

CA

CONCORD ACADEMY **MAGAZINE**

WINTER 2023



CA alums
recraft careers
for meaning
and purpose

ALSO IN THIS ISSUE:

CA's Centennial Campaign vision for West Campus

[Stepping]
Through



The class of 2024
began the year
with leadership
and team-building
activities at Hale
Reservation in
Westwood, Mass.

WINTER 2023

CONCORD ACADEMY MAGAZINE

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MISSION

We are a community animated by love of learning,
diverse and striving for equity, with common trust
as our foundation.

Honoring each individual, we challenge and expand
our understanding of ourselves and the world through
purposeful collaboration and creative engagement.

We cultivate empathy, integrity, and responsibility
to build a more just and sustainable future.



A LETTER FROM HEAD OF SCHOOL **HENRY FAIRFAX**

TEAM GREEN,

Early on in my listening and learning tour, when I asked what CA's superpower is, I started hearing one answer loud and clear: It's our community. When I talked with students, teachers, parents, staff, and alums, everyone recognized that there's something special about how this school *does* community. It doesn't come at the expense of individuality. I think it's because of our respect for every individual that we can be successful in cultivating collective responsibility, orienting toward each other to benefit our broader world.

Concord Academy's community isn't bounded by our physical campus. It's both local and global. That's what we're celebrating during our Centennial. The wealth of stories Lucille Stott gathered from CA's first century (page 32) has been an ongoing source of inspiration to me. And in October, as much as I wanted to run the Chapel Challenge course myself (page 30), I was thrilled to stand at the finish line and cheer on the groups that had relayed all the way from New Hampshire. What made that event special was the way we honored both CA's history and our living tradition of chapels, where we speak, and listen, from the heart.

This issue's cover story focuses on CA alums who have used the skills this school develops so well—questioning existing structures, synthesizing new information, and acting with purpose—to change systems and achieve their goals, while also helping others (page 18).

Whatever aspect of the CA experience has been most important to you, I hope you'll find something in this issue that speaks to it. If that's teaching and learning, check out the way two CA classes recently fused new technology with historical research (page 15). If it's leadership in equity and inclusion, I invite you to read about our new gender inclusion policies and how we've been sharing what we've learned with other schools (page 26). And anyone interested in CA's future will want to see the plans for West Campus and a new arts center (page 34). This is the time to learn how you can get involved to set up CA for more collaboration and creative engagement over the long run.

CA's Centennial is far from over. You won't want to miss the big bash in June (page 49)! Let's celebrate as the exceptional community we are. I'll see you there.

Go Green!
Henry

A group of four male students are gathered outdoors, focused on assembling a model airplane. The student in the center, wearing a black hoodie with a Nike logo and the words 'CONCORD MY', is using a screwdriver to attach a propeller to the engine. To his left, a student in a grey hoodie with 'CONCORD' and 'ACADEMY' visible is holding the fuselage. Another student in a blue hoodie is partially visible behind them. On the right, a student in a green and white shirt is also observing. The model airplane is blue and white, with 'N1411' printed on the wing. The background is bright and out of focus, suggesting an outdoor setting like a field or track.

campus

CA students explore aerodynamics as the new AER CA club (page 6) takes flight.

The Dance Dynasty Continues

Rika Okamoto and Alexander Brady support CA students every step of the way

In their second year co-directing dance at Concord Academy, **Rika Okamoto** and **Alexander Brady** are building on a strong foundation—a program shaped over three decades by **Amy Spencer and Richard Colton P'13**. Like their predecessors, Okamoto and Brady are married creative partners; also like them, both danced professionally with Twyla Tharp. Here they share with *CA Magazine* editor Heidi Koelz their vision for dance at CA.

Is the way you teach dance a departure for CA students?

Rika Okamoto: We're not changing the program dramatically.

Alexander Brady: They had 30 years to figure it out, and we have trust in that.

RO: But teaching itself changes, and the pandemic was so hard for young people. We're more aware of equity, diversity, and inclusion now. I truly believe the dancers are the dance, the dancers are the choreography. When we're making an original piece, they're themselves, creating community—without talking, they bond and cultivate confidence.

How do you choreograph for students?

AB: We think about who is dancing, then that informs the movement. We start in the studio, recording movements. Then we rearrange these video snippets into a timeline. We'll come up with the steps, then assemble them and help get the group going. We collaborate on everything, including the overall vision and selecting music, but we leave space for the students to add something of their own.

RO: It's very different from an old-school approach where dancers are

supposed to fall in line and look and move the same—that doesn't benefit choreographers.

AB: When you get into the world of elite dance, it's very technical. Individuality gets filtered out. In contrast, working with student dancers at CA is great. There's no filter. They'll be dancing together, but you really see every individual.

What's your impression of CA students?

AB: The dancers are 100% giving their all. They're fearless. It's amazing.

RO: CA dancers just go for it. We give them an instruction to fall, and they do it together but differently. We love that and want to celebrate it. Not everyone starts there, though. Academic environments can breed a perfectionist mindset. There are so many things you can learn from dance, and there's no right or wrong. Often something seems like a mistake, but then from that comes something good.

What are your goals for the program?

RO: For us, everyone's a dancer. We want to ease students in. We invite them just to come and dance with us. It's less intimidating.

AB: And within that, we can build technique and discipline.

RO: Students see the benefit of practice. Doing something every day seems repetitive, but you get better.

AB: There's a thrill, too. Your body feels good. At my 8:50 a.m. Dance 1 class, they drag in, tired. But 20 minutes in, they're getting warm, their bodies start to hum, and they're smiling.

RO: I have a license to teach Mindfulness-Based Stress Reduction, and I want to expand on that, to offer a holistic approach to movement, being in the body. That's my goal.

AB: Another goal is for them to learn about composition, how to make things.

RO: CA students are so creative. Last year my Dance 2 class started experimenting with compositional choreography. I was blown away by them. We want to encourage students to create more dance, and we're very interested in interdisciplinary collaboration—with theater, music, academics. Dance is so fluid.

AB: During the pandemic, I started messing around with the Fibonacci sequence, assigning a move to a particular number. It was fun to see the possibilities. You can find inspiration in anything.

How did you each come to dance?

AB: I grew up in the ballet world. It was very structured and disciplined—and it was good for me, because I was all over



Above: Rika Okamoto and Alexander Brady, co-directors of CA's dance program.

“A good teacher doesn't put you in a mold.”

RIKA OKAMOTO

Below: Amy Spencer and Richard Colton P'13, longtime CA dance program co-directors. Spencer continues to serve CA as Centennial Campaign Arts Liaison.



the place. As an adult, I started working for modern choreographers, though at the beginning I found it difficult to improvise.

RO: My path has not been normal. I've always been a bit of a rebel! I wanted to dance when I was younger, but in my family art wasn't valued. When I did start, in high school, my teacher showed me my potential and gave me a little push to grow. There's benefit to learning technique and discipline, but a good teacher doesn't put you into a mold. They show you how to use your body as your instrument, how to tune it up, and they let you grow into your own creativity.

Are you continuing to work as professional artists?

AB: Yes, the split position affords us that time. On the weekends we can choreograph.

RO: And we're still connected to the New York dance community. It's a good example for students. The way we watch dance has also changed. We want to be current—we're always thinking, “What's new? What's coming? What can we bring back to CA?”

For the Public Good

Joanne Oh '23 contributes to trailblazing public health research

A CA student co-authored the first article in a peer-reviewed journal to examine state-level racial disparities in COVID-19 vaccination rates. In summer 2021, **Joanne Oh '23** interned with Michael Siegel, a professor at the Tufts University School of Medicine. Their rigorous statistical research demonstrates that COVID vaccination disparities across the United States correlate with measures of structural racism. The paper, published in October 2021 in the *Journal of Racial and Ethnic Health Disparities*, recommends interventions that go beyond targeting individual behavior.

"Until she did the research, people talked about this relationship, but no one ever looked at it—Joanne actually proved it," Siegel told CA's Medical Club last May on campus. "Her research shows that we are framing a structural problem as an individual-level problem, because most interventions have been aimed at eliminating 'vaccine hesitancy.'"

That phrase took hold during the pandemic, Siegel explained. But describing the problem in those terms shifts blame from systems that limit access to health care onto the individuals experiencing harm.

Both researcher and advocate, Siegel routinely shares his findings with legislators. "Only if you understand structural racism as a contributor can you pinpoint an effective approach to reducing racial disparities," he said at CA. "Joanne's research made a difference. It's an amazing accomplishment."

Joanne participated remotely in Siegel's research, analyzing data collected state by state. The other team members were graduate students already trained in writing scientific papers. "It was a bit

intimidating at first, especially on Zoom," Joanne says, "but I was really glad I had that experience of breaking out of my shell, challenging myself, and asking questions—even the ones that felt obvious or dumb. It helped me grow."

She enjoyed it so much that in June 2022, she collected additional data. Building on their previous research, Siegel's team has now assembled a structural racism index—tracking incarceration, educational attainment, racial segregation, employment, and economic status—for every U.S. state, county, and city. Joanne was in charge of the incarceration index, and she has co-authored a new paper that will soon be published.

"It's really important to have this data out there," she says. "Now other teams can use it to research any other health disparities to more effectively promote health policies at all levels, especially locally—that's where a lot of policies are made."

Joanne says joining a research team was "eye-opening." If she could give her earlier self advice, "it would be that I'll learn, and next time, I'll be a better researcher," she says. "That mindset really helped me this year."

This fall, the Medical Club, which Joanne co-heads, began supporting COVID vaccination drives in Metro Boston areas with low vaccination rates. They set up raffles to encourage people to get vaccinated.

Prior to her research experience, Joanne's medical interests were clinical. Now she's less certain about that path. "What I know for sure right now," she says, "is that I'm really interested in public health."



CLUB BLOCK

CA students are as active as ever—these are just some of the new organizations that formed within the last year or so.

3D Animation Club

Learning to use open-source Blender software.

AER CA

A space to explore aerospace, engineering, and radio-controlled airplanes, and design and build aircraft.



Album Listening Party

Listening and chilling.

Brain Science Club

Discussion, experiments, and projects exploring neuroscience, psychology, and even artificial intelligence.

CINEMA

A student filmmaking club.

