attacked, I believe that the Internet situation in China is not fully represented by Western media and that media consumers should be slightly suspicious of media portrayals of issues they bear a distance to.

Balancing Academics and Social Life

by Samantha Davidson '19

It can feel impossible to balance academics and social life here at Concord Academy. There are so many opportunities to hangout with your peers on the weekends, on school nights, and free periods throughout the day. On the flip side, there is also a significant amount of work and studying that fills up that free time.

One trick is finding a way to effectively get your studying done with other people so that you can be social and studious at the same time. The problem is that trick is almost impossible to master. The times I struggle most on focusing are the times I try to study with people, whether that be during my frees, on Saturdays, or basically any time other than study hall. Not only is it difficult to finish schoolwork because of focus issues, there is also the fear of missing out. I find that there are at least three people I know in every single one of my frees. If I choose to hangout with them, I will get no work done but at least I know I won’t miss out on any memories or inside jokes made during those times. Then comes the inevitable diffusion of my personal responsibility. I tell myself things like “oh you can always do it later,” and then continuing to push back my study time by falsely promising myself I will work on the assignment later.

The fine line we walk every day at CA that is just the right amount of time spent doing social and academic activities is hard to stay on. Here are some tips I find helpful. The minute I get an assignment, no matter how much time I have until it is due, I start it the same day. Whether that be opening a new google doc and writing my name on it or starting some insanely informal paragraph for an essay, I know I have to get a head start. That way, no matter what nonsense I

may have put in that paragraph for my essay, the tab stays open on my computer and when I am bored I can switch over to it and continue working or just jot down any ideas I am afraid I will forget later. This strategy gives me room to procrastinate.

For example, I started making my friends’ chapel posters the first week of school because I knew that as schoolwork ramped up, I would not have time to finish them later. Even though some of their chapels are in January, I know that there is some leeway for me to procrastinate. I started this article over a week ago when I knew it was not due for a while, because it allowed me to come back to it later and revise and elaborate my broken ideas. Another tip I have is to allot a certain amount of time for yourself that you must spend studying. Whether that be studyhall for boarders, or following those same study hall times in your own house if you are a day student. I find set studying times extremely helpful in motivating me. Sometimes I think that I have studied for four hours when in reality, I was staring off into space and on my phone for half of those hours. That not only makes the study time feel longer but it also makes it less effective. If I sit myself down and work for two hours then I can enjoy a full break after and feel more productive.

Allotted study hours, in turn, free up more of your time to fully engage in social activities. Instead of worrying about assignments you did not finish or when you will get around to finishing them, you know there are set times you have to finish them. Overall, the ability to balance social and academic life takes time to master so do not feel discouraged if it feels impossible. I can confirm that even the most organized upperclassmen still struggle with that balance everyday.



Scene from *Au Revoir les Enfants* (Photo courtesy of Flickr)

Learning French Culture Through Movies

by Alex Tesson '19

It is difficult to fully define a culture and its language through one medium; its literature provides only an academic standpoint on a culture, while its music usually doesn’t touch on every aspect of it. Film, however, is an excellent medium that provides both an entertaining viewpoint into the lives of the people it depicts, and a constant stream of native speakers having conversations. French films are one example of how we can learn about French culture while improving one’s French skills, a tool, which Concord Academy’s French program makes use of in class.

An example of a film that portrays the French culture is *Au Revoir les Enfants*, a touching movie about French students at a boarding school in German-occupied France during the Second World War. By watching an accurate portrayal of students in France, last year’s French 3 class got a glimpse of what growing up in France is like as well as learning about an important time period in modern French history. The speaking in this movie is rapid, complex, and filled with advanced vocabulary, pushing non-French speakers to listen closely and adapt quickly to the pace of its dialogue. This movie is an emotional example of how helpful French cinema can be for those seeking to expand their knowledge on the culture and language of France.

