Groton School

The Quarterly · Fall 2020



RISING TO THE COVID CHALLENGE

12 Stories to Remind Us: It's *Cui Servire* Now More than Ever

Chekemma Fulmore-Townsend '97





Gail Friedman

A miniature golf course on the Circle one Saturday night this fall, an example of outdoor weekend activities allowed under pandemic protocols

Groton School

The Quarterly

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Mitch Weiss

Message
from the Headmaster

"WE CANNOT be exhausted. We cannot look away."

I have said that repeatedly in recent weeks—to faculty, to students, to anyone engaged in discussions about racial justice. In mid-September, I stressed the point once again at our virtual Convocation. My son, who was watching from his home in San Francisco, told me that his three-year-old nodded at my words, then did his best to repeat them. My grandson had heard me say it before: "We must not and cannot be exhausted by conversations around race."

For most Black people in America and throughout the world, racial prejudice surfaces in the most overt ways as well as the most insidious. Vuyelwa and I are acutely aware that our two grandsons, who bring such joy into our lives, were born into a world marred by inequity, injustice, and the centuries-old scourge of racism. I also know that we already are passing the torch to the younger generations in the fight for racial justice everywhere.

During opening meetings in September, I told our faculty—many of whom had spent the summer preparing for our new world of in-person and remote learning—that we must lean in toward justice. Not only were we all created equal, all evolved from the same ancestors, but, I told them, we are all on borrowed time and merely passing through this great institution and this world. Neither the faculty nor the curricula have a moment to waste in affirming that anti-Black racism is real. And we must focus on action, rather than on rhetoric.

I then discussed the school's commitment to eradicate racism within our curriculum. Let us bring the voices of Maya Angelou, James Baldwin, Benjamin Banneker, Ntozake Shange, Sojourner Truth, the Nobel laureate in chemistry Ahmed Zewail, and countless others out of the dark periphery of academia into the center of our curricula. Their works should no longer be for only the most intellectually curious, but for all students, at the center of the lessons we teach.

We may be inclined to look first at English and history classes when discussing anti-racism, but we must elevate long-overlooked pioneers in every discipline if we are to begin to correct the selective nature of exclusion in academia, where for too long some scholarly works have been intentionally omitted while others have been prioritized. Our science classes should teach about the infamous Tuskegee experiment, in which Black men with syphilis were deliberately not treated. Adding to the ignominy, the Tuskegee Institute was founded by Black scholar and former slave Booker T. Washington, whose scholarship Endicott Peabody recognized and respected, leading him to invite Washington to visit Groton twice. The Tuskegee study, cloaked shamefully as science, occurred less than two decades after Washington's death.

We have an opportunity, an obligation, an imperative, to reaffirm these truths. Our youngest alumni and our students are calling out, informing us that we can do better. We must listen. We cannot be exhausted. We cannot look away. By fighting racism in the world and in our curricula, we will liberate ourselves while empowering the children we teach.



Temba Maqubela
Headmaster

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Gail Friedman

A START LIKE NEVER BEFORE

Grotonians are used to seeing tents on the Circle for events like Prize Day and Reunion. This tent is a COVID-19 testing station.

Groton School welcomed back students in September amidst joy, excitement, and strict protocols to reduce risk during the COVID-19 pandemic. Student arrival was staggered over four days to allow for a smooth testing process: all students were required to submit a recent negative COVID-19 test before coming to campus and were tested again as soon as they arrived.

After their tests (and a newly required flu shot), students moved into their dorm rooms and quarantined there (with meals delivered) until they received their negative results. The school has partnered with the Broad Institute of MIT and Harvard for its COVID-19 surveillance tests, which are being administered weekly to students, employees, and campus families. Testing is one of many mitigation protocols—from mandatory masks and distancing to reduced density in classes and dorms and improved ventilation in buildings.

Groton School is offering a hybrid model, with some students present and others studying remotely. Nearly 20 percent of boarders have opted to study remotely, and new technology has been placed in classrooms to help teachers integrate their remote learners with their on-campus students.

LETTERS

THE ARTICLE about Groton's involvement in the run-up to war with Japan ["Uncommon Impact," Winter 2020 *Quarterly*] was of particular and personal interest to me. It references two Groton graduates, Marshall Green and Bob Fearey, describing their service as Ambassador Joseph Grew's personal assistant in Japan during that momentous decade. I would like to submit a small addendum.

It was actually another "pale, male, and Yale" Groton graduate, my father, J. Graham Parsons 1925, who first served in that role after Endicott Peabody recommended him to Grew upon his appointment as ambassador to Japan in 1932. My father, later a Distinguished Grotonian and member of the Board of Trustees, often spoke of how he jumped at the opportunity and left his New York City life and Wall Street job to accompany the Grews to Japan within about twenty-four hours of the offer. He spent four years there, doing everything from drafting correspondence and participating in meetings with Japanese officials to serving as a bridge or golf partner. In 1936, he left Japan and joined the Foreign Service, where he later became an ambassador and assistant secretary of state. Marshall Green and Robert Fearey successively followed in his footsteps as Grew's Man Friday.

Thank you for allowing me to amend a historical footnote, perhaps ("toenote") that is naturally of particular interest to my family, which includes my father's three grandsons and one great-grandson who are Groton graduates (Chris Pearson '77, Matthew Pearson '79, Ben Lyons '96, and Harry Pearson '12). I am confident that Groton School would want all its graduates' contributions included in the historical record.

Jane I. Parsons Lyons

I WAS a teacher at Groton School from 1984 to 2012. As a product of a public school (Concord-Carlisle High in nearby Concord, MA), I knew little about Groton and nothing about the Chapel program. When I came for an interview back in the spring of 1984, I was surprised to learn that the next morning I would be going to 8 o'clock chapel with my hosts. As a Buddhist, I thought, "This visit may end sooner than I expected."

But things went so well that day, including a terrific tour by Samantha Chapin '84, that I said yes to Groton. The funny thing is, of the many special memories I have of the school, the Chapel in my early years stands out among the best. And among those, the talks by Headmaster Bill Polk, recounting the lives of outstanding individuals, people of high moral character, integrity, and courage, contributed mightily to my conviction that I had made the right choice in coming to Groton. I felt fortunate that the students I had in my math and science classes were in the presence of those life lessons so consistently.

But unfortunately there is another "but." Though I am personally aware of many Groton alums who have contributed so much to the society in which we live, I am equally aware of some for whom the idea of lives of service, lives lived for the greater good, seems to be just another abstract idea. Where do they stand, where does Groton School stand, as we near the 2020 election in the Trump presidency, witnessing so much that is appalling regarding human decency and matters of character, integrity, morality, and courage? How can anyone with a Groton education not be totally offended by these last three and a half years, and overwhelmingly concerned by what the future may hold? How could the contrast not be greater between what is in the White House now and what they experienced in the Chapel in their days at Groton School?

It truly makes me question what I always believed: that education is humanity's best hope.

Hoyt Taylor, Pittsboro, NC

NEW SOLAR PROJECTS REDUCE GROTON'S RELIANCE

Groton School has taken a sustainable leap forward with a new solar grid as well as a solar-powered, net-zero faculty residence.

Gardner Village, Groton's first LEED-certified building, provided four new units of faculty housing on the site where founding master William Amory Gardner once lived. The residences stand beside dedicated solar panels that power the building and push any excess energy to the campus grid. Gardner Village will be LEED-certified at the gold or platinum level, indicating extremely high efficiency and careful attention to green building practices.

Also underscoring Groton's commitment to environmental sustainability is the **John B. Goodenough '40** Solar Battery Farm, named for the alumnus and recent Nobel Prize winner who pioneered the science behind the lithium-ion battery—technology that is used to store energy at the site.

The Goodenough Battery Farm began generating electricity this fall. By storing energy for use during peak periods, the battery may help the local electric company avoid using a diesel-powered generator during those peaks.