Hotwheels

Skating, skateboarding, anything with wheels.

Frizzed

A space to discuss all things curly hair.

Lawrence-Concord Action Partnership (LCAP)

A service club connecting with community-based organizations.

Read about LCAP's service at concordacademy.org/lcap.

Neurodivergent Affinity Space

A gathering place for individuals whose brains work differently from the norm.

Queer Book Club (QBC)

Open to anyone interested in discussing books written from LGBTQ+ perspectives.

2022 CENTENNIAL DAVIDSON LECTURE

In Search of a True Story

Ken Dornstein P'23 shares his life and wisdom with CA



In November, documentary filmmaker and author **Ken Dornstein P'23** delivered the 2022 Centennial Davidson Lecture at Concord Academy with dramatic flair and expansive heart. He described a career of “telling stories that have been covered over by time, or purposely buried by people in power.” With each, he said, he aims to cultivate “empathy for people whose lives we otherwise might not take the time to understand.”

In recounting his own story, Dornstein offered CA students a rare gift: insight into how, in hindsight, the events of a lifetime seem inevitable. “That’s both the lie and the truth of storytelling,” he said. “It’s all a construction, even when we call it non-fiction, especially the stories we tell ourselves. But when it works, these constructions give our lives coherence and meaning.”

A longtime producer of the PBS documentary series *Frontline*, Dornstein directed and produced, among other critically acclaimed works, the Emmy Award-winning *My Brother’s Bomber*. The three-part 2015 series resulted from decades-long quest for answers about his brother David’s death in the 1988 Lockerbie bombing.

The initial investigation had identified two conspirators, who were charged, and pointed to a third, a bomb-maker, who remained unknown. Over the decades that followed, Dornstein quietly assembled the facts of the case. Working as a private investigator after college, he had gained practice in uncovering information in person, and working for *Frontline* later gave him, he said, “a license to tell stories.” His own investigation eventually led him to track down the person he felt certain was responsible, in Libya, where he was awaiting trial for an unrelated bombing.

In 2020, 32 years after the terrorist attack, the FBI agreed with Dornstein’s deductions, and the Department of Justice issued an arrest warrant for the suspect he had identified. “I was never looking to punish anyone,” Dornstein said, “so much as I was driven to tell the true story of what happened.”

Since 1966, the Anne E. and Jane S. Davidson Lectureship Fund has brought distinguished speakers to campus to share their stories and expertise.

LEARN MORE

Read more about Dornstein’s lecture at concordacademy.org/dornstein.



SUSTAINABLE ACTION

CA has been making progress toward the targets in its sustainability plan.

This fall, science teacher **Gretchen Roorbach P'17** was appointed the school’s first environmental sustainability and justice coordinator. Among other improvements, CA’s Green Revolving Fund supported the purchase of two plug-in hybrid vans and a new fan system in the gym—which **Ishan Narra '22** researched and proposed to the Board of Trustees last year—to reduce energy demand.

LEARN MORE

Read more at concordacademy.org/vans-fans.



THE SHOP

Head of School Henry Fairfax recently started a CA tradition, bringing the Black cultural institution of the barbershop onto campus in a new form. On occasional weekends, he transforms his office into a space for hairstyling, critical conversations, and community-building.

LEARN MORE

Read more at concordacademy.org/barbershop.

SPOKEN WORD

Inspiration from campus speakers

“Anything that’s changed for the better ... came from individual citizens who started a movement.”

LARRY SPOTTED CROW MANN
Visiting educator, citizen of the Nipmuc Tribe of Massachusetts

Read more at concordacademy.org/mann-2022.

“To have the spirit to fight [the system] is a rare commodity.”

SEAN ELLIS
Co-founder of the New England Innocence Project’s Exonerated Network

Read more at concordacademy.org/wrongful-2022.

“We all have an obligation to advance social justice, and CA students are blessed with an education that will enable them to do just that.”

RICHARD SELDEN P’23
Founder and chief scientific officer at ANDE

Read more at concordacademy.org/selden.

New Faces

Concord Academy welcomed a diverse group of **110 new students** to campus for the 2022–23 school year. They come from eight U.S. states as well as Chile, China, France, Israel, India, South Korea, Singapore, Thailand, and Ukraine.

More than a dozen new teachers, coaches, performing arts instructors, and members of the staff and administration also joined the campus community.



LEARN MORE
Read about CA’s new faculty and staff members at concordacademy.org/faculty-staff-2022.

ADAPTABILITY.

Concord Academy students are adapting to an ever-changing world. Your gift to the Annual Fund helps CA develop and nurture the creativity, versatility, and resilience they’ll need to succeed.

You can champion CA’s transformational education by making a recurring gift today. Every contribution helps to cultivate a more just and sustainable future.

It’s easy to donate today:

Give online at
concordacademy.org/give



or mail a check to:
Concord Academy Annual Fund
166 Main Street
Concord, MA 01742

THANK YOU FOR YOUR SUPPORT!



VISUAL ARTS

FALL ART SHOW

In January, student artwork from the fall semester was displayed throughout the hallways of the Math and Arts Center.

1. Ceramic tile by Isaac Chan '25.
2. Still-life painting by Z Schwab '23.
3. Charcoal figure drawing by Avery Kunchala '24.
4. Crocheted fiber art sculpture by Suri Tran '25.
5. Ceramic sculpture by Laura Montoro '26.
6. Shoe sculpture by Claire Carson '23.
7. Photograph by Sue Kelman '25.
8. *New Yorker* cover graphic design by Selayni Toribio '23.
9. Photograph by Mia Rajagopal '26.
10. Painting by Grace Chen '23.
11. Photograph by Laila Mooraj '24.



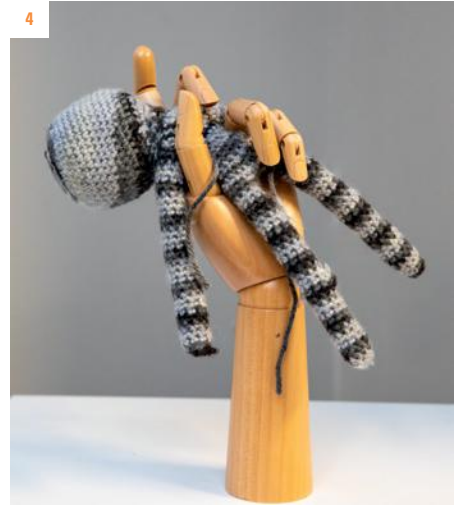
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11

PERFORMING ARTS

**SWORDPLAY
AND STORIES**

CA's fall 2022 production of *She Kills Monsters* incorporated fight choreography and puppetry, blurring the line between fantasy and reality.

LEARN MORE

See more photos at concordacademy.org/monsters.





ATHLETICS

Go Green!

Another successful fall for CA student-athletes

The **boys varsity soccer team** finished in second place in the Eastern Independent League (EIL); the team went on to win a thrilling EIL tournament semifinal at home and earn its sixth consecutive New England Preparatory School Athletic Council (NEPSAC) tournament bid.

On the rise within the EIL, **girls varsity soccer** posted a 7-5-2 record for back-to-back winning seasons. The **girls varsity field hockey** program had another winning record, including wins in three of its final four games. A highlight of the **girls varsity volleyball** season was a thrilling 3-1 victory over Pingree, which secured the critical final point for the Chandler Bowl win.

Boys and girls cross-country each finished fourth at the EIL championship race, with two runners from each team earning all-league honors. At the NEPSAC Division III championship, three CA runners earned New England honors.

LEARN MORE

Keep up to date at
concordacademy.org/athletics.



Torin Pelton-Flavin '23 (right) won the EIL boys cross-country championship and was named 2022 EIL runner of the year.



CA DOMINATES CHANDLER BOWL

Concord Academy claimed its sixth consecutive Chandler Bowl victory over league rival Pingree School this fall. Against stiff competition, the 10 fall sports teams competed well, once again winning the overall contest in dramatic fashion—the outcome was decided in the final game of the day.

WELCOME, NEW TRUSTEES

These six members were elected to the Concord Academy Board of Trustees in May 2022 and began serving in the 2022–23 academic year.



Tess Munro Bauta '94, P'25 (ex officio, co-chair of the Alumnae/i Annual Fund) is one of six siblings to attend CA. After graduating from the University of Vermont with a major in East Asian studies, she worked with international companies listed on the New York Stock Exchange while pursuing a master's in international affairs at The New School. She and her husband, Christian, live in Nahant, Mass., with their children, Ever '25, Bo, and Bay. Bauta is an avid tennis player, dog lover, and volunteer.

Trellane Clark '92, P'22 (ex officio, president of the CA Alumnae/i Association) is the principal of Edgar F. Hooks Elementary School in Chelsea, Mass. She holds a B.A. in Spanish and African American studies and an M.A. in teaching elementary education, both from Simmons College. She began teaching in the Boston Public Schools and has served students in public, private, urban, and suburban settings in Virginia, D.C., and the Boston area. After earning a certificate of advanced graduate studies in educational administration from UMass Boston, Clark served as an assistant principal for nine years, then assumed her current role. She has presented workshops at local and regional conferences for educators throughout her career and contributed to the anthology *Women Who Lead: Featuring School Principals Vol. 2*. Clark serves as the national vice president for Black Women Education Leaders, Inc. and co-chair of CA's Alumnae/i Community and Equity Committee. She enjoys spending time with her two children, family, and friends and stays grounded by faith, gratitude, positivity, family, books, music, writing, and laughter.

Dennis Goldstein P'20 '25 is the founding partner and chief investment officer of Rip Road Capital Partners LP, an investment firm in Boston. Previously, he was a managing director at Bain Capital in the firm's public

equity business (Bain Capital Public Equity/Brookside), where he focused primarily on the global consumer space. Goldstein began his career as a financial analyst at Morgan Stanley and later was a strategy consultant at the Boston Consulting Group. Outside of work, he serves on the board of trustees for the Epiphany School, an independent school for economically disadvantaged families in Boston, as well as on the board of advisors of the Center for Social Impact at Dartmouth College. Goldstein earned an A.B. in English from Dartmouth College and an MBA from Stanford University. He and his wife, Beth, live in Weston, Mass., and are the proud parents of Ryan, Devin, Sara '20, and Aspen '25.