On the more lighthearted side of French movies comes *Le Dîner de Cons*, a comedy film that follows the story of one man finding a highly unintelligent man and inviting him over for dinner, with the secret intent of showing off his stupidity to his friends. Also shown to French 3 students last year, *Le Dîner de Cons* is a classic French comedy that became an essential piece of French cinematography over the years. This film offers a look into modern life in France, as opposed to *Au Revoir les Enfants*’ historical setting, and comedically introduces relevant topics such as marriage, sports rivalries, and tax fraud. The language, as with *Au Revoir les Enfants*, is fast and authentic, challenging the viewer to keep up with its pace and vocabulary. A revered French comedy, French students of any level of proficiency would surely benefit from watching this timeless classic.

The balance struck between *Au Revoir les Enfants* and *Le Dîner de Cons*, one of drama and comedy, historic themes and modern situations, provides an excellent opportunity for French students to learn about French culture and language while being fully entertained the whole time. French 3 students were quite lucky to watch these two incredible French movies to improve their language skills and understanding of French culture; they provide perfect examples of how much French cinematography can help those aspiring to learn about its culture and become proficient in its language.

North Korea in the Age of Trump

by Peter Connolly '19

Tension between the U.S. and North Korea have reached an all time high after President Trump’s controversial tweets and remarks at the UN General Assembly where he referred to Kim Jong-Un as ‘Rocket Man’ and hinted that he won’t be around much longer. These obscure and hostile comments are not only deteriorating the already strained relationship between the two countries but also helping convince North Korea that a strong nuclear program may be necessary as a strategic deterrent against U.S. aggression. Trump has railed against North Korea as one of America’s greatest enemies, given their growing nuclear program and anti-American rhetoric. For example, their state-run news media frames the U.S. as imperialists encroaching on U.S. sovereignty and led by a “crazy man.”

Past U.S. Presidents have tried to make deals, curbing their nuclear program in exchange for sanctions relief. But President Trump has shown no indication of striking a deal with North Korea, even contradicting his own Secretary of State, telling reporters it is a “waste of time” to try to negotiate. For Kim, Trump’s unpredictability and indifference towards a peaceful outcome is terrifying, considering the vast array of resources and weapons that he has at his disposal. Furthermore, America’s past with unfriendly dictators is hardly comforting. In 2006, Iraqi

Dictator Saddam Hussein was hanged at a joint Iraq-US air force base for ‘having’ weapons of mass destruction, despite later evidence to the contrary. Muammar Gaddafi of Libya, who the U.S. helped find and capture, was brutally killed by Libyan rebels. The U.S. has acted on each one of these threats and in the case of their involvement, led to the death of a dictator.

Kim’s aggressive development of intercontinental ballistic missiles is his way of securing North Korea’s sovereignty and strengthening his regime. Prior to recent developments, South Korea and its capital city Seoul were always at risk if Americans tried to make a move against North Korea. They could be hit with a short range nuclear missile, leading to countless casualties. But with newer missiles, the U.S. is at risk as well.

Everyone has a self preservation instinct, as they should, and Americans have it as well. Now that Americans are also at risk, U.S. presidents will have to factor that into the risks that comes with any aggressive moves against North Korea. After all, since Russia developed nuclear weapons, the U.S. has made no outward military movements, resorting solely to the spy tactics that made up the Cold War.

If North Korea can establish itself as a strong nuclear power, with capabilities to strike anywhere in the globe with precision, the U.S. will be forced to respect their sovereignty and only act when provoked.

Making Sense of the Celtics’ Busy Offseason

by David Korn ’19

When a team finishes first in the Eastern Conference and is three games away from the National Basketball Association (NBA) finals, there usually isn’t very much roster turnover. Which is why the Boston Celtics’ offseason has been so surprising. Here are some of the major moves the Celtics have made: Kelly Olynyk and Amir Johnson became free agents and were not resigned. Jayson Tatum was drafted with the 3rd overall pick. Avery Bradley was traded to the Detroit Pistons for Marcus Morris. Gordon Hayward was signed to a max contract (4 years/128 million). Isaiah Thomas, Jae Crowder, and the Brooklyn Nets’ 2018 first round draft pick were traded to the Cleveland Cavaliers for Kyrie Irving. Boston currently only has four players returning from last year, two have played for multiple years on the team, and one member of the starting lineup is returning.