The solar energy generated at this site and at Gardner Village will significantly reduce the campus' dependence on fossil fuels. "As we've faced COVID-related challenges, we have not lost sight of our commitment to reduce Groton's environmental impact and its reliance on fossil fuels," said Headmaster Temba Maqubela.



Gail Friedman

Gardner Village

A Groton School Milestone: The Wanda C. Hill House



Stephen, Wanda, and Gary Hill

Board of Trustees Vice President **Gary Hill '83** and former Trustee **Stephen Hill '80** have honored their mother Wanda Hill—also a former Groton trustee—by naming a faculty residence in Gardner Village in her honor.

The Wanda C. Hill House, the first campus location named for a person of color, recognizes a woman who has helped hundreds of Black children attend boarding schools, changing the trajectory of countless Black lives.

"I can't describe how I felt when they told me," said Wanda. "I felt surprised and thankful. It never occurred to me that this would happen."

Over three decades, Project Match, the nonprofit she founded, helped nearly five hundred children of color, primarily Black children from the Washington, DC area, attend more than eighty boarding schools. "During that period, there is no other single person who helped drive diversity and inclusion through independent boarding schools more than mom," said Gary. Twenty-four Project Match kids graduated from Groton—one of the highest numbers among Project Match schools.

As a result of her achievements, knowledge, and expertise—which she shared by serving on numerous school boards—Wanda received many honors, including The Association of Boarding School's Ruzicka Compass Premier Leadership Award and the Enrollment Management Association's William B. Bretnall Award. "Despite all of the awards,

ON FOSSIL FUELS

A third building project has revitalized Groton's Dining Hall, allowing for an expanded servery, additional seating upstairs, and improvements to lighting, ventilation, and the flow of diners. The decades-old spiral staircase was removed to increase usable space, and most food prep was moved downstairs to what was formerly offices and storage. The staircases flanking the Dining Hall, once narrow entryways behind doors, have been widened and opened to the dining area, allowing outdoor light to pour in. The renovation was complete in time for the start of the school year, although students began the term eating outdoors, due to pandemic protocols.

The Dining Hall was first built as a gymnasium in 1903, converting to an eatery in the early 1960s. The Classical Revival architecture has proven adaptable as the building enters yet another chapter of its long life.

Gail Friedman



Inside the Wanda C. Hill House

I've always felt that her work earned her something more. I didn't want her name and her unsurpassed contributions to diversity and inclusion in prep schools to ever be forgotten," said Gary. "That meant putting her name on something. And there was no doubt where that something with her name should be."

That's because Wanda loved Groton. "Mom made it no secret to anyone who knew her that she loved Groton more than any other school," Gary said. "Groton is and has always been her boarding school 'home,' and if her name was going to live in perpetuity someplace, it had to be at Groton."

Professionally, Wanda had worked hard not to show a preference among schools. But, she admitted, "there was something about Groton that I really felt was wonderful—the Circle, the Chapel, the welcome, everything. I've always been glad and thankful that my boys went to Groton." After Stephen and Gary graduated, she often returned for Lessons & Carols or to participate on a Revisit Day panel, and ultimately served as a trustee for twelve years.

Recently Gary was on a Zoom call with other Black parents at his son's school in Oakland, California. After mentioning his mother's work, another parent on the call introduced himself and said he owed his own success to Wanda. Gary had not been aware that the parent was a Project Match alum. "My son is able to go to this school because of Gary's mom," the parent told the Zoom participants, demonstrating the generational impact of Wanda's work. Said Gary, "There are many more out there with similar stories."

To the Hill brothers, naming the Wanda C. Hill House also provided an opportunity to thank the Maqubelas. "In reality, we did it to honor both my mom and the Maqubelas, three trail-blazing pioneers," said Gary. "It was truly one of the greatest thrills of my life to have our entire family on a Zoom call, with Temba and Vuyelwa providing the real-time, on-site video, to share the news with mom that she was having a faculty house named after her.

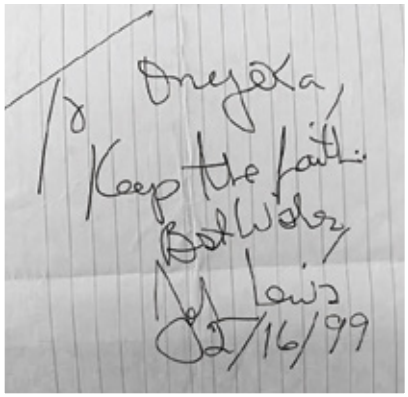
"After she got through the tears and the disbelief, all she said was, 'I've got to get back up to the campus soon!' We can't wait for the first, safe opportunity for that to happen."



The Hill family on Christmas: Stephen (left) and Gary (right), with Wanda, Joanna Hill, Lori Jackson, and Gary's children Charlie and Luca



History teacher John Lyons with civil rights icon John Lewis, at Groton, 1999; below, Lewis' note to Onyeka Anaedozie '99



WHEN JOHN LEWIS SPOKE AT GROTON

In mid-July, as the world mourned the loss of civil rights leader John Lewis, some Grotonians were recalling his speech on the Circle in 1999.

The Congressman's mid-winter visit to campus was especially memorable for history teacher John Lyons, who spent extra time with Lewis after the speech because the headmaster was out of town. After Lewis' death, Mr. Lyons emailed faculty, describing "one of the most memorable evenings of my life—two hours alone with one of my heroes, a truly amazing human being. Few have done more to change the trajectory of this country."

Apparently, Groton students at the time also absorbed the power of Lewis' visit. A *Circle Voice* article by **Adam Gordon '00** describes a spell-binding talk and a captivated audience: "The standing-room-only crowd of students, faculty, and guests dared not cough as Mr. Lewis spoke of his early experiences in the civil rights movement."

According to the article, Lewis discussed his childhood in Troy, Alabama; voter registration efforts in Alabama and Louisiana; meeting Dr. Martin Luther King Jr.; his role founding the Student Non-Violent Coordinating Committee; and the "Bloody Sunday" march in Selma, Alabama, where Lewis was badly beaten.

During a Q&A period afterward, the speaker described his mission as the need "to redeem the very soul of America."

Mr. Lyons recalls that Lewis spoke about his recently published book, *Walking with the Wind: A Memoir of the Movement*, and that he drove to Groton after a morning of work in Washington and an afternoon speaking engagement at Brown University.

To **Onyekachukwu "Onyeka" Anaedozie '99**, Lewis' speech was a pivotal moment in her education. "Congressman Lewis was a man of quiet strength and presence," she said. "He wasn't loud, but he was forceful. When he opened his mouth, everyone had no choice but to listen."

Onyeka got Lewis' autograph at Groton and shared it on Facebook after his death. On the note, the Congressman wrote, simply, "Keep the faith."

"When a lion like John Lewis tells you to do something," Onyeka said, "you must."

Onyeka's Facebook post paid tribute to both John Lewis and John Lyons. She wrote: "Shout out to my 6th Form history teacher, Mr. Lyons. I took a class, Court and Civil Rights, where one of the texts we read was about many of the heroes of the civil rights movement. Included in that anthology was the late great John Lewis. Congressman Lewis came to speak at Groton that year, and Mr. Lyons was STOKED. He had been telling us that Lewis was his personal hero. He couldn't wait for us to hear from him and draw from his wisdom. We were not disappointed."

Onyeka added, "This is another reminder about the awesome power of a good teacher. This course was the reason I concentrated in Africana Studies at Brown. I wanted to know what else I had missed out on."

Missie Rennie Taylor P'00, '05, a Groton parent at the time and spouse of then trustee **Zach Taylor '64**, asked Mr. Lewis to speak at Groton after hearing him address an American Bar Association event in New York. "I thought, this is such an important thing for these students to be exposed to," she said.

She was right. As Adam wrote in the *Circle Voice*: "One had the awestruck feeling that this man had lived the history that can stand so obtusely in a textbook."