Nicole Koch P'24 (ex officio, president of CA Parents) spent years working in community-based organizations in Arizona, focused on wellness, sustainability, and social impact. For more than 15 years, she has been a co-owner of Technicians For Sustainability (TFS), concentrating on renewable energy technologies and social impact business. She helped transition the company to an employee-owned organization and continues to speak across the nation about the move to more equitable and democratic business models. Over the past decade, her volunteer work has been in education-based board service with a focus on advocacy and development for several public school districts in Arizona. Most recently she has been involved at CA as a Parents Council member and Concord Academy Residential Enrichment (CARE) program co-chair. Koch graduated from Arizona State University with a degree in communications. She moved from Arizona to Somerville, Mass., with her family in 2020. She and her husband, Kevin, have two children, Emerson '24 and Aiyana.

Karen McAlmon '75 attended Concord Academy on an A Better Chance scholarship and completed her education at Stanford University and Harvard Medical School. After pediatric and newborn medicine training at Boston Children's Hospital, she became a staff neonatologist there and a member of the Harvard Medical School faculty. Her career has included clinical work, basic science research, and administrative and policy work. McAlmon is the medical director of the Special Care Nursery at Winchester Hospital and the Beth Israel Lahey Neonatology Network. She was president of the Massachusetts Chapter of the American Academy of Pediatrics and currently chairs its Legislative Committee. As an advisor to the Massachusetts Department of Public Health, she has served on the state's Perinatal Committee, Birth Defects Monitoring Program Advisory Committee, Newborn Screening Advisory Committee, and the Task Force on Management of Maternal and Neonatal Substance Exposure. She is a long-term, dedicated volunteer for CA's Alumnae/i Association (president 2020–2022). Previously she co-chaired the Alumnae/i Community and Equity Committee and helped to imagine, create, and execute CA's Alumnae/i and Students of Color Conference. McAlmon is also a trustee for The Governor's Academy. She has received leadership training with Boston's The Partnership program. McAlmon is married to Kwame Ofori-Asante and has two sons, Alexander and James. They reside in Lynnfield, Mass.

Ashley Shih P'21 '25 has spent the majority of his professional career helping companies and organizations grow and improve. He is the founder of Fulcrum Consulting Group, a consulting firm advising private equity and corporate clients in strategic planning and market due diligence. Shih has over 25 years of experience as a strategy consultant and investment professional. He was previously a principal and managing director at Investor Group Services, a consulting firm; a director at Harbour Group, a private equity firm; a consultant with the Boston Consulting Group; and a process design engineer with Amoco Oil Company. Shih holds an MBA from the University of Chicago and a B.S. and M.S. in chemical engineering from MIT. He is a trustee of Dedham Country Day School, where he also serves as treasurer. He and his wife, Linda, reside in Natick, Mass., and have four children: Emily '21, Amanda '21, Caroline '25, and younger son David.

How to Engineer

Historical Empathy

CA classes bring local history to life through augmented reality

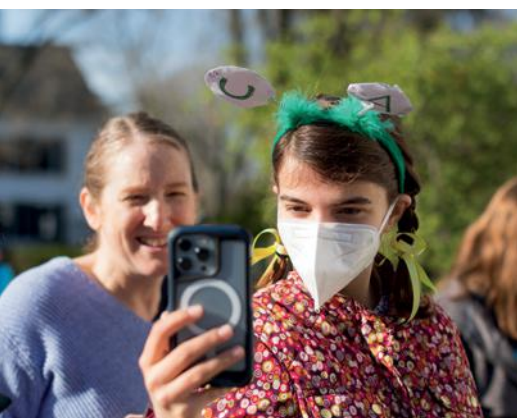
BY HEIDI KOELZ

PHOTOS BY
NICHOLAS PFOSI
AND COLE STIPOVICH



If you hold your phone up to the Chapel, you can see artifacts from its history and construction that appear to be floating in front of it.

In a video, a student discusses Concord Academy's search for seating to meet 1950s fire regulations (suitable pews eventually arrived, along with an old meetinghouse from New Hampshire, which became the Elizabeth B. Hall Chapel). Turn to the east, and you'll see photos showing stages of the reconstruction, hovering before the arborvitae. Turn west, and you'll encounter a scale model of the steeple. Walk around the model and you can see from all angles the bell, on its side, ready to be installed.



TAKE THE TOURS

Anyone on CA's campus can take a free augmented reality tour of the history of this place and its people. Download the Hoverlay app (Apple/Android) and look for the virtual tour markers along Main Street to get started. Tours will be clearly labeled during the Centennial Celebration in June 2023.

Navigating with phone in hand is familiar by now for most of us, but moving through locations both onscreen and in three dimensions still feels decidedly new. Today, CA's campus is dotted with dozens of virtual points visible through Hoverlay, an augmented reality (AR) app. Each marks a stop on one of three Centennial AR history tours students developed last year, guided by history teacher **Kim Frederick** and computer science teacher **Ben Stumpf '88**. The tours tell the stories of the people—Nipmuc, Wampanoag, English, African, and American—who inhabited the land upon which Concord Academy sits, before and after the school's establishment.

In Frederick's fall 2021 U.S. public history research seminar, students investigated CA's institutional history and the 19th-century history of its buildings. They also explored much earlier eras. "I asked them to go all the way back to geologic time," Frederick says. Indeed, the pre-19th-century tour starts with the formation of an ice sheet in the area.

Frederick's students are no strangers to hands-on learning. Over many years,



she and her colleagues in the History Department have developed partnerships with the Concord Museum and the Concord Free Public Library, which give students unique opportunities to "do history," she says, such as by conducting original archival research and getting special access to artifacts. And one learning experience leads to the next.

A few years ago, Frederick read about "memory holes": circular, foot-deep hollows that Indigenous people had dug before Europeans arrived throughout what later became southern New England. The holes marked locations where something remarkable had happened, physical aids to oral history. That concept made her think about presenting place-based history in a new way.

Frederick says there's been "a huge shift" in the discipline over the past 20 years. "We've blasted open the idea of a master narrative," she says. "Now we're looking at women's history, Native American history, LGBTQ+ history, Black history—and that's all great. But we're facing this dilemma of how we can tell *all* of our history together."

Concerned about how exclusive focus through these lenses of social identity can fragment historical understanding, Frederick sees great potential in physical space as an organizing principle. "Can putting all these layers together help us understand history in a way that emphasizes our common humanity?" she asks.

“That was one of the visions behind this project.”

John Oh '23 had learned about memory holes from Frederick in a previous class, and he had also made a demo app, a precursor to the AR tours. So it was fitting that last year he took both Frederick's class and Stumpf's. “I was excited to do the very research that I would be presenting and interacting with in Ben's class,” he says. “Participating in the entire process from start to finish was an extremely attractive opportunity to combine my interdisciplinary interests.”

He calls Frederick “a teacher who gives a lot of agency to her students and is very flexible with her plans.” That was particularly important, he says, “considering how much our project changed throughout just one semester.” In the end, researching and creating the tours made him feel closer to CA. “It was also just really fun,” he says, “because the impacts of the history are directly observable even right now.”

The idea for a history-tech CA collaboration wasn't new. In 2018, Frederick and film teacher **Justin Bull P'25** co-taught a course in partnership with the Robbins House, a local museum of African American history. At just 500 square feet, the museum couldn't accommodate both furniture and guests. The teachers hoped to offer visitors a “more human” encounter through some sort of digital overlay that would give a sense of how the home had been furnished, Frederick says, but “at the time the technology didn't exist.” So when, a couple of years later, she caught wind of an AR app that would work on any phone or tablet, she lost no time in finding a partner to use it at CA.

Stumpf admits he didn't initially see the appeal of AR. “I thought it was gimmicky at first,” he says. But he likes to understand how technology affects people, and after some experimentation he realized that something different was happening to him as he accessed text, images, video, and models in particular

locations. The layers of interpretation gave him what he calls “a new level of historical empathy.”

Soon his spring 2022 class Mobile Apps for History was bringing to life the three tour scripts Frederick's students had developed. Stumpf's class divided into several teams—for green screen filming, which creates videos without backgrounds; museum asset management; project management; and testing. They benefited from the guidance of Hoverlay's founder, a Concord resident, and of Jon Amakawa, who specializes in developing AR mobile apps for historical landmarks and the National Park Service.

One remarkable experience the museum group had was taking high-definition photographs of the Concord Museum's collection of 5,000-year-old arrowheads, which are arranged in chronological order in the form of a turtle. “We gave the image back to the museum and they'll be able to use it for years,” Stumpf says. “Everything we make we give back—it's a symbiotic relationship.”

Those external connections, says **Jessie Ma '24**, “emphasized that this project was bigger than just a one-semester class, and that many people came together to combine history with technology that is relatively new.” She credits Stumpf with trusting her and her classmates to take initiative, supporting them with information but also “pushing students to make artistic decisions and learn to problem-solve.”

Jessie's role was to coordinate all the points in the app. “I learned a lot about coordinating with the other groups, workflow, and going between platforms,” she says. “I was able to get a taste of what it would be like working on a tech team, and it taught me how a team could work to everyone's strengths.”

Archie Daffner '23 worked on the Google Map tour, his first web-development project. “I had to learn JavaScript, HTML, and CSS, but once I got over the hurdle, I got to expand



Clockwise from bottom left: Kim Frederick (left) shows CA students the augmented reality tour in April 2022; Ben Stumpf demonstrates on a tablet in the Chapel; alums take an AR history tour during Reunion Weekend in June 2022.

my skills,” he says. Like John, he took both classes, and he appreciated how Stumpf's visits in the first semester helped guide the historical research. “It's more interesting to walk around the area now,” he says.

“This project was wildly—overly—ambitious,” Frederick says. Stumpf grins and counters, “It was Kim-bitious.” The two have coached Ultimate Frisbee at CA together for years, and they say the strength of their relationship made the partnership immensely fun.

Stumpf says CA's tours will continue to grow and evolve. And he expects AR to take off in general. “We'll be seeing a lot of augmented reality emerging over the next several years,” he says. “It's going to be really big.”