The reasoning behind the changes in the Celtics roster is a bit complicated, but the trade of Bradley was mainly done to free up cap space, which facilitated the signing of Hayward. The addition of Hayward fills the Celtics main need from last season, a second offensive star. He can shoot from anywhere, drive to the basket, pass, and guard multiple positions on defense. Hayward played college basketball at Butler University under current Celtics Head Coach, Brad Stevens.



Number 99 Jae Crowder will play for the Cleaveland Cavaliers this year
(Photo courtesy of Creative Commons)

Coach Stevens and Hayward have had success together in the past, and during Hayward’s two years in Indianapolis, he led Butler to the national championship game, where they narrowly lost to Duke in the final

seconds. It will be exciting to see what they can accomplish together in the NBA
The biggest trade this offseason in all of the NBA was the Celtics trade of all-star point guard and emotional leader Isaiah

Thomas, defensive stalwart Jae Crowder, and a probable top 5 pick in next year’s draft for Cavaliers point guard Kyrie Irving. Irving is a major upgrade over Isaiah Thomas because he is a better playmaker, has better dribble moves and handles, is more able to involve other players on offense, and is a more competent and versatile defender. Thomas is currently injured, and is predicted to not be able to play until January 2018. This, coupled with him only having one year left on his contract made Thomas expendable if the right offer came along. Crowder was also nonessential after the addition of small forwards, Jayson Tatum, Marcus Morris, and Gordon Hayward. Irving is an incredible player, and at only 25 years old he may not have hit his prime yet. Do all of these moves make the Celtics a contender for the championship? Maybe not this year, as they have a lot of competition.
The Cavaliers are still extremely strong, the Warriors have retained their core players, and teams like the Thunder and Rockets have each gotten much better and are looking to compete as well. Regardless of how well the Celtics perform this year, the future looks bright. A balanced combination of veterans, stars, young talent, draft picks, and favorable contracts hints that this group will age well and be in prime position to contend for and win many championships in the near future.

Book Review: Warcross

by Shreya Patel ’21

Warcross by Marie Lu, a wonderfully diverse and stunningly written novel, hooks readers instantly. The level of detail in every moment is remarkable and right off the bat I found myself visualizing every scene. The imagery is intense but it feels natural and doesn’t bog down the advancement of the plot.
Warcross follows Emika Chen, a young hacker who accidentally inserts herself into the opening game of the Warcross Championship. Warcross is a sensational virtual reality game, beloved around the globe. She expects to be arrested, but is surprised to instead receive a call from Hideo Tanaka, the game’s creator. Tanaka offers Emika a job as a spy inside the Championships because he fears a threat to the game. The setting and premise of the world is complex, but Lu manages to introduce concepts completely while avoiding long sections of exposition.
Information is given as needed, but despite how intricate the world is, the principles build on a few new terms which are easy to pick up. There’s no jargon, even when demonstrating how to play the game. I was captivated by the descriptions of the Warcross game worlds, the enhancements to everyday life when viewed in virtual

reality, and the city of Tokyo, where most of the book takes place. Lu is a master at world-building, which takes this book to a new level because of how different the world in Warcross is from ours.
Emika is fierce, funny and resourceful, and I was pleased with her narration. Her attitude in the face of adversity was refreshing. She learned to accept help and work with others while playing in the Championships, but was also a clever investigator for Hideo. It is rare for science fiction books to be truly diverse and to not have “token characters,” but Warcross had an incredible cast accompanied by a variety of backgrounds and stories. I feel that the one aspect of Warcross that could use some fine-tuning is the pacing. Most of the book progresses evenly, and the action is spaced out well. However, towards the end, everything started to feel a bit rushed. The plot started to take some major turns, but I did feel like some of them were not well explained.
I would give Warcross five stars and encourage everyone to pick it up, along with its sequel. In science fiction, it can be a struggle to find balance between writing likeable characters and having a compelling plot. Warcross excels at this, and the pace of the mystery and Emika’s growth as a character complement each other especially well.