A WARM WELCOME, AND AN ANTI-RACIST COMMITMENT

Headmaster Temba Maqubela called for an end to anti-Black racism, emphasizing the school's commitment to curricular reform during his address at Convocation, the event signaling the official start of the new school year.

On September 13, students, faculty, staff, and parents tuned in to the virtual event, during which Chaplain Allison Read and other campus spiritual leaders offered prayers and contemplation, and Dean of Admission Ian Gracey P'12, '14 introduced new students. Convocation also included remarks by Board of Trustees President **Benjamin Pyne '77**, **P'12**, **'15**, who praised Groton's adaptability over generations.

While acknowledging appreciation for some longstanding traditions, he emphasized the importance of embracing that change. "Tradition for tradition's sake only becomes hollow and weighs down the potential of the school and all of you," he said.

The theme of change permeated Convocation remarks, notably in Mr. Maqubela's emphasis on an anti-racist examination of Groton curricula—not just in English and history, but across disciplines. "We must not and cannot be exhausted. We must not and cannot look away. We must not and cannot avoid difficult conversations around race," he said. "In doing this work, we empower the students and liberate ourselves."

He shared an anti-racist lesson related to science, discussing the Tuskegee Institute, founded by Booker T. Washington, a former slave who visited Groton twice, at the invitation of school founder Endicott Peabody. Years after its founding—by a Black scholar—the institute was the site of the infamous Tuskegee experiment, which deliberately denied treatment for syphilis to Black men.

"Is it no wonder why Black people don't trust the calls for volunteers to step forward for the COVID-19 vaccine?" asked Mr. Maqubela, who teaches organic chemistry. "All this anti-Black racism happening to a school founded by a former slave who worked so hard for its success! We must teach these truths in science."

When a science teacher asked Mr. Maqubela for guidance on how to make science curricula anti-racist, he pointed to Benjamin Banneker, a pioneer in astronomy, and Egyptian Ahmed Zewail, a 1999 Nobel Prize winner in chemistry. "Their contributions must be at the center of what we teach," he said. "Let us constantly lift their voices and honor their contributions.



The headmaster speaking in Chapel, where chairs have replaced pews to maintain social distancing

A NON-PARTISAN SOLUTION?

"Fixing our political system is not a Democratic issue. It's not a Republican issue. It's an American issue!" said Josh Silver, the executive director and co-founder of RepresentUs, in a virtual talk sponsored by Groton's Young Republicans and Young Democrats clubs.

"Liberals, moderates, and conservatives all agree that the system is broken, and common-sense reforms like ranked-choice voting, campaign finance reform, and anti-gerrymandering are essential to the survival of the American experiment."

Silver began his presentation by outlining a few of the problems threatening our nation. For example, 86 percent of Congressional districts have been "rendered uncompetitive" by gerrymandering. The two-party duopoly dominates American politics despite 41 percent of Americans identifying as independent. America's educational system has fallen behind. Silver hit on issues like these without pessimism, noting that many causes have prevailed by "taking the fight to the states. It was how women secured the right to vote, same sex marriage was legalized, and marijuana was decriminalized," Silver said. "Democracy reform must follow the same path, and recent victories in states across America show that it's not just possible … it's happening right now."

A visionary and a pragmatist, Silver targets ideas that could improve government, but also garner public support.

One of Silver's favorite reforms is ranked-choice voting, on the ballot in Massachusetts and Alaska this year. By allowing voters to rank their candidates by order of preference, ranked-choice voting reallocates a citizen's vote to their second choice if their top one is mathematically eliminated from contention.

With a strategy that seeks to influence state and local law, as opposed to federal law, RepresentUs hopes to bypass Congressional gridlock and political polarization. But—as Silver stressed—they need the help of the youth to be most effective.

"There is a seismic shift happening in America," Silver said, explaining that a new generation is beginning to shape American politics as Baby Boomers age. "And good that they do: our system needs a major overhaul, and it will require young people of all political stripes to stand up and be counted."

To close his late September speech, Silver let students know that, together, they could be an instrumental player on the national stage and, as individuals, they could be the leaders of tomorrow that our nation is desperately in search of. It was a hopeful message, and Silver brought the school together at a time when the rest of the world seems to be pulling people apart.

— Trey Whitehead '21



Advisor Tommy Lamont, Jasmine Garcia ‘22, Jared Gura ‘22, Amy Ma ‘23, Brooks Anderson ‘20, Lloxci Lopez ‘21, Josh Golden ‘21, Aimee Zheng ‘23, Grace Oh ‘21, Nadia Fourie ‘22, and Zola Sayers-Fay ‘22

GROTON STUDENTS WIN MODEL CONGRESS RECOGNITION AT HARVARD CONFERENCE

Three members of Groton School’s Model United Nations/Model Congress Club earned recognition for their excellent preparation and contributions at the Harvard Model Congress in Boston on February 20–23.

Brooks Anderson ’20 and Nadia Fourie ’22 earned the highest award, Outstanding Delegate, while Jasmine Garcia ’22 brought home an honorable mention.

Twelve students attended the conference, perhaps the best simulation of the United States government for high school students, which included about 1,500 students from public and independent schools from across the United States.

Students were assigned roles and portrayed real individuals, grappling with important, relevant issues such as climate change, foreign relations, entitlement programs, and economic policy.

Most of Groton’s delegation, attending the conference for the first time, represented specific Congressional representatives. For example, Kellen O’Donnell ’22 portrayed Democratic Representative Joaquin Castro (from Texas’ 20th district), and Lloxci Lopez ’21 embodied Republican Brian Mast (from Florida’s 18th district).

The more experienced members of Groton’s delegation represented Senators or participated on special committees. Jared Gura ’22 portrayed Linda McMahon, former administrator of the Small Business Administration, in a simulation of President Trump’s Cabinet, and Brooks Anderson portrayed New York Representative Robert Yates in a simulation of the Constitutional Convention of 1789. Nadie Fourie assumed the role of Representative Val Butler Demings (from Florida’s 10th district) on the House Homeland Security Committee

At the 2020 Harvard Model Congress and during months of preparation, Groton’s delegates learned how the United States government works. They came away more informed and ready to participate more fully in their civic duty as members of the world’s oldest democratic republic. They also had a ton of fun doing so.

—Tommy Lamont,
Model United Nations/Model Congress Club Advisor

A RECORD-BREAKING GRACE SUMMER PROGRAM

The GRACE (GRoton Accelerate Challenge Enrich) summer program has grown substantially every year since it began five years ago, but the 2020 virtual group was by far the largest, with fifty-six students. A summer made idle by the pandemic attracted more students than expected to the program, which is open to rising Fourth Formers and designed to propel them to advanced courses and fill preparation gaps before Upper School.

“When we went to virtual learning we thought we might have a reduction of interest, but the interest actually grew,” said GRACE Program Director Cort Pomeroy P’23.

GRACE classes began on Monday, June 29, incorporating feedback from surveys taken after spring term’s virtual learning. Chemistry kits were sent to science students’ homes so they could still do experiments, and social activities were completely reimagined.

When the program is in person, participants go on weekend excursions such as ziplining and rafting, work in the art studios and Fab Lab during free periods, and have varied afternoon activities outdoors. Group activities this summer ranged from online yoga, meditation, and workouts to card games, national park tours, online trivia contests, and the twice weekly “Baking with Katherine” demo, hosted by teaching assistant **Katherine Brown ’19**.



Congratulations to John Donovan '20, who won Groton's second annual library bookplate contest. His print (above) will be featured on the inside cover of all books purchased for Groton School's McCormick Library during the 2020–21 academic year.

GOOD NEWS FOR HACKATHON COMPETITORS

Four Groton School students received the prize for "Best Solution to a General World Problem" at a virtual hackathon, hosted by Middlesex School in early May.

Anuj Agarwal '21, Samarth Agrawal '21, Alan Du '20, and Roshan Palakkal '21 tackled the media's negative impact on our psyches by creating "The Good News Hub," coding their way to a world of less depressing news.