Frederick already has plans to share more of Concord's history using the technology. She serves on the sub-committee on history and education for the committee planning the Town of Concord's commemoration of the Battle of Concord's 250th anniversary in 2025. She has proposed using Hoverlay, and conversations are now underway about adopting AR for anniversary installations. Imagine hearing British officers' words at the Old Hill Burying Ground, in the very place they stood while planning an attack—soon it will be possible, thanks to augmented reality. 🦋



[Stepping] Through

CA alums
recraft
careers for
meaning
and purpose

In March 2020, the COVID pandemic shutdown forced untold numbers of people in the workforce to suddenly slow down and simplify, whether they wanted to or not. And many discovered that a slower pace, less commuting, and more time at home added up to a more meaningful life.

That came as no surprise to these three CA alums, who had downshifted to a less stressful, more intentional approach to work long before a rampant virus came along to upend things. These are their stories.

BY CATHERINE O'NEILL GRACE
ILLUSTRATION BY FERNANDO COBELO

Robert Elwood '78

lawyer; partner and co-founder, Practus

You won't find articles on work-life balance or company playlists on the websites of many law firms. But go to Practus.com and you don't have to scroll far to find them.

It wasn't always that way. "For years, I was at a gargantuan law firm with 1,000 lawyers," Bob Elwood says. "It was the type of culture where you would arrive at 8:00 a.m. and stay until 7:00 p.m." He made partner, and was "having a bit of glamour. I'd get to go to places like London and San Francisco." But two to three times a week he was also getting called to the school of his son with special needs.

Elwood found that having to leave his office in downtown Philadelphia and get to the suburbs to his son's school meant he was being neither an effective lawyer nor an effective parent. He says he took a long, hard look at his life and asked himself, "Do I want to be a good lawyer or a good dad?" And I decided I wanted to be a good dad." So in 2005, with the full support of his family, Elwood stepped back.

"I will tell you that a few people thought I was crazy, because I was making a lot of money and had solid job prospects," Elwood says. He believes his high school experience helped foster the daring he called on when he left his law practice to care for his son. "Concord Academy introduced me to the idea that anything was possible," he says.

For about three years, Elwood's downshift meant being a full-time, stay-at-home dad. "I walked my son to school, I walked him home from school, and from 3:00 to 7:00, we'd sit at the dining room table and do homework together," he says. As his son grew older and more independent, Elwood contemplated going back to work—but with a new model in mind.

With a handful of colleagues from his former firm who were seeking work-life balance due to children's needs, personal health issues, elder care obligations, or simply wanting to enjoy life, Elwood launched a law firm with a difference. "What we did from the

start was say, 'We don't care where you work, we don't care when you work. We do care that you produce excellent quality work,'" he says.

New technology, of course, makes this possible. "I mean, when I was in law school, people still used typewriters," Elwood says with a laugh. "These really are the days of miracles and wonders." The firm is fully virtual, and the staff use conference calls, email, and text messages as their main means of communication. "My work telephone number is my cell phone number," Elwood says.

The firm now employs some 45 lawyers and is growing fast. Working virtually means Practus has "cut out the cost of fancy office towers and mahogany furniture and Oriental rugs," says Elwood. That means they can charge "about two-thirds what the large firms might charge. And clients are just delighted to have smart people at good prices."

These days, Elwood and his wife divide their time between Philadelphia and Cape Cod, and he can work from either location. A flexible schedule and the reduced need for face time means he can take full advantage of the Cape, which he calls "paradise." He says, "I just went to the beach for lunch. That's something that I would not be able to do if I were working in an office."

Elwood has never regretted stepping back to support his son, who is just about to complete his nursing degree. (His other son works for Practus as a paralegal.) "When you're young, you want the brass ring of being a partner at a prestigious law firm, and all the glory that involves. And I was lucky enough to have that," he says. "And then you realize, 'Wow, you know, that's not quite all there is.' For me, these last years have been about the happiest stretch of professional life that I've had. So I guess it comes back to happiness."



Julianne (Jiyhun) Lee '86

publisher, *Ars Vitae*; co-founder, Krueger & Lee

Though Julianne Lee's career began on a very public stage, she found herself continuing to look inward. After graduating from Brown, Lee returned to South Korea, where she worked as a news correspondent and anchor for a major TV network. She later attended graduate school at Harvard, then became a spokesperson in the Korean president's office.

"I come from a family with a public sector background, so I vaguely had the sense that I would also follow that path, and it was something that was familiar to me," Lee says. "My life was in the public light. But since I was very young, I was always curious about how the universe or life worked. I thought that if I had this wisdom, then I would know how to navigate in this world and live in alignment with the true purpose of life."

Lee says she sensed that her life would be about achievement in the outer world for a time, but that she eventually would dedicate herself more intentionally to the inner world.

"Just as the outer world offers so much diversity of experience, I felt that the inner world was just as interesting, complex, and meaningful to explore," she says. "When the time came, I was ready to leave the career I had and start on the path of exploring myself and the deeper meaning of life."

The path wasn't always smooth, she says. She was used to living and working in a very competitive world driven by ambition and worldly success. "All of my daily patterns and relationships were formed by that life," she says. "It took quite a bit of time to gain this self-awareness by observing how I thought, spoke, and acted every day—in short, to understand the auto-pilot of my life up to that point. It was a process of aligning my inner intention with the outer manifestation so that what I did in the outer world was a reflection of who I was on the inside."

In 2014, this meant launching *Ars Vitae* (the art of life), a publication series that deals with the question of what it means to live well. Each volume focuses on an aspect of contemplative life with the aim of weaving

wisdom into the contemporary lifestyle. Lee also co-founded a nonprofit organization, Krueger & Lee, in Switzerland, which organizes forums on science and contemplative practices. She co-hosts a nine-month "journey" to explore human flourishing with leading scientists and spiritual practitioners, and offers meditation retreats and a "spiritual book salon." In 2019, Lee moved from Seoul to the countryside in eastern Switzerland, to a house that was built in 1551.

"Everything starts with the question 'What is all this really about?' This is the kind of question that cannot be answered intellectually but only through direct experiences," says Lee. She cites a Zen monk with whom she recently hosted a session in Switzerland: "He explained this with a very simple example: You can look at a bottle of water and read its content label over and over, but you can only truly understand what water is when you drink it."

Lee's work is about "repackaging spiritual wisdom to bring it into today's lifestyle in today's language so that it is accessible to the contemporary seeker," she says. "I'm not religious, and neither is my work."

Lee seeks to share current scientific findings that provide data-based clues to help us better understand ourselves and our lives. "I often find that professionals with demanding careers don't really have a safe community to share the questions they have about life and are sometimes wary of looking within," she says. "An important and very rewarding aspect of my work is providing that safe space."

Lee feels fortunate to have spent her formative years at CA. "Of course there was some of that usual high school anxiety about trying to get into the right college and thinking about the future," she says, "but overall, CA provided the liberal and generous atmosphere that allowed me ample time to ponder the important questions of life."

That pondering has now become a life path, one that allows Lee's outer and inner worlds to align.



Mette Aamodt '92

architect; co-founder and CEO, Aamodt / Plumb

John Lennon famously sang that life is what happens to you while you're busy making other plans. So it was for architect Mette Aamodt.

"I'm a type-A only child, an ambitious go-getter," she says. "And that got me into Harvard Graduate School of Design."

But at the time of her graduation, Aamodt says, she was diagnosed with multiple sclerosis, "the day the moving truck was in front of our house, and we were packing up to move to New York City." She already had a job lined up, "but it was hard for me to work a 40-hour a week job. It was hard for me to trudge all over the city. And I was really sick at the beginning, before I was able to get on medication. So it was kind of like the hammer dropped."

Aamodt kept quiet about her diagnosis for 10 years. "I just tried to do my best because I didn't know my prognosis and I didn't want anyone to think less of me," she says. Dealing with her illness while pursuing a career as an architect has been a process of "trial and error," she says. She is thankful for the support of her husband and business partner, Andrew Plumb, "who was willing to figure it out with me."

Over time, the couple identified three goals for their lives: "To do good work, because we didn't want to give up our ambition. We wanted to have a good life, meaning, I was going to be healthy, and we were going to be happy. And we wanted to make a good living. Now, having those three things in architecture at the time was laughable. This was 2002. It was like, are you kidding me?"

Even so, that became their framework for making decisions, including which firms they worked with and where they lived. They moved back to the Boston area, "which is slower and quieter, and has an easier pace than New York," Aamodt says. (They live in Arlington, Mass., with their children.) They also decided to go out on their own so that they could be more flexible.

"We had fallen into doing fancy custom houses for the 1%," says Aamodt. "And we were really burning out on it

in all kinds of ways—morally, spiritually, and physically." Then, in the early days of the pandemic, when only essential businesses were allowed to stay open, they had an epiphany: "We're designing vacation homes for wealthy people. Definitely not essential. And we wanted to do something more essential."

They took several radical steps to get there. "We got rid of the adversarial contractor relationship by becoming the contractor ourselves," she says. "And then recently, we got rid of the clients, because they were also major stressors. So right now, we're building housing at a price point that the market can afford." Their new business model involves designing and building market-rate housing in Cambridge to sell.

Aamodt says it has been a huge transition, "but all the while with that same North Star of doing good work, wanting to have a good life, and making a good living."

Aamodt and Plumb are proponents of the Slow Space movement, which their firm's website describes as "deliberate, meaningful space that has been designed and crafted for you and your experience ... It is not a place you pass through ... but a place to inhabit, linger, and experience. It is the antidote to our busy, harried lives."

Slow Space is part of the larger Slow Living movement, which started with Slow Food in Italy in the 1980s, in opposition to the opening of a McDonald's there. "Andrew and I were already living a slow life without realizing that was a thing," Aamodt says. "And then we found the Slow movement, and said, 'Oh, my God, there's actually a name for this.'"

CA, says Aamodt, helped her take an unconventional approach to life and work. "The emphasis on free expression and being who you are, being true to yourself, allowed different people to express themselves in different ways," she says. "You know ... find your voice, find your joy, speak your truth, and find what it is you're passionate about. I'm certain it gave me a foundation that made me feel confident about swimming upstream, going the other way." 🌿





Aiming Higher

**CA models
systemic
change in
supporting
students of
all genders**

STORY BY
HEIDI KOELZ

ILLUSTRATION BY
DAVID ESPINOSA
FOR IPPF X FINE ACTS

“We see, hear, and value *every* student,” says Head of School **Henry Fairfax**. “That’s one of CA’s superpowers.” Now this promise extends explicitly to transgender and nonbinary youth in policy, as it has in practice. In CA’s recently revised community handbook, a new section on gender inclusion details the rights of gender-expansive students and their options for support.