New Music Recommendations

by Owen Elton ’19

I am always very excited for Fridays, not only because of the weekend, but because new music is usually released then. Each Friday, I make sure to listen to many of the new releases across different genres. After keeping track of the new songs all month, here is a top five countdown of the best new songs from this past month.
5. Sunshine - Kyle ft. Miguel
Though this song is better suited for summer, Sunshine should help you get through the increasingly cold weather. The synths are light and bouncy, Kyle’s verses are cheery and while not lyrically complex, they keep the tone very positive and provide substance to the song, all while preventing Miguel’s smooth chorus from getting too repetitive. Kyle uses effects on his voice that prevent him from grounding the song and keeps it very airy. It feels slightly overproduced at times, as most of the production has a lot of effects, but the cheery and uplifting production prevent that from being a real issue.
4. Edition - Rex Orange County
Rex Orange County refuses to call himself a rapper, and this song shows his willingness to make songs that separate him from that label. He sings and “sing-raps” his way through minimalist production, consisting of measure long piano chords and a drum loop, so that you are forced to listen to his voice. The song’s lyrics portray personal indecisiveness about a breakup, but Rex Orange County’s laid back vocals makes the song feel more relaxing than indecisive or anxious.
3. Don’t Take the Money (Organized Noize Remix) - Bleachers
Don’t Take the Money is Bleachers’ anthem about chasing a gut feeling and the remix conveys that emotion stronger than the original version. Lorde’s surprise backup vocals are relegated to the last chorus in the original, but in the remixed version they are a key part of the entire song, getting their own

time in the spotlight after each verse. It is a quirky song, both in terms of the off-kilter instrumentation, especially the cowbell being featured more heavily than the guitar or keyboard, and the vocal melodies, particularly in the pre-chorus. However, this “quirkiness” is Bleachers’ hallmark, which is evident after listening to this song.
2. Jukai - Jhené Aiko
The melodic guitar and hypnotic vocals on Jukai are what makes the song so special. Besides Aiko’s voice, the song only contains guitar, violins, and backup vocals done by her. The lack of complication on this song functions as a great framing device for her lyrical journey through the Jukai forest, located on Mount Fuji in Japan. It is a verbal meditation through musings on life and death, a theme that only reveals itself after many listens and one that Aiko illustrated beautifully.
1. Homemade Dynamite (remix) - Lorde, Khalid, SZA, Post Malone
The remix of Homemade Dynamite breathes life into what was a very repetitive song before. The combination of the four artists keeps the vocals on a rotation that prevents any stagnation of style, each vocalist owning a very different voice and providing diversity to the song. The highlight for me is Post Malone, not only is his “sing-rap” verse high quality, but he provides incredibly strong support on the final chorus in the form of harmonies to the other three artists, a great showcase for his versatility as a musician. There are no major flaws in this song, it never feels too busy even when all four are singing at the same time. The lyrics tell individual stories at a party, each artist singing their own experience.
All of these songs were found by sifting through the weekly new releases during September. I hope that you not only give these songs a listen, but that you start checking out the new releases so that you, too, are able to find great new music.



The Centipede

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The mission of the *Centipede* is to inform, spark curiosity, and generate discussion within the community and beyond. The majority of the content relates to school issues, events, and news, but occasionally writers voice their opinions on politics, sports, and other contentious topics.

A Guide to Being Green at CA

by Elle Stetson Dibble ’18

The ocean is a boiling acid pool filled with micro plastics, hurricanes are ripping up infrastructure left and right, and Donald Trump (still) doesn’t believe in climate change. As we’re swimming in this absolute cesspool of problems, there are still simple actions you can take to support environmental efforts at Concord Academy. Here is a comprehensive guide:

1. BYOWB: Bring Your Own Water Bottle

In case you missed Green Club’s announcement about plastic cup usage, CA uses about 10,000 disposable cups every month. Each time you use a paper cup, a single tear runs down Gretchen Roorbach’s cheek, and 10,000 tears is too many for one person in one month. Even though the disposable cups we have at CA are recyclable, it is far more efficient to reuse your cup than to recycle your cup--so please remember to reach for that water bottle when you feel thirsty.