"The 24/7 media coverage of the COVID pandemic has added to the already heightened levels of stress, anxiety, and isolation," said Anuj as he introduced "The Good News Hub" to judges. Anuj and his team proposed a solution: "The world needs a website that scrapes the Internet for the happiest news articles and compiles them into one easy-to-use site."

The students created a media library with newsapi.org, used language processing techniques to evaluate articles for positivity, and through algorithms and other technical tools built their website.

Eight Groton students competed in the virtual hackathon, where nine teams from various schools spent the day developing prototypes of software applications aimed at providing benefit to others.

HIGH SCORES (AGAIN!) FOR GROTON CLASSICS STUDENTS

Groton's young Classics scholars maintained a streak of impressive scores on national exams once again last year.

Thirty-four percent of the 205 test-takers earned *summa cum laude* honors (gold medals) on the National Latin Exam, with 25 percent earning *maxima cum laude* (silver), 13 percent *magna cum laude*, and 9 percent *cum laude*.

Six students wrote perfect papers: on the Latin I exam, Jaden Adinkrah '23, Eleanor Taggart '24, Chloe Zheng '23, and Aimee Zheng '23, and on the Latin II exam, Amy Sharma '23.

Groton's Greek students also stood out amidst their peers nationwide, with all who took the National Greek exam earning recognition for their achievement. Joshua Guo '20, Andrew Porter '20, and John Rogers '22 received blue ribbons (the highest honor), and Nicole Lee Heberling '21 and Sophia Wu '21 received red ribbons (high honors). Also receiving recognition were Daphne Bulley '23, Tate Burgin '21, John Michaud '20, Katie Stovall '20, and Julia Trowbridge '22.

Congratulations to our Latin and Greek scholars—and to the teachers behind their success!



Amy Martin-Nelson

Front, Katie Reveno '20, Elbereth Chen '21, Beatrice Agbi '21, Wilson Thors '21; back, Sophia Wu '21, Aisling O'Connell '21, Kate Clark '21, Caroline Drapeau '21, John Rogers '22, and Nicole Lee Heberling '21. *Congratulationes!*



Tom Kates

Gone Fishing

Theodore G. Goodrich, English Teacher

Ted Goodrich taught English at Groton from 1998 to 2020. Known for his immensely popular Moby Dick *class and poetic end-of-term comments, he left campus for a quiet life of oyster farming. Colleagues, students, and former students shared their thoughts about Ted . . .*

Boarding school long-timers recognize that our communities, for all their sense of permanence, are ultimately ephemeral. We know that it is coming … that moment in time when a beloved colleague, who over the years has become a close friend—nay family—will tell you that he is moving on to assume a life beyond the one you have shared. Though the subconscious knowledge of the inevitable doesn't lessen the blow, the feeling of bottomless loss is followed by a deep gratitude for the gift of friendship, for the multilayered relationship that is unique to a community where your professional and personal lives intersect, intertwine, and interconnect.

Ted Goodrich and I became fast friends early on in my time at Groton. I remember sitting in his classroom after classes one day, talking about a work of literature we both admired, and suddenly, just like that, finding myself in tears, engulfed in a conversation about missing the life Nishad and I had left behind in England, of feeling like a stranger in a foreign land. I can't remember exactly what he said to me that made me believe I could trust him, but I remember it was one of his inimitable metaphors that capture the essence of the experience. In fact, if memory serves me right, it had to do with being invited to a party at the pool and realizing everyone else is at the pond!

In an age of distraction, it is Ted's ability to make attention a form of ethics that distinguishes him as a teacher. He refuses to let his students be fractured by devices and images; instead he demands they pay attention to the word on the page, that they pay attention to their inner lives. In short, the magic of his teaching lies in something deceptively simple: that his students feel that a class with Ted is a unique experience because teaching is personal for him, that what matters to Ted is not the scholar, but the human being. To the very end, his senior elective on *Moby Dick* remained our most oversubscribed class, with waiting lists sometimes as long as half of the Sixth Form. Ted's enduring legacy is that by talking to his students candidly, he taught them how to think—whether in the classroom, or on the field as a soccer coach, or as an advisor.

Ted is an intensely private and intensely humble man. His collegiality, wisdom, and sense of humor were an anchor and touchstone for me as I navigated my early years at Groton as a new faculty member and later as department

head. At times in the form of a handwritten letter of encouragement, at others a witty text or late-night email before a meeting, Ted's unstinting support as a senior colleague meant that, as department head, I could move forward with the curriculum in a meaningful way. And although, at times, this meant Ted had to take on something new and unfamiliar and teach a text he hadn't taught before, his firm belief in the transformative power of the classroom and his willingness to adapt and change modeled for us what good teaching is all about.

Ted leaves a giant hole in his wake: he will be remembered for his inspired teaching and coaching, for his thoughtful leadership of the English Department, for his firm leadership of the Disciplinary Committee, for being routinely thanked in Sixth Form chapel talks, for his seamless prose, and for his fierce integrity. When you allow yourself to go down the corridors of memory, you seldom recall the public gestures that we tend to celebrate people by; instead, you remember the quiet acts of kindness that leave an indelible mark.

It's impossible to talk about Ted's impact without talking about Sam. I remember the time Sam arrived on our doorstep with a basket of gifts after we came home from the hospital with Vivan. What she had imagined was going to be a short visit turned into a long one when a crying Vivan seemed to settle down immediately in Sam's arms, and Nishad and I, overwhelmed with sleepless nights and with three children under the age of six, left her to it and caught up on our sleep! I remember the carefully chosen books that Ted would leave in my mailbox or on my desk just when I needed to hear the timeless wisdom in these books, or the system he jerry-rigged involving sailing rope and knots to keep my classroom door open! In many of our conversations over the years, Ted would remind me of the wisdom in Hemingway's *The Old Man and the Sea,* that the best we can do is "fish well." And fish well we will because Ted has surely shown us how.

—Sravani Sen-Das P'16, '19, '23
English Department head

When I came to Groton in 2013 to begin my sixth year of teaching, there was no one I wanted to be more than Ted Goodrich. Like most outsiders, I came to the school with visions of stepping into the 1989 classic film *Dead Poets Society*; I felt excited and terrified, wondering if I had the magic to "make it" in this rarified world. Could I be the teacher who ignited in his students a passion for learning for its own sake? Could I lead them to the mountaintop where they might glimpse a vision of the future? Could I take these lives entrusted to me and invest in them a sense of worth and purpose that would make the world a better place?

As I soon learned, doing any of that (and I don't claim to have done it) is a lot more complicated than Hollywood makes it appear. But Ted Goodrich seemed to be the authentic article. More than that, he seemed to have beaten Robin Williams' Mr. Keating at his own game. Where Keating grandstanded in his own classroom, Ted maintained a calm reserve that kept student voices front and center. Where Keating compromised his own healthy boundaries in the name of serving students, Ted knew that the balance of life is dynamic, requiring steps forward to connect and steps backward to preserve.

All of this I picked up from Ted in the five years we shared the southwest corner of the Schoolhouse. As part of my second-year evaluation committee, he encouraged me to take the long view on teaching—not to berate myself for what I hadn't yet learned, but to celebrate the things that were going right while adding another layer of knowledge or another classroom strategy that might take tomorrow's class to the next level. When the political world turned upside down in 2016, it was Ted I sought for ballast. When I might have thrown up my hands and wondered what good our study of Shakespeare or Toni Morrison was doing in the world, Ted helped me find ways in which texts like *Hamlet* or *Beloved*, works whose humus is senseless suffering and injustice, spoke to our new reality. In Ted's footsteps, my teaching, once important, took on urgent purpose.

I am sad when I think of my former department beginning the 2020–21 school year feeling the weight of Ted's absence. It is the loss of a friend, mentor, and colleague of the highest caliber, a loss that will be felt again every time an alum drifts through the halls looking to pass a


Tom Kates

stimulating half-hour catching up with Mr. Goodrich.
I can't be sad for the rest of us, though. Ted emerged from Groton with so much left to give. I do not imagine the word "retire" has anything to do with the full life he is living. The Circle held him as a gift in trust for twenty-two years. Groton's loss is the wider world's gain.