CA’s approach to affirming students of all genders is grounded in the knowledge that this community has always been gender-diverse, whether it appeared so or not. Indeed, CA has an advantage over many institutions that are now initiating gender-expansive support: Concord Academy was established to advance gender equity.

Unlike schools that were originally for boys and later went coed, CA was founded to give girls an excellent education within a unique culture. Throughout its 100 years, CA has prized both individuality and community, and that balance informs an ongoing commitment to gender equity. Today, reflecting an understanding of gender as a spectrum, the school requires that all members of the CA community treat individuals’ expression of gender identity with respect and dignity.

Many schools are now seeking practical guidance for changing systems that were created on the assumption of a gender binary. In a sustained, coordinated effort, CA has been examining and shifting its institutional culture and structures to more equitably serve individuals who identify outside of that binary. Now the school is in the powerful position of learning in public, leading with vulnerability in sharing its challenges and successes. Fairfax says, “We don’t have all the answers, but we understand our growing edge and where we are in our process.”

IN NOVEMBER, Director of Community and Equity **Alexa Holmes** and Dean of Students **Grant Hightower** gave a presentation to independent school leaders at a national conference. They shared how CA is celebrating its gender-diverse students and changing its policies and procedures, physical campus, and approaches to professional development.

Fairfax calls Holmes and Hightower “empathetic leaders, magnificent listeners, and clear communicators” who thoroughly understand the systems thinking necessary to reevaluate school structures: “Not just talking about it, but finding ways to execute.”

This work is vital to students’ mental health and academic success. According to the 2019 GLSEN National School Climate Survey, when compared with cisgender peers, transgender teens typically experience less of a sense of belonging, lower GPAs, and higher likelihoods of generalized anxiety and major depressive disorders, as well as suicidal thoughts.

Holmes says a supportive school can make an enormous difference: “People exist in so many different ways. Our approach is rooted in basic kindness and respect for people’s autonomy, for their bodies and themselves.” That kindness is woven into CA’s culture, she says, but now it’s also “a specific commitment we can reference.”

Prior to working at CA, Holmes initiated a gender-support framework herself at a small school in Maine. In contrast, in Concord, she stepped into a working group of nearly 20 faculty and staff from across the school. She credits her colleagues for laying a strong foundation over the better part of a decade. Led by Community and Equity (C&E) team member **Courtney Fields-Thomas**, CA formalized a Gender Equity Task Force (GETF) in 2016 that has evaluated school procedures, infrastructure, electronic records, and protocols for student life, athletics, and the Health Center. Consulting with focus groups, external advisors, and other schools, the task force develops evolving best practices for teachers and administrators.

Gender touches nearly every aspect of school life, whether a student is living on campus, playing a sport, or seeing a nurse. CA students have the right to use the school’s many all-gender bathrooms, or the restroom and locker room that correlate with their

gender identity. Students may compete on athletic teams that align with their gender identity and live in either historically male or historically female boarding houses (aligning either with their gender identity or their sex assigned at birth) or opt for a gender-expansive house floor. Students also have the right to dress, express themselves, and be treated in accordance with their gender identity, and to be referred to with the names and pronouns of their choice. They also have the right to privacy: It’s up to them how they disclose their gender identity.

In practical terms, some support measures, such as changing student names in school systems, have required administrative flexibility. CA’s email system now assigns students unique numbered addresses so that names that appear in inboxes can be quickly and easily changed upon request. Approaching habitual processes with a fresh perspective has led to other modifications. For instance, teachers and advisors now write academic comments to students directly, in the second person, thus requiring no pronouns.

Enshrining respect for gender-diverse students’ agency in school policy makes it easier for faculty and staff to focus on them individually. “I’m excited I’m able to do intersectional work here,” Holmes says, noting the ability to address the interconnected nature of gender and other social categories, such as race and class, while supporting students.

“I have interacted with so many kids, genderqueer and not, who are grappling with something in their identities, and some who can’t otherwise explore it in a space that feels like home,” she adds. “More than anything, I want to make sure our decisions are centering the voices of students.”

Last year, the GETF convened a student focus group. While CA has active spaces for gender-diverse students—including the Gender Sexuality Alliance (GSA) and Trans Affinity Group (TAG)—most transgender and nonbinary students aren’t sitting together at the same lunch table every day. At CA, they’re more likely to spend time with friends with shared interests. So the focus group has also become a space for gender-diverse students, who might not otherwise talk much about their gender identities, to experience camaraderie.

Pictured left to right: Courtney Fields-Thomas, Alexa Holmes, and Grant Hightower all support the work of CA’s Gender Equity Task Force.

CA’s Gender Inclusion Policies

We believe and affirm that all persons have the right to exist as their most authentic selves.

Read CA’s gender inclusion policies at concordacademy.org/gender-inclusion.

An Opportunity for Alums

The Gender Equity Task Force welcomes participation from CA alums. What gender-related support do you wish you’d had as a CA student? Would you like to contribute to the GETF’s work? Please email Alexa Holmes in the C&E Office at alexa_holmes@concordacademy.org.



GENDER EQUITY TERMINOLOGY

Cisgender:

Having a gender identity that aligns with the sex assigned at birth.

Gender binary:

The idea that only two distinct genders (male and female) exist.

Gender-diverse, gender-expansive, genderqueer:

Terms to describe gender identities that do not conform to the gender binary.

Gender equity:

Fair treatment of all people, regardless of their gender and recognizing their different needs and societal power.

Gender identity:

A person's internal, deeply held sense of their gender.

Nonbinary: Experiencing gender identity and/or gender expression that falls outside the categories of male and female.

Sex assigned at birth:

The anatomical categorization of an individual at the time of their birth; this does not always correlate with gender identity.

Sexual orientation:

A person's identity in relation to the gender or genders to which they are romantically or sexually attracted, as distinct from gender identity.

Transgender, trans:

Having a gender identity that differs from the sex assigned at birth.

One of the biggest challenges students in the focus group brought to light was the time they were spending waiting to get into the all-gender bathrooms, which can exceed the time scheduled between classes or before athletics. “We knew it was a problem,” Holmes says, “but we didn’t fully understand the repercussions. Now we’ve completed a major project to increase capacity in bathrooms this year.”

Another assumption Holmes questioned, after talking with students, was that the GETF should focus primarily on educating adults and changing systems. “Students were wanting to help their peers be the community members they hope they’ll be,” Holmes says. This year, the school adjusted orientation to offer more norm-establishing programming.

The C&E Office is also using a new gender support plan to guide conversations with students who are undergoing social or medical gender transition. It’s a way for students to easily share whether they’d like to change names or pronouns or connect with school services. The plan helps students navigate CA’s structures and also gives the school guidance on how best to affirm, protect, and support each person.

“Processes can often sound overwhelming and time-consuming to students,” Holmes says. “We really wanted something comprehensive, succinct, and individualized.” Reactions from students who have completed

gender support plans this year have been very positive.

Holmes says CA colleagues are “eager to learn and meet the real need,” but that she still hears from many about their fears of missteps. “People say, ‘I really want to do it right, and I’m afraid I’m going to mess it up,’” she says.

Holmes tells them that trying to get the language right is important, and that mistakes are moments for reflection and growth: “Over and over I hear from trans students their appreciation for our commitment to seeing and honoring them for the people they actually are.”

While understanding of gender is still evolving, Concord Academy has always respected its students’ minds and capabilities. This was notable particularly in Concord’s early days, when girls at most schools were routinely “finished” socially rather than challenged intellectually. Today, there’s still no notion of students leaving CA with “finished” identities, but rather a commitment to starting them on their own authentic paths. In an institution not built to serve individuals outside of the gender binary, CA doesn’t consider the measures it’s taking to support gender-diverse individuals as extra: They’re allowing all students to have a similar experience.

“Transgender, nonbinary, and genderqueer students are thriving here at CA,” Holmes says. “They’re adding so much to the life and culture of the school.” 🌈

Chapel Challenge



Centennial Chapel Challenge Sets CA's Second Century in Motion

On a beautiful day in mid-October, the Centennial Chapel Challenge invited the CA community to get active together. This Concord Academy Centennial event included something for everyone—a 1-mile walk, a 5K run, and a laid-back celebration, as well as a remote challenge for those unable to come to campus.

An intrepid team of more than a dozen runners and cyclists took part in the central event: an 80-mile duathlon from Barnstead, N.H., to CA's Academy Garden. Past fields and forests, the route traced the 1956 journey of the building that began its life as a Baptist meetinghouse and, thanks to much love and labor from CA faculty and students, eventually became the Elizabeth B. Hall Chapel.

Ellen Smith Harde '62 and **Anne Buxton Sobol '62** traveled from Massachusetts to the Barnstead Parade Circle to see the runners off at the starting gate at 7:00 a.m., then cheered them across the finish line around 5:00 p.m. In the interim, they had time to venture out with a Barnstead historian to the Chapel's original site, the field where Mrs. Hall first saw its promise. Reflecting on the pilgrimage, Harde called it "a satisfying mission accomplished."

One of several community celebrations during Concord Academy's Centennial, the Chapel Challenge honored the unique spirit of CA's Chapel—wholehearted sharing, listening, and learning, enriched by the diversity of individuals who make up this school.





LEARN MORE

Watch video of the duathlon and see photos at concordacademy.org/chapel-challenge.