2. Bins, bins, bins: Don’t just recycle it. Maintaining the integrity of our recycling remains at the forefront of our environmental efforts at CA. Please remember that every week, I, along with the other Environmental Coheads and a lucky group of students, collect and sort through everything that ends up in the little blue bins you may have seen around school. And trust me, everything ends up in there. So, before you chuck that banana peel into a waste receptacle, be sure to pause and throw it in the compost bin.

3. It’s a bike, it’s a train, it’s a student getting to school using little to no fossil fuel! Day students: Every week during my advisor meeting, Gretchen complains to me about seeing students who live within a half mile from campus drive in every day. I won’t name names,

but I know who you are. If you are able to, please save me from this weekly discourse by walking or biking--you could even scooter if you’re into that. Also, if you live near our beloved Commuter Rail, join in on the fun and take the train to school. Every once in awhile, it’s really late and you get to skip first block.

On another transportation-related note, please be mindful of your vertical traversing of CA’s buildings. Realistically, you have two options:

A) Take the stairs, using the power of your own muscles to ascend and descend

B) Take the elevator, burning fossil fuels to move your body up or down flights

Unless you need to use the elevator, please work those muscles and take the stairs.

4. Let’s Get Together

Finally, there are many opportunities to participate in environmental events throughout the semester.

Be sure to attend Urinetown (November 17-18), CA’s fall mainstage production, which centers on a water shortage. During the intermission, representatives from Green Club will be speaking with audience members about climate change and the global water crisis.

The Environmental Coheads are currently in the process of planning an Earth Week for the week of December 4. In partnership with Ceramics Club, we are selling fabulous, artisanal ceramic bowls that you can use for cereal, ice cream, and anything else you might eat out of a bowl. Dinner Docs will feature an environmentally-themed film, and Green Club will be holding a big blow-out meeting, and more....

Until then, I hope you stay tuned to find out even more fun and exciting ways to take care of the Earth and the CA campus!

Help Me Rhonda!

Need some advice? Our resident columnist, Rhonda, is here to help you navigate life at CA. Send us your questions to see them featured in the next issue!

Rhonda,
How do I make new friends?
- Anonymous

Hello Anonymous! If you really are having trouble making new friends, try sending out all_school_fyi emails about easily found “lost” items. When someone responds to your email, you have one new friend right there.

Hope this helps!

Rhonda

Hi Rhonda,
I can never seem to get out of bed on time in the mornings and I’m always late for chapel! What should I do?
- A sleep deprived Freshman

Hello sleep deprived Freshman, one trick I have for waking up in the morning is to leave whatever homework you have due first block unfinished so you have to get up early. Nothing gets the blood flowing like fear and stress!

May sleep never elude you,

Rhonda

A CA Bucket List for Boarders

by Izzy Charles ’19

Being a boarder means living away from home, gaining independence and insights on how to conduct yourself while living with peers and sharing a room with others. To say the least it can be difficult, but the CA boarding experience is unlike any other time in your life, including college. After high school, there won’t be house competitions, house food the same way or even room inspections.

Here is a bucket list of things to do to make your time boarding at CA memorable:

1. Go on a canoe trip
2. Go on a farm trip with Annie
3. Learn How To Ride a Bike
4. Bike to Walden Pond
5. Go to every CA performance
6. Pull an all nighter (not on a school night but the day before a break!)
7. Get a projector to watch movies on with friends
8. Pet Sit/ Babysit on campus during the week-end
9. Take the train into Boston for a day
10. Bake cookies in the SHAC kitchen on a Saturday afternoon
11. Run by Nashawtuc Hill
12. Attend local festivals and performances around Concord

As we inch closer to the expiration of this part of our lives and we look back on our High School experiences, it is important for us to appreciate and form positive memories for the years to come.

Check out our website at:
www.thecentipede.org