—Jonathan Freeman-Coppadge
Former English faculty 2013–18

Ted is the first and only shaman I've met north of Rio Bravo. His language heals.

—Stephen Fernandez, World Languages faculty

That Ted has left teaching to go be an oyster farmer is perfect. His love of all things *Moby Dick*, his gift to himself of a traditional dory upon finishing his master's (a dory which he rows—no engine), his passion for fishing—all point to the notion that he should be on the water. Ted writes brilliant comments about his students, his soccer players, and his winter runners; his electives have been among the most popular in the school; and he always has a suggestion for a good read, whether among the most current or an old title. Though he might well need to be on the water, he will be missed here on the Circle.

—Kathy Leggat, Academic Dean

One of Ted's underestimated legacies on campus is Winter Running. I think this activity is one of the best things Groton does, yet I do not think the program would have lasted without a personality like Ted at the helm. Run outdoors in the middle of winter without complaint, without recognition, and without resumé clout? It should not work, but it does because Ted's approach was one that always balanced humor, positivity, and good judgment. We ran in the snow because Ted helped us see the joy in doing so. We will miss him—but hope he'll join us at the Hyannis Half-Marathon for annual reunions.

Also, lots of people will talk about how well Ted wrote student comments, and I do not think people can really say this enough. It was uncanny, actually, how well he could personalize each comment, almost as if he could read their palms. I wish that I could have been his student just to have my fortune read, too. We will miss Ted tremendously. He was definitely one of the legends that make this school so special.

—Jennifer Wallace, History faculty

I really connected with Mr. Goodrich during my time at Groton. He was my teacher, faculty advisor, and someone whose conversation and advice I always appreciated even after I graduated. He is always willing to offer a helping hand, listen to my problems, and provide advice, whether it be for something small or for life in general. I always enjoyed our advisory lunches and conversations as they were always very thought-provoking. Mr. Goodrich regularly made the time to come to my tennis matches and show support. I owe a great deal of gratitude to Mr. Goodrich and his guidance for who I am today. Good luck, Mr. Goodrich!

—Gabriel Scholl '19

Mr. Goodrich was my Third Form English teacher, Fifth Form English teacher, *Moby Dick* teacher, and my advisor for three years. During my time on the Circle, he taught me far more than English. In my experience, shared by many others, Mr. Goodrich served as a father figure, as well as a best friend. I spent most of my time in his classroom discussing current events, literature, and anything that was bothering me at the time. He always knew exactly what to say, even if what he had to say wasn't what I wanted to hear. He always led me in the right direction, both with his words and his actions.

Mr. Goodrich is one of my role models. He gave a piece of his heart to everyone he knew. Despite having his own family and numerous class sections, he always made time for me. I am forever appreciative of Mr. Goodrich and everything he did for me during my time at Groton. Even though I graduated over two years ago, we still talk every once in a while just to check in and keep each other updated on our lives. I wish him nothing but peace and happiness in the next chapter of his life, a chapter I know he is looking forward to. So with that, thank you, Mr. Goodrich.

—Mary Sabatelle '18

As we continue to live through these stressful and frustrating times, I try to picture Mr. Goodrich's calm demeanor, especially in situations that are out of our control. I'm reminded of my Fourth Form spring exam week, when my roommate and I had been quarantined in the Health Center unexpectedly. Mr. Goodrich understood that being kicked out of my dorm was not how I wanted to spend the last week at school before summer break, so he did what he could: he took me and a friend to Johnson's for ice cream. Of course, ice cream isn't the solution to everything, but somehow Mr. Goodrich knew that this was the best fix under the circumstances. In this instance, he showed me that accepting the situation was way easier than complaining and being miserable about it. This is just one of many examples where Mr. Goodrich gave great advice and guidance as my advisor.

We are saying goodbye to a special member of the community, and while I will miss him, I am so fortunate to have had Mr. Goodrich in the classroom, as an advisor, and even as my running coach. I had hoped for one more year with him, but it seems that I will have to take what I've learned from him and apply it to my final year at Groton. Thank you for everything, Mr. Goodrich, and I wish you the best.

—Hannah Wise '21

Of the many wooded walks around and about Groton's campus, my favorite

End-of-Term Turns of Phrase

Every student, whether an ace or just getting by, got the same thoughtful treatment in Ted Goodrich's end-of-term comments. Below are a few excerpts of comments he wrote for students, with names replaced by pronouns to protect privacy.

He has entered these texts and this class with a ravenous appetite for ideas. Like anyone who is extremely hungry, he has to be careful about eating too much too quickly. His eyes blaze, his mind ramps up, and he nearly ejects the sneakers from his feet with his good intent.

She played the role of the sphinx. Yes, sometimes she would chime in, but often she remained on the other side of the garden wall, musing or daydreaming or doing whatever it is she does inside her shady glade.

Perhaps it's fitting that she became the embodiment of Woolf's *To the Lighthouse*. It wasn't the spoken word that mattered so much as the stream of consciousness occurring within, and even if I didn't have access to her thoughts as I did to those of Woolf's characters, I could see them passing across her face like dappled light in the woods.

He is a master of distracted elegance. He's like a wrinkled shirt that blows through the door but irons out once he gets talking.... As the spring wore on, I came to understand that I had far more confidence in his abilities than he does. Deep within him is a quiet, high-tension hum of "I'm not really good enough." He could improve his performance if he turned that sound off.

was the sylvan path between the theater parking lot and the Goodrich house. It didn't take long to traverse, a few minutes at most, but, inevitably, the furrows in my brow would melt away and the gunky knots of anxiety in my chest would start to unstick. The sight of Sammy's prayer flags fluttering in the branches outside her yoga space and the fragrance of essential oils seeping out from under the door. Charlie and Diego (the best golden retrievers of all time) lounging on the front stoop. Through the front door to Mr. Goodrich's office, down past the whaling prints in the hall, Allie's photographs, Coby's paintings, Jack's music playing, tea brewing, fireplace ablaze, into the kitchen or living room, gently awash with the comfort of good counsel and conversation. It always struck me that the Goodriches, in all their contradictory and complementary ways, were living expressions of what an active pursuit of the Good Life could look like. Mr. Goodrich was, and continues to be, the lodestar for my intellectual and personal maturation. But of the many gifts Mr. Goodrich gave me, those glimpses of home and family are the ones I treasure most.

I have never been good at succinctness, whether in writing or speech. Goodrich knows this. I'll never forget the amused look on his face as I, on a visit to the Circle, described the comments (and the low grade) my first college essay had received. "Well," he said, "you do tend to overwrite ..." Unlike my own in-class musings and email tomes, his advice to me always thrummed with pith and verve. His reply to my letter asking him whether or not I should put down a deposit for a tattoo: "It's not too big and it's not on your face. Do it." Or when strife with my Sixth Form roommate drove me to his classroom in tears: "Grow a spine," he said.

Those last words of counsel have accumulated a metaphysical significance for me that I don't think Ted could have ever anticipated. Learning how to advocate for my mind, body, and spirit in Sixth Form and throughout my undergraduate studies has required many metamorphoses and algorithmic iterations of self. My journey toward the unreachable infinity of self-knowledge continues today, as I enter my third year of MFA training at the Juilliard Drama Division's acting program. Knowledge of my own spine and how it exists in relation to others is crucial to the practice and craft of acting. It is my task and responsibility to communicate and inhabit, with clarity and passion, the profoundly human experiences of others, of characters that require me, all of me, to surrender to their needs and desires. Prolific film and theater director Elia Kazan penned a poem, *The Actor's Vow*, that captures where Ted's advice has led me. The first and last stanzas go as follows:

I will take my rightful place on stage
and I will be myself.
I am not a cosmic orphan.
I have no reason to be timid.
I will respond as I feel;
awkwardly, vulgarly,
but respond.
The best and most human parts of
me are those I have inhabited
and hidden from the world.
I will work on it.
I will raise my voice.
I will be heard.