Down Memory Lane

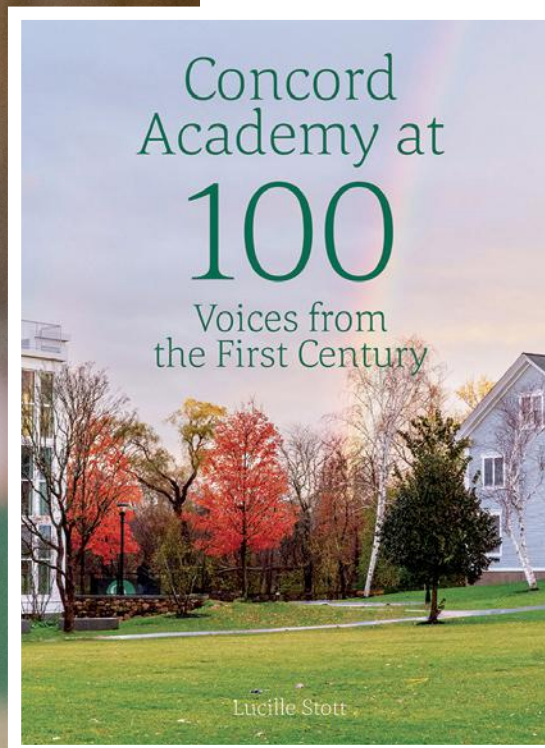
Centennial book author
Lucille Stott shares CA's stories

Between 2019 and 2022, retired faculty member and administrator Lucille Stott interviewed more than 300 CA students and alums ranging from the class of 1938 to the class of 2025 for her book *Concord Academy at 100: Voices from the First Century*, commissioned for CA's Centennial and published this fall. They recounted memories of political protests and favorite traditions, unforgettable classroom moments and eye-opening campus speakers. Here, Stott tells her own story to Nancy Shohet West '84 for *CA Magazine*.



What were your first impressions of CA? I interviewed at Concord in late fall of 1977 for a position as a spring semester sabbatical replacement. I wasn't even sure I wanted to take on such a short-term commitment. But my mind changed in the one day I spent on campus. Students and faculty alike greeted me warmly as Department Head Ron Richardson introduced me around, and when I taught an advanced French literature class as part of my interview, I was amazed by the students' active engagement. By the time I left campus that day, I knew I'd be deeply disappointed if I didn't get the job.

How did those first impressions change? My favorable impressions of the students and faculty proved to be accurate, but my perspective broadened in the years to come. After that first semester, I was given a permanent position as a teacher and house parent. Several years later, I took on roles in the administration: first academic dean, then acting head of school. Serving in those different positions gave me a wider lens on the school. I came to understand that the high level of teaching and learning we were doing was made possible by a group of administrators intent on managing CA's limited resources and finding effective ways to ensure



Lucille Stott speaks with CA alums about the book at Moriarty Athletic Campus in June 2022.

that students and faculty were supported in their quest to grow, work, and learn together. Once I gained that awareness, I never took the quality of the teaching life at CA for granted again.

You left CA in 1990 to work as a writer and editor, returned in 1999, and retired in 2014. When you think back over those five decades, are you more struck by how much changed or how much stayed the same? I've been struck by how much remained the same despite the enormous changes. Though the village setting and river running through the campus always made it beautiful, the facilities were somewhat shabby when I arrived. There was a kind of unapologetic pride in not having the perfectly groomed appearance of other top-tier independent schools while still offering an amazing educational experience. The athletics program was also undersupported, and the residential facilities were not ideal. All that has changed for the better over the years. I don't think the school would attract such top-notch students and faculty if the facilities had not been upgraded and the sports program brought into balance with academics and the arts. But through all the infrastructural and programmatic enhancements, what remains the same

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Concord Academy at 100: Voices from the First Century celebrates CA's focus on both individuality and community throughout its first 100 years. Learn more and order a copy at concordacademy.org/centennial-book.



If you are interested in sending a note of thanks to Lucille, you can contact her at lucille_stott@concordacademy.org.

are the school's underlying principles and beliefs and the simple, homelike atmosphere the founders hoped for. Alums talk about the high level of academic intensity, which they relished because of the shared joy in learning that

always pervaded the campus. You hear students discussing course material in the hallways and at the lunch table. One day when I was teaching AP French literature, my students asked me if we could please read a little bit more Baudelaire before we moved on, and so we did. Years later, when I was teaching English, I invited a Shakespearean actor to visit class and talk about *King Lear*. When she unwittingly referred to Cordelia's death, not realizing the students hadn't yet reached the end of the play, the class's reaction was one of collective visceral grief. That kind of devotion to learning is a timeless quality of the CA culture.

What did you learn in writing the Centennial book?

Through the interviews I heard wonderfully specific individual stories. I heard about students during World War II bringing their rationing books to school. I spoke with women from the 1950s who knew Elizabeth Hall as their headmistress. I learned about the first time a record was played during a senior chapel—it was the 8-minute version of "Light My Fire" by The Doors, in 1967. And, of course, I heard some stories of escapades and adventures that did not make it into the book! But what surprised me most was the degree of emotion with which alums recall their Concord Academy days. Sometimes the intensity of their recollections knocked me off my feet. And yet along with this poignancy, there was so much evident joy in the process of sharing their memories.

A Century in the Making

CA shares West Campus plans, anchored by new Centennial Arts Center

The planned Academy Village will create purposeful community for CA adults who live on campus.

Concord Academy is preparing for the most ambitious capital project in its 100-year history: a chance to unify its program and campus to meet the needs of students today, with flexibility to adapt as 21st-century education evolves. This is the capstone to a campus vision decades in development.

Reconfiguring West Campus will enable a unified flow of study, collaboration, and exploration. Creating a new hub of activity, the planned Centennial Arts Center will unlock the full potential of CA's curriculum for every student.

We're envisioning a new campus map, and we're excited about what we can accomplish together.

The planned Centennial Arts Center will support interdisciplinary learning for all students.



THE CONCORD ACADEMY CENTENNIAL CAMPAIGN

Academy Garden will be restored to its original openness, creating flow from one end of campus to the other.

The Chapel, the heart of the CA community, will become the physical center of the school.

LEARN MORE AND JOIN US AT

concordacademy.org/campaign

A Look Behind the Curtain

How the Centennial Arts Center will promote cross-curricular innovation

The arts are part of every CA student's education because they're central to transformative learning. But today, aging facilities and significant space constraints are presenting obstacles to growth, creativity, and collaboration. The Performing Arts Center was designed as a lecture hall in 1968 and no longer serves CA's robust program well.

The Centennial Arts Center will build upon CA's strengths, providing space for connected learning and creative partnership well into CA's second century.



The Centennial Arts Center will embrace new technology in several dedicated spaces:

- Soundproof music practice rooms of various sizes with recording capabilities
- Large ensemble practice space
- Scene Shop makerspace to open up theater tech opportunities
- Digital Production Lab for language learning, podcasting, audio engineering, and more
- Reconfigurable Process, Presentation, Performance (P3) Lab soundstage to support integration of the arts and academics

A 125-seat **MUSIC HALL** will provide appropriate acoustics and space for all of CA's music groups, and it will also open possibilities for master classes.

This 175-seat **THEATER** is the ideal size for student performances. Retractable seats mean this flexible and functional space can be configured to suit everything from mainstage productions and dance performances to film screenings, class meetings, and classes.



NORTH FROM THE MEADOW

A fossil-fuel-free climate system will utilize air-source heat pumps; with robust insulation levels, the building is designed to the Zero Carbon Certification standard.

The roof will be solar ready, optimized for a solar photovoltaic system.

A mown lawn currently used for recreational athletics will be transformed into a pollinator meadow, supporting greater biodiversity and serving as an educational site.

Building Green

CA has committed \$1 million to making environmentally sustainable construction choices.



“We need this space so we can create new methods and mediums of performance and presentation that will increase our school community’s access to and connection with the wider world.”

AMY SPENCER P’13, Centennial Campaign Arts Liaison



WINTER 2023



“The students of the future are coming. Let’s get to work!”

Fay Lampert Shutzer ‘65

President, Board of Trustees

Co-Chair, Centennial Campaign

This is the moment for the global CA community to be part of the Centennial Campaign.

As of January 2023, the CA community has contributed

\$40 MILLION

toward a

\$50 MILLION +

goal set in 2019 for the West Campus and the endowment.

For the latest fundraising updates and details, please visit **concordacademy.org/campaign**.

**WE NEED YOUR SUPPORT TO
MAKE THIS VISION POSSIBLE!**

Campaign Generosity

Individuals and families across the CA community have been moved to affirm Concord Academy's importance in the world. Their gifts are helping CA grow its endowment, improve its campus, and invest in new possibilities for learning.

These valued supporters explain why they chose to donate to CA's Centennial Campaign.

GRETCHEN VAN ALSTYNE '72

As the child of educators—her father was a law professor and her mother a naturalist—**Gretchen Van Alstyne '72** grew up in a family where education was a top priority. Although she was initially reluctant to leave her hometown of Madison, Wis., to go to school, Van Alstyne says she found Concord Academy to be “open, welcoming, friendly, and down to earth. It was a good fit, and my experience at Concord was eye-opening and informative in my life.”



To celebrate her 50th reunion and Concord Academy's Centennial, and in honor of what would have been her father's 100th birthday, all of which fell in 2022, Van Alstyne made a generous gift to the school to establish the W. Scott and Margaret H. Van Alstyne P'72 Faculty Endowment. She had saved for 10 years to make this gift. “When I was a student, you had to want to teach at Concord, and may have had to make personal and financial sacrifices to do so,” she says. “I wanted to make a gift that could help support faculty positions or faculty projects that would otherwise not be possible.”

Van Alstyne has retired from her career as a radiologist specializing in interventional ultrasounds and lives in Connecticut, where she raises Basenjis. At her June 2022 CA reunion, she enjoyed seeing classmates and walking around CA's campus. “I was impressed; it is clear that the right road has been taken, and I am even more positive about my support today,” she says.

JESSICA AND TIMOTHY DONOHUE P'22

Jessica and Timothy Donohue P'22 have already seen the impact of a CA education on their children, **Anika '22** and **Arthur '22**. Both have “learned to be open to new ideas and experiences, and each developed a wider cultural lens at Concord Academy,” says Tim. “They were confident and felt well-prepared heading into college this fall, which was wonderful to see.”

In particular, the Donohues deeply appreciate the foundation in the arts their children built at CA. To honor that, as well as Anika's experience with theater at CA, Tim and Jess made a generous pledge to the Concord Academy Centennial Campaign



in support of West Campus and the new Performing Arts Center. “Developing a creative mindset is an important part of educational growth for our young adults, and the arts provide that,” Tim says. “This building will allow even more students to get involved in CA productions, and it will expand the space available for all students.”

The Donohues live just across the river from campus, and Tim and Jess remain closely connected to CA even with Anika and Arthur away at college. Tim can often be found on the sidelines of the boys soccer games catching up with parents, teachers, and staff, and he and Jess plan to attend performances in the P.A.C. this winter. “We are proud of CA's first 100 years,” Jess says, “and we look forward to seeing what these next decades have in store for the school and the CA community.”

Leave your mark .

Cultivating faculty excellence. Creating equitable pathways for students. Catalyzing new cross-disciplinary initiatives. Ensuring institutional stability.

By remembering CA in your estate plans, you can make an enduring investment in a transformational education and every life it touches. Join the Heartwood Society, experience financial and tax benefits for you and your family, and leave a legacy of support well into CA's next century.

LEARN ABOUT PLANNED GIVING:

Contact Shep Shepard at (978) 402-2258 or shep_shepard@concordacademy.org.





alums

PHOTO: COLE STIPOVICH

CONNECTING CA ALUMS

We Thrive Together

As an educator and a parent, I often think about conditions that allow us to flourish. One of the most important is the quality of our relationships with others. When my spirit, heart, and mind are aligned, I thrive, and relationships are crucial to that alignment. While some of us come from families where this was foundational, others may have found this in other parts of our lives. In my case, I am thankful to have had that foundation not only at home but also at CA. When I tell people how connected I am to my high school friends, they are often surprised—it's typically college or later when enduring relationships form and strengthen. The student experience at CA intentionally engenders connections that often last lifetimes. This unique gift is why I'm so excited about two CA Centennial events (page 49).



First is the Alums of Color Reunion, March 31 to April 2. It is out of these lifelong relationships that conversations about this event began several years ago. We know CA wasn't, and isn't, always an easy place to be for students of color. Today, affinity groups offer students fun and friendship, and some challenging conversation. Many alums of color have wished for a focused gathering where we can share our experiences, connect with current students, and learn what CA's like today. Especially if you haven't been in touch, I hope that any of you who identify as alums of color will join us. It's going to be a blast!

Second is the main event: CA's Centennial Celebration, June 9–11. It is indeed a reunion for some classes, but make no mistake: *This event is for everyone!* Whatever your connection to CA, please come if you can. Let's make this the greatest gathering our school has ever seen!

Many individuals have been helping the school craft experiences to bring us joy and feed our spirits, hearts, and minds. I hope you'll say yes to one or both of these wonderful opportunities. In doing so, you'll be part of CA's flourishing.

Trelane Clark '92, P'22

Alumnae/i Association President

CONCORD ACADEMY ALUMNAE/I ASSOCIATION

Everyone who attended Concord Academy is automatically a member of the Alumnae/i Association, which fosters lifelong connections between Concord Academy and its extended community. The association facilitates meaningful opportunities to preserve and promote a love of learning, service to others, and a commitment to diverse perspectives and backgrounds. Through involvement in the life of the school, within the community, and through service to the greater world, the association strives to renew and affirm the core values instilled while at CA.

MISSION-CRITICAL.

The Annual Fund supports every facet of the CA experience. Every day. With a modest endowment, Concord Academy depends on \$3.1 million in contributions each year—10% of the school's budget—to deliver everything from student clubs to one-on-one advising.

In honor of CA's Centennial, you can have a big impact by making a leadership gift and sustaining your commitment for the next four years. Will you help lead the way into CA's next century?



It's easy to donate today:

Give online at
concordacademy.org/give

or mail a check to:
Concord Academy
Annual Fund
166 Main Street
Concord, MA 01742



**THANK YOU
FOR YOUR SUPPORT!**



A Lively Literary Conversation

Acclaimed CA writers from the class of 1974 speak in the Chapel

Pictured above left to right: Publisher Susan Knopf and authors Julia Glass, Susan Minot, and Ruth Ozeki, all 1974 classmates, reflect on the writing life in CA's Chapel in October.

A special literary reunion took place at CA in October as part of the Concord Festival of Authors. Publisher **Susan Knopf '74** moderated a discussion among authors **Julia Glass '74**, **Susan Minot '74**, and **Ruth Ozeki '74**. Minot's eighth book and second collection of stories, *Why I Don't Write: And Other Stories*, came out in 2020; Ozeki's *The Book of Form and Emptiness*, her fourth novel, came out in 2021; and Glass's *Vigil Harbor*, her seventh novel, was released last year.

Minot writes novels, plays, and short stories, and she is also a screenwriter and a painter. "I find the more I'm exposed to other art, the more I'm focusing on finding what kind of art I want to make," she said at CA.

Glass said she was turned off by college literature classes and stopped writing altogether for a stretch. While working as a magazine editor, she met her agent, who eventually landed a deal for her debut novel, *Three Junes*.

It won the 2002 National Book Award for fiction. Ozeki worked initially as a TV director and producer. Lacking a writing community, she kept a process journal to investigate what was and wasn't working. "It's like having a best friend who's a writer but who never gets tired of me," she said. Keeping it helped her make the difficult decision to cut half of the manuscript for her third novel, *A Tale for the Time Being*, which was shortlisted for the Booker Prize. What Ozeki removed later became the seed of *The Book of Form and Emptiness*, which won the 2022 Women's Prize for Fiction.

A longtime publishing executive and president of Scout Books and Media, Knopf asked her classmates how CA had influenced them as writers. Ozeki said the student staff meetings for the *Chameleon* literary arts magazine were the best part of her experience. Glass poked fun at her youthful pretensions—she wrote all her papers using a Parker fountain pen and sepia ink—and she recalled several CA teachers with great fondness. "You loved these teachers so much, you wanted to write for them," she said.

Minot recalled writing as a "currency." As a boarding student, she would frequently leave handwritten notes, quotes, drawings, and song lyrics for her housemates, and she began what she called an "obsessive" habit of journal-keeping. When she was a student at Concord Academy, she said, "there was nothing that wasn't joyous about writing."

LEARN MORE
Read more at
[concordacademy.org/
ca-authors](https://concordacademy.org/ca-authors).

A Hoop Dream Come True

Wake Forest basketball player Steven Xu '20 found the support he needed at CA

Xiaolong “Steven” Xu '20 arrived at Concord Academy from Beijing with a dream: He wanted to play NCAA Division I basketball. His advisor, Director of Athletics **Sue Johnson P'20**, who had been both a DI player and coach herself, was encouraging, Xu recalls, but she also urged him to maintain a sense of balance, to prioritize academics, extracurriculars, friends, and family.

Xu made CA's varsity team as a 9th grader.

Terrell Hollins, then the assistant coach, remembers well Xu's ambition and determination. “He was hardworking and uniquely driven,” he says. “His willingness to learn, to accept criticism, and to be coachable were his most important attributes.”

Xu says he needed a lot of coaching that first season and recalls feeling frustrated about his lack of playing time. “If I were to go back now, I'd try to talk with the coaches and learn what I could do better,” he says. “But in retrospect, it was very helpful. On any team, you have some dissatisfaction with your role or how much playing time you're given. It was something I needed to learn.”

By his junior year, Xu was a starter and key player in the program. Hollins had left to be a head coach at another school, but when the same role opened up at CA in Xu's senior year, Xu was excited to see him return. Hollins was impressed with how Xu, a team co-captain, had matured as a player. “His leadership rubbed off on the younger guys,” he says, “and his influence is still being felt.”

Unfortunately, that year Xu sustained a serious ankle injury—not on the court, but in routine horseplay with his housemates. Forced to start his senior season late, he gave up his hope of being recruited by NCAA college coaches, but not the idea of playing at a DI school.

Xu was accepted at Wake Forest and resolved to try his luck as a walk-on. But when the fall 2020 semester was upended by the pandemic, Xu focused on friendships and academics rather than the basketball court.

His sophomore year, when life on campus was more normal, the basketball team had no openings for walk-ons. Instead, Xu played in

a recreational league and in frequent pickup games. The following summer, the Wake Forest athletics department said he'd been recommended for a walk-on spot and asked to see some film of his past games. Xu provided footage of CA games and club play, and by the start of his junior year, he had won his spot on the Wake Forest team.

Johnson was delighted by the news. “Wake Forest is not only a DI program but it is also a member of the ACC, one of the country's power conferences,” she says. “Steven is an extremely hard worker and a talented athlete who set his sights on earning a walk-on position, which is very difficult to do. Terrell and I are thrilled that he stuck it out and made his dream come true. Quite a feat!”

“What he has accomplished in making the team at an ACC Power Five school should give a lot of kids hope,” Hollins says. “Steven has shown that even if you're not recruited, you can take a different path to becoming a college player.”

Xu acknowledges that making the Wake Forest roster is only the beginning. “I'm the new guy on the team, and I'm not the best player,” he says. “I won't get a lot, if any, playing time. I could have made a different choice, gone to a Division III school where I'd probably be playing more, but it would be an entirely different experience. Even as a walk-on, I've accomplished a big step in my basketball journey.”

Xu says his CA years made him the player he now is, for which he credits Hollins in particular. “He's a great coach, and he really understands how to intermingle basketball culture and CA culture,” Xu says. Johnson, too, helped him sustain his dreams. “If you don't have that sort of insane belief in yourself that I had, it's easy to cave in to opposition,” he says. “People might be telling you to consider going another route. But whatever your dream is, you need to believe in yourself while also doing the hard work it's going to take to get there.”

— *Nancy Shohet West '84*



MORE ALUM ATHLETE ACCOMPLISHMENTS

Congratulations to these recent CA graduates, who have gone on to succeed in college competition.

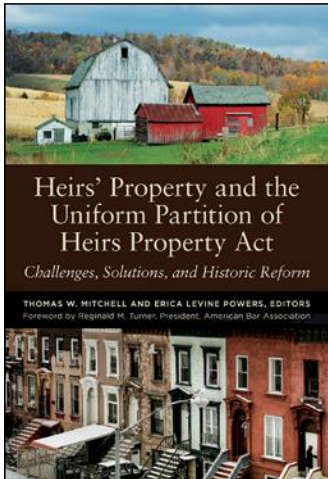
Sam Welsh '18 set both Harvard and Ivy League records at the Ivy League Outdoor Heptagonal Championships, held in May 2022 for the first time since 2019. His throw of 62.26 meters earned him Most Outstanding Men's Field Performer of the event.