Ted, may you find the peace of wild things, in the presence of still water. Hey ho, for Westport, and free will still free to ply her shuttle between given threads.

—*Marianna Gailus '13*

Mentor, Teacher, Coach: Goodbye Jim



Jim Lockney, second from left, with students from an America in Vietnam class

Jim Lockney—a mentor to hundreds of Groton students, a friend to faculty and staff, a teacher, a thirds football coach, and an equipment manager—retired in June after thirty years at Groton School. For students, he was also a friend and an inspiration.

Jim is, in history teacher Jen Wallace's words, "old school in all the right ways." A famous sign outside Jim's office warns, "Procrastination on your part does not constitute an emergency on my part." But we knew that in an emergency not involving dirty uniforms, Jim had our back.

We all loved to gather in Jim's office, its walls plastered with mementos from his fans and friends. It was the first place many would head to when they returned to campus after vacation. On some days, the office was a forum where Jim held court and dished out wisecracks. On others, it was a refuge where students in need leaned on Jim's sympathetic ear and wise counsel.

"I always looked forward to our chats," said science teacher **David Black '80**, "but would come knowing that I would have to wait my turn and then leave early, because students needed to talk to him more than I did." During those chats, Jim literally changed lives. A number of Grotonians have said that they would not have graduated without Jim's mentorship. One recent graduate calls him "the second grandfather I never had."

Jim had co-taught America in Vietnam with Jennifer Wallace since 2000. A Vietnam War veteran, Jim married his natural teaching instincts with his firsthand experience. With due respect to Ms. Wallace, he made America in Vietnam one of Groton's most popular classes for two decades. Especially memorable are Jim's efforts to help students understand the conflict more tangibly by bringing in surplus Army matériel like helmets, rucksacks, and ready-to-eat meals. Jim also contributed two memorable chapel talks—leading up to the invasion of Iraq in 2003 and for Memorial Day in 2014. The latter talk followed a Dillon Fund–sponsored trip with Ms. Wallace to Vietnam War battlefields. His students are grateful for Jim's service, and also for his willingness to revisit this difficult period for our collective benefit.

As a football coach, Jim imparted his love of the game to his teams. In his early years coaching, Jim would suit up and sacrifice himself as a tackling dummy for the cause of improved technique. He can speak passionately about the tackle smack, the pop pass, the intricacies of good blocking, and the touchdown pass that a boneheaded Third Former dropped a dozen years ago. But Jim never lost sight of the sport as a way to educate students and help them grow outside the classroom. He never missed an opportunity to help a kid overcome his fear of being hit, to discover the hidden talents of some new player, or to build an esprit de corps amongst his charges. Jim was instrumental in promoting and coaching female athletes in the football program, which culminated in Groton fielding the first female

player in an Independent School League varsity football game in 2015. Jim also coached girls softball in the early 2000s.

For the first time since 1990, Groton School was faced with hiring a new equipment manager. The job posting said, "The equipment manager ensures that all student-athletes and coaches are outfitted in appropriate apparel and equipment." Jim Lockney did that and so much more. He blessed us with his wisdom, kindness, humor, and, to borrow former Headmaster Bill Polk's '58 words, "his indomitable spirit."

Jim has been the salt of Groton's earth. The school is lucky he has agreed to continue teaching America in Vietnam, but his constant presence on the Circle will be dearly missed. Go well into your deserved retirement, Jim, with our eternal thanks.

—Benjamin J. Lamont '09

When Jim Lockney first arrived on campus thirty years ago, maybe—maybe—he limited himself to one specific job description, but I doubt it. Equipment manager, coach, teacher, sympathetic ear, advisor to students and faculty, mentor, and best friend: Jim has been these and more for so many of us on campus. His office was wallpapered with thank-you notes, cards, photos, and mementos—last I saw he was taping new cards over old ones because there was not a square inch of paint left, yet the thank-yous kept coming.

In addition to keeping us all in bright, clean uniforms, Jim was known to most students as a devoted thirds football coach. He came up with plays that kept other teams, and referees, scratching their head . . . like the "tackle smack" that took advantage of a loophole in the rules to give our most lumbering big kids a chance to actually run the ball. It was our offensive line's favorite play.

But it was before and after practice when Jim's office was truly buzzing. Between 2:30 and 5:00 p.m., this small office felt like the beating heart of the school. But it was not a free-for-all. In fact, students were held accountable for their actions in a way that was never about grades or comments or college. In other words, they were treated like adults, and it was that trust and responsibility that drew them there. Jim's office was a place where students and faculty could mix easily and relate to each other as people.

In his office Jim taught in an informal way, but he also had a real classroom too. He was my colleague and collaborator in our America in Vietnam elective. Jim brought to the classroom an invaluable mix of experiences and skills gained from two tours as a Vietnamese linguist for the Army. Because Jim was not attached to just one unit but instead was shuttled all around Central Vietnam, he could provide our students with a perspective not found in any one book, or even a library of them. Better yet, he answered every single one of their questions—every one of them. He had promised them that they could ask anything and if he did not feel comfortable answering, he would not. But, when it came down to it, I cannot remember Jim ever sidestepping their questions. He thrived on their curiosity. He cajoled them into impromptu debates that revealed all sides of an issue. In fact, one of his favorite techniques was to start arguing the opposite of what he had said the day before, forcing students to make up their own minds. I learned so much about the craft of teaching from this amazing mentor and friend. Jim has graciously agreed to be a permanent guest in the Vietnam class this year and as long as I can nag him into coming.

This tribute is only a down payment on all that we owe Jim Lockney. Thank you for thirty amazing years.

—Jennifer Wallace, History faculty

From literally the first day I stepped foot on campus as a student during orientation, Jim was eager and excited to interact with me. Obviously, he already knew me as Kim's son, but he was probably the first person on campus that, in my opinion, got to know me for who I was rather than just another faculty/staff kid—and that really meant a lot. As my thirds football coach, he excelled in teaching my teammates and me basic football (because most of us had never played before). I know he had significant aspirations for me to move onto varsity after Third Form, but he was the person to whom I was able to confide why I wanted to quit. Though he told me he wanted me to keep playing, he was fully supportive of my decision and even helped me begin a dialogue with other members of the football community, telling them that I did not want to play.

That, to me, shows the type of man he is. He cares for students on an individual level. He takes time to get to know them and has played a significant role in molding many Groton students into the adults they are when they leave the Circle. He was not just the equipment manager/football coach; rather, he became a significant presence in many students' lives. There is not a time I can remember walking by Jim's door and seeing his office empty, nor his work unfinished. I think it is pretty easy to say Jim lived and breathed Groton School.

—Daniel Herdiech '18

Jim started working at Groton in the fall of 1990, the same year that some of us entered the Second Form. As a result, Jim and our class (Form of 1995) developed a special bond that had an outsized impact on our lives and experience at the school. We were the first class that he saw grow from Second Formers to Sixth Formers, and we were the first class to dedicate our yearbook to him (although we suspect that we were not the last).

For our form, and particularly amongst a very close group of friends, Jim was a confidant, teacher, coach, jokester, and, most importantly, a true friend. Many of us spent hours in Jim's office talking about school, life, families, his experiences in the Army, and everything in between. During our Third Form year, Jim became the offensive coordinator of the thirds football team. He brought a level of energy and creativity to the game that

made an immediate impact. We went undefeated that year, in large part because of Jim's contributions. He became a fixture on the thirds football sideline and continued to lead that team until recently. Every player who played under Jim's leadership was grateful for the opportunity to spend time with, and learn from, him.