After spending last season on a semipro men's soccer team in Germany, **Nate Drew '19** celebrated his University of Chicago team's NCAA championship Division III win in November.

Kaity Severin '20 helped Wellesley College's crew team win the NCAA Division III national championship in May. The fact that Severin battled back after wrist surgery had prevented her from even training last year made the victory especially sweet.

Creative Types

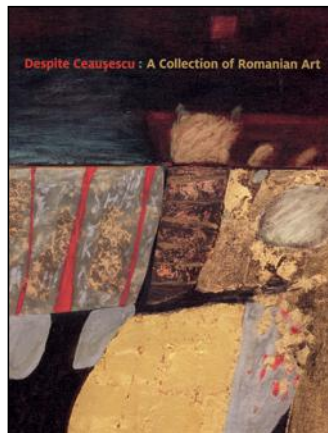
BOOKS



Heirs' Property and the Uniform Partition of Heirs Property Act: Challenges, Solutions, and Historic Reform

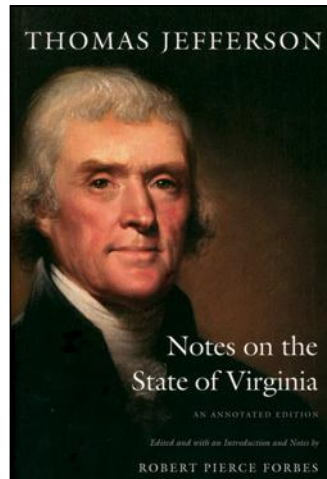
Erica Levine Powers '61, editor, with Thomas W. Mitchell
ABA Book Publishing, 2022

This book addresses the problems facing disadvantaged families who own land inherited without a will, estate-planning strategy, or clear title—a challenge many African Americans in particular confront. The collection seeks to increase awareness of wide-scale, decades-long involuntary land loss and offers a range of solutions, from legal reform measures to strategies to help families accumulate generational wealth.



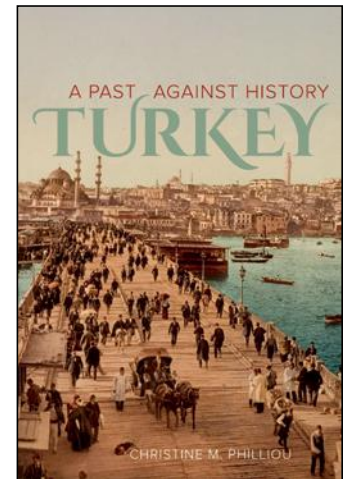
Despite Ceaușescu: A Collection of Romanian Art
Frances Stevenson Tyler '63
Meridian Printing, 2022

This fully illustrated catalog of paintings, sculpture, and ceramics focuses on 13 artists included in the Tyler Collection of Romanian and Modern Art at the University of Tasmania. Tyler's connections as the former head of publications for the Smithsonian's National Portrait Gallery have enabled the preservation of this important collection of art created during the darkest days of the repressive Ceaușescu regime in Romania.



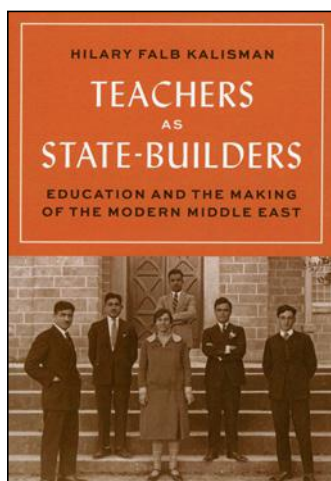
Notes on the State of Virginia: An Annotated Edition
Robert Pierce Forbes '76, editor
Yale University Press, 2022

In a rich new reading of what is widely regarded as the most important book written by an American before 1800, Forbes shows it to also be a blueprint for modern racism. This is the first edition providing detailed annotations based on both the 1788 first edition and the original manuscript. Forbes documents Jefferson's many revisions and offers extensive historical context for understanding the author and his era.



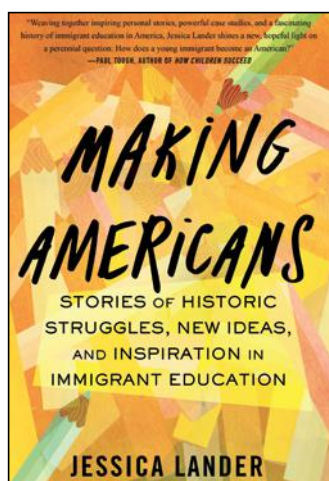
Turkey: A Past Against History
Christine M. Philliou '90
University of California Press, 2021

The dominant history of the Turkish Republic has insisted on a total rupture of the modern Turkish state from the Ottoman Empire. Taking as her focus the dissident writer Refik Halid Karay, Philliou offers an alternative history centered on the notion of political opposition and dissent, which connects the Ottoman and Turkish periods.



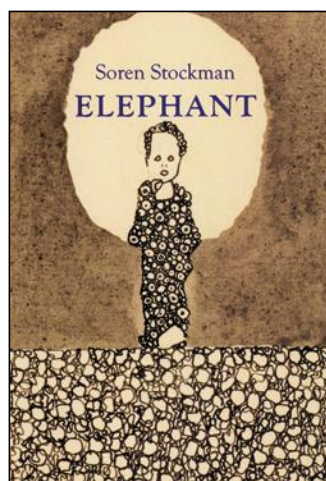
Teachers as State-Builders: Education and the Making of the Modern Middle East
Hilary Falb Kalisman '01
 Princeton University Press, 2022

Kalisman tells the little-known story of the young Arab public school teachers in territories that became Iraq, Jordan, and Palestine/Israel who went on to become government leaders. This transnational study examines the connections between teaching and nationalism as it traces these educators' outsized influence on Middle East politics.



Making Americans: Stories of Historic Struggles, New Ideas, and Inspiration in Immigrant Education
Jessica Lander '06
 Beacon Press, 2022

Drawing on history as well as her experiences teaching in a Massachusetts public school and visiting classrooms across the U.S., Lander takes the reader on a journey to understand what it takes for immigrant students to become American. Through professional insights and stories past, present, and personal, she charts a course for educators, policymakers, and communities to reimagine immigrant education.



Elephant
Soren Stockman '07
 Four Way Books, 2022

This debut collection of poems reflects on loneliness, love, and connections to the natural world. Throughout, Stockman draws inspiration from his experience portraying Joseph Merrick in a stage production of *The Elephant Man*. Inhabiting the role of Merrick, Stockman works through his own physical discomforts and questions what it means to perform as another.

BOOK AWARDS

More CA authors have been awarded prestigious literary prizes this year!

2022 National Book Award for Nonfiction

South to America: A Journey Below the Mason-Dixon to Understand the Soul of a Nation
Imani Perry '90
 Ecco, 2022

2022 U.K. Women's Prize for Fiction

The Book of Form and Emptiness
Ruth Ozeki '74
 Viking, 2021



CALLING ALL CREATIVE TYPES

Have you published a book or released a film or an album within the past year? Please contact martha_kennedy@concordacademy.org, and consider donating a copy to the J. Josephine Tucker Library's CA alum collection.

Then &



IT NEVER GETS OLD

THEN: During the 1990–91 school year, students form a human pyramid with the help of **Richard Colton P'13**, then co-director of the dance program.

RECOGNIZE ANYONE?
If this photo brings back memories,
we'd love to hear them at
magazine@concordacademy.org.



NOW: Human pyramids are no less fun for today's students; this one formed during cross-country tryouts this fall.



01. Pink paper hearts: An assignment using orthogonally melded Möbius strips.

02. Tea box: I drink a lot of tea.

03. Lego bonsai: I appreciate bonsai very much. I've killed a few and learned something each time. This one always keeps me company, and in the spring I add pink blossoms.

04. Playing card: "People, not jobs": from an exercise about communicating with colleagues.

05. Mug design: It's a map of a glaze design for a mug I'd like to make—a 2D representation of a torus. Knowing the restriction of the four-color theorem to flat spaces, we can get more colors here.

06. Photograph: My kids, Barry and Cara.

07. Cardboard tower: This was a calculus project using the laser cutter. I love to tinker in the maker space, and I like to give my students opportunities to make things.

08. Schrödinger's cat mug: Thermochromic ink makes a cat appear in the box when it heats up. The thing is there are two mugs with different cats, so you don't know which is which until you pour your tea. It's fun when a student notices the cat is both alive and dead.

09. Card game: I like making games. My pre-calc students play a game like War with this set of limit cards. Somehow when you mix two less interesting

things—War, limits—you get something entertaining.

10. Watercolors: My wife, Ilana, is an amazing artist. She made these when I asked for something to liven up the MAC hallway. I enjoy presenting the math and physics, and I keep them up to date. The platypus illustrates electroreception; the chambered nautilus, the golden ratio (in reality, this ratio is closer to 1.33); and the cat, the conservation of energy, angular momentum, and torque.

CONCORD ACADEMY | 100 YEARS

Join Us for CA's Centennial!

This is our year—there won't be a better occasion than CA's Centennial to plan a trip back to Concord Academy.

CENTENNIAL CELEBRATION

FRIDAY, JUNE 9 – SUNDAY, JUNE 11, 2023

Everyone in the global CA network is invited to this historic gathering concluding CA's 100th year. Join us for special activities, speaking programs, interactive experiences, and opportunities to connect with friends and faculty from across the decades. While the celebration coincides with Reunion Weekend for classes ending in 3 and 8, we hope all CA community members will attend! Registration will open in spring 2023.

Visit

concordacademy.org/centennial

to learn more and register today.



SAVE THE DATE

ALUMS OF COLOR REUNION

FRIDAY, MARCH 31 – SUNDAY, APRIL 2, 2023

You asked and we listened! CA's first-ever Alums of Color Reunion is evolving from the Alumnae/i and Students of Color Conference. We invite alums of color to a fun weekend mingling with Head of School Henry Fairfax, current students of color, and fellow alums of color. Register now!

WHEN IN CONCORD

April 3–10

Look for a storefront window display of CA authors at the Concord Bookshop.





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