Jim's role at the school, and the importance that he played in our lives, cannot be overstated. He taught us that wisdom does not depend on pedigree; that many lessons can be better learned on the field than in the classroom; and that everyone deserves decency. Jim greeted every student with a smile and treated everyone equally. His humor, empathy, and the genuine compassion he had for the students at Groton made him one of the most respected people on campus. We were fortunate for Jim to be such an important part of our Groton experience. His friendship will continue to define each of us as we move on to the next chapters in our lives.

—Timothy R. Bass '95, on behalf of formmates Jaime Alencastro, David Cusack, Freddy Erazo, Michael Gingras, Rehman Khan, Henry Nuzum, Topher Watts, Zach Wheeler, and Wilton Yeh, and Nii-Ama Akuete '96

Trying to imagine the gym without Jim is difficult. He had an incredible handle on all the details of his space, and he understood kids and provided a safe place for them to talk, while also holding up a mirror for them when it was needed. His presence in the America in Vietnam classroom was a draw for students, who found that listening to his experiences enhanced that course. Jim's wall of photographs always provided a trip down memory lane, seeing all those faces of so many students over so many years. In the fall of 1994, the year the field hockey team was so strong, Jim would announce with a horn the departure from the gym of a Darth Vader–looking group of girls, hooded in their now-retro GSAA pullovers as they headed to the then new Oates Field. It was an intimidating sight for opposing coaches and teams, and the girls loved the heralding that Jim gave their focused march. Like the rest of those being honored in these pages, we did not give him the send-off he deserved—he will be so missed.

—Kathy Leggat, Academic Dean

Jim was the backbone of Groton Athletics and always pushed us to do better. He was always interested in the results of our competitions and really getting to know each and every one of us, even within our different sports. His stories and advice to students were felt throughout the school, and I don't know how Groton's going to go on without him. Thank you, Jim!

—John F. Cecil '17

Jim and I coached football together, mostly thirds football. Even though he and I would often argue a good deal about which play to run, or which player should play which position, Jim's passion for doing things the right way enriched the collaborative process and made me a better coach—and made our students better athletes. There were many moments when you could only laugh and admire Jim's creativity and stubbornness. At one particularly memorable thirds football practice in 1998, Jim, then pushing fifty, decided that the best way to show our players how to block and tackle properly was for him to don full pads, cleats, and a helmet, and to take on the team's biggest, strongest player, a very large fifteen-year-old who ended up being All-League three years later.

Let's just say that it did not go well for Jim, and he never tried this approach again. Still, that particular day the players enjoyed the change of routine and were inspired to block and tackle quite effectively. More importantly, the players learned what it means to be dedicated and fearless, the two qualities that best describe their beloved coach, Jim Lockney.

—Tommy Lamont P'09, '12, '15, History faculty

A video by Jen Wallace in honor of Jim's retirement can be found at **bit.ly/thankyoujim**.



Jim Lockney with Chris Sznip '19, Clement Banwell '19, Aidan Reilly '18, and Sully Hamdan '17

Mr. Fix-It

Art Cheeks was a fixture on campus from 2003 until last winter, when he became deputy fire chief for the Town of Groton. As Groton's director of Sports Medicine and head athletic trainer, Cheeks—as everyone called him—provided reliable support, whether by bandaging an injured ankle or administering a dose of perspective to students. Barbara Cheeks also touched the lives of many students, through the girls' dorm that she led and through her work with the school's wellness program.

Tom Kates



Art Cheeks and (in background) Nena Atkinson '16 and John Cecil '17

While education at Groton takes many forms—from the classroom to the athletic fields to the Chapel—the school's ethos of service, captured in the motto, *Cui Servire Est Regnare*, was hard to truly teach. Thankfully, many students were able to witness this commitment daily through the dedication of Art and Barbara Cheeks P'19.

For four years, I worked with "Cheeks" in the athletic training room, where he served as the director of Sports Medicine. During his first fall pre-season, as a new student assistant I saw how dedicated Cheeks was not only to his new student-athletes and new school but also to his profession.

Anyone who interacted with him can attest to a moment when Cheeks helped them, whether with something as simple as navigating pregame preparations or as serious as recovering from a season-ending injury. In his actions, I saw firsthand what it meant to live a life of consequence.

Barbara Cheeks also made a rapid impact on countless lives as a dorm head, Student Activities Committee advisor, and peer counselor advisor. She provided sound advice, lived the ethos of service, and gave students a clear example of the school's motto.

Between Fifth and Sixth Form, I completed my Emergency Medical Technician (EMT) certification and Groton School allowed me to join the Groton Fire Department as an on-call EMT and student intern. During this period, Cheeks joined the fire department as a probationary firefighter. At the time, the fire department was largely volunteer, and Cheeks (like many) devoted countless nights and weekends to training and responding to emergencies.

Cheeks steadily rose through the ranks of the Groton Fire Department, responding to structure fires, car accidents, technical rescues, wildland fires, and medical emergencies. People are alive today because of his actions. Five years ago, I moved back to Groton and rejoined the Groton Fire Department, where I have seen how Cheeks never hesitates to respond to a call for help. As deputy chief, he continues to live the Groton motto daily.

To the entire Cheeks family, on behalf of Groton students past and present, thank you for being role models and for your constant, unwavering dedication to your community.

—Grant Gibson McCullagh Jr. '07

I still vividly remember my first day at Groton when I moved into Cheeks Dorm. I did not know then just how much of an impact the Cheeks family would have on my life. I fondly remember Friday night game nights, dorm

feeds, staying up past lights-out to watch the Sox win the World Series, watching Bruins games with Cheeks, bedtime stories, hugs instead of handshakes, and many, many, much-needed life chats.

Three years later, I found myself moving back into Cheeks Dorm as a prefect. Now, I am teaching at a boarding school and running my own dorm. Ms. Cheeks is on the short list of reasons why I chose this career. She set the standard for what a dorm should be, and I will forever aspire to it.

—KC Hambleton '11

Anybody who had the privilege of residing in Cheeks Dorm knows that Ms. Cheeks operated by her own rule book. Her insistence on having us attend each other's sporting events, on sleeping without our cell phones near our beds, on putting our work on pause to celebrate each other (birthdays, quinceañeras, and little accomplishments that may have gone unnoticed in other spaces) seemed like a quirky collection of habits. But as a twenty-five-year-old, I now realize that the Cheeks unofficial rule book was a collection of life habits that made two things priority over all else: our mental health and each other.

I carve out thirty minutes every morning for breakfast. Even when I was working three simultaneous jobs in NYC, I would set my alarm while hearing Ms. Cheeks' voice telling us the importance of getting out of the dorm early enough for thirty minutes spent nourishing ourselves as a way of giving ourselves a moment of peace before the day ahead.

I remember how Ms. Cheeks told us that returning to an untidy room is a disservice to the happiness of our future selves, and I tidy my apartment until it's "move-in clean—as clean as it was when your mama left you here!" In college, I never skipped a sporting event or recital or performance or speech that a friend was giving; Ms. Cheeks instilled the lesson that showing up for the people you surround yourself with is a gift that will come back to you tenfold.

As a girl with very little athletic inclination, I never crossed paths with Mr. Cheeks at the Athletic Center, but he was often the warm presence welcoming us back into the dorm at the end of a long day. He would patiently listen as we fluttered about the common room with tales of failed pop quizzes and crushes and anecdotes of anxiety. And he was the one who brought us out on late-night rides around town in the fire truck, a feeling of glamour and freedom I will be chasing for the rest of my life.

—Starling Irving '13

All of us who have become part of the Cheeks family understand how special they are. I feel so lucky that I started off my Groton experience in their dorm and have continued to be part of that family beyond the Circle.

—Beth McKie '10



Barbara Cheeks and Inan Barrett '09

Being a prefect in the Cheeks Dorm during my senior year was a high point of my time at Groton. Thank you for all that you have given to the Groton community.

—Kate Merrill '06

In late September of my Sixth Form year, I took a field hockey ball to the face during a regular afternoon practice. This was before the ISL adopted the face mask requirement, and my nose broke on impact. Despite not having ER duty that night and having young children at home, Mrs. Cheeks immediately volunteered to drive me to the emergency room. She held my hand through the discomfort, and within a couple hours of X-rays and a call to my mom, we were swapping stories that resulted in happy tears streaming down my face. For the rest of the year, I knew Mrs. Cheeks trusted me to care for our Third Formers, and I also knew she would be there to back me up whenever I needed help.

—Helen Woolworth Brown '06

I was incredibly fortunate to enter Third Form in Cheeks Dorm. I was a homesick fourteen-year-old that was not quite sure about boarding school when I met Mrs. Cheeks. She did everything she could to help me adjust to Groton. I remember Mrs. Cheeks telling my worried parents, "Even if something like orange juice would make her feel more at home, I will go out and get some." She would always offer her support and check in on how I was doing, assuring me so I did not feel isolated.

I truly made my best friends that year and was encouraged to celebrate and be there for my dormmates. The culture they created made me want to become a Cheeks prefect to continue their traditions with a new generation of students. Even after leaving their dorm, the Cheekses remained like family to me. I would often visit their home with my friends and I would feel like it was an escape from boarding school life.

—Meghan Harvey '13

My initial interaction with the Cheeks family was at the beginning of my Second Form year, at my first advisory group dinner. I remember that Mr. Cheeks talked a lot about sports, of which I knew nothing. Mrs. Cheeks spoke confidently and directly, which intimidated me. Little did I know that they would come to be family. Fortunately, Mrs. Cheeks was my Third Form dorm head a year later, and I became a prefect in that dorm.

Many of my fondest memories of Groton include them. Joking around with them and other advisees as we ate Mrs. Cheeks' chicken parm or clustered around a table at Buffalo Wild Wings was a much-needed respite from the

pace of academic life. My friends and I were just as excited as their family was when they got their dog, Briggs. And the times I spent in their home talking to Mrs. Cheeks while my friends played Wii with their kids were what really made Groton feel more like home.

Adolescence is an awkward period filled with uncomfortable growth for most, let alone for those living with peers around the clock for nine months out of the year. The Cheekses were rocks for so many of us, providing comfort, stability, and the lightened mood we needed. The women I prefected with remain my best friends to this day, so close to me that I think of them as sisters. We share countless stories and beautiful memories of Mr. and Mrs. Cheeks. I feel the deepest gratitude to them for listening, offering advice, and opening their home.

—Nimesha Gerlus'13

In the world of Groton, where there were incredibly high standards in the classroom, athletically, and socially, life could easily become overwhelming. Both Cheeks and Mrs. Cheeks had a way of keeping me and all their advisees grounded, reminding us that success in life wouldn't hinge on one science test or the outcome of one game. I built a lot of amazing relationships with teachers and staff at Groton, but none have stood the test of time like that with the Cheekses. I love them both, and while I was upset to hear that their Groton days have come to an end, I'm grateful for the years they dedicated to the Circle and excited for them to take on their next challenge.

—Joe MacDonald '12

Although I was in Cheeks' advisory for one term, he and Mrs. Cheeks helped me learn how to navigate Groton without becoming a ball of stress. I was the only girl in the advisory group and yet I never felt out of place. On our first advisory dinner at their house, I actually had so much fun. We played Mario Kart, and at a conversation during dinner we weren't talking about work, which may seem impossible to happen at Groton but it happened.

—Anna Ferronato Pimentel '21

Since my first day on campus, the Cheekses opened their arms and were always there to remind me that it was OK (and way more interesting) to be 100 percent, authentically myself.

Mr. and Mrs. Cheeks, you both were a home for me throughout the years—a comfort not only to me, but also to a family back in Queens who were less worried knowing that you two were looking out for me. When I left Groton, it was reassuring knowing that other students would find safety, support, and a home away from home in you, just as I did.

You are one of the main reasons I made it to Prize Day, and for that, the memories, and countless lifelong lessons on genuine friendship and self-care, I will forever be grateful.

—Monifa Foluke '13

Mr. and Mrs. Cheeks along with their kids, Jaden, Avery, and Cullen, were my home away from home at Groton. Without them I would have never made it to where I am today. I was in Mrs. Cheeks' dorm as a Third Former, bright-eyed and new to the Circle with no idea what I was getting myself into. I was doing poorly in my classes, and Mrs. Cheeks could tell that my poor academic performance was not due to a lack of knowledge but rather due to distraction. She had me do study hall at her home kitchen table until I could pull my grades up. She went above and beyond the call of a dorm head to make sure that I succeeded. But the Cheekses' attentiveness and caring did not stop at academics or even after our Third Form year. Every year after moving out of the dorm, my friends and I would come back for check-ins, study halls, and to babysit their kids. When the Cheeks family got a new puppy, Briggs, they had us over to play with him. They truly made Groton feel like a home.

Mr. Cheeks became my faculty advisor. My friends and I became Cheeks prefects. We found a safe haven with the Cheeks family. The Cheekses were there to keep us out of trouble, celebrate our victories, and they provided a shoulder to cry on when our classmate passed away. Mrs. Cheeks made sure to sit next to us in Chapel the day we heard the news. I will never forget how much this family has been there for me. I love you, Cheeks family!

— Ihu Erondu '13

We met the Cheeks family at the end of our Second Form year and quickly developed a strong bond. We were students in their Third Form dorm, remained close throughout Upper School, and served as their prefects.

Upon our graduation, the Cheekses presented us with a framed picture of their family, a key to their home, and the following inscription [excerpted]: "*Families aren't always biological . . . As with any family, we will always be there for one another both in good times and bad . . . have fun, take chances, and make us proud but always know that our door is always open to our Family.*"

The Cheekses taught us through example that family means that we always support each other; we always tell each other the truth, good or bad; and we always push each other to be our best selves. For us, the Cheeks family exemplified how to remain true to one's self in an environment that often promotes conforming in behavior and thought. As people who didn't fit into the dominant culture, we are eternally grateful for having the Cheekses as our cheerleaders and reminders that it is more than OK to stick to your truths and convictions.

—Inan Barrett '09 and Joelle Julien '09

After a long day of school, Cheeks' lighthearted attitude never failed to lift my spirits. Whether I needed to vent about my day or just wanted to chat, his door was always open. What I appreciated most about Cheeks was that he never sugar-coated anything. He would tell you what you needed to hear as opposed to what you wanted to hear. During my five years on the Circle, he, in many ways, was a stabilizing force in my life.

— Joshua Nam '20

Putting the Human in Human Resources

Kimberly Herdiech P'18, '18

Kim Herdiech P'18, '18 was Groton's Human Resources director from 1997 to 2020. She managed thorny questions—always with good cheer—that come with hiring, health insurance, and other practical matters for those employed on the Circle. For more than two decades, Kim helped take care of Groton.

When I think of Kim, one word comes to mind: effervescence! Kim has the rare ability to befriend almost anyone immediately, and that was certainly true among Groton School personnel. But I am getting ahead of myself.

My association with Kim began in the late 1990s when she began working for the late Nancy Dawes, Groton's former business manager. Despite her husband Ed's alumnus affiliation with Deerfield Academy, Kim was hired as Nancy's part-time assistant in Human Resources. Kim learned the particulars of faculty and staff benefits under her mentor's guidance and quickly came to understand Groton's unique culture. More importantly, being around Kim was always fun.

Once Nancy Dawes retired in 2000, Groton was able to get Kim's full attention when I hired her as HR Manager in the Business Office. Not long after Kim came aboard full time, Daniel and Mark

The Herdiech family: Mark '18, Ed, Kim, and Dan '18



Adam Richins

were born. I remember so well when Kim brought the new twins into the Schoolhouse to meet colleagues in the Business Office. Taking on a new job and an instant family at the same time is no easy task, but Kim was up for the challenge.

During the more than twenty years that I have known her, Kim tackled with grace and humor some of the school's most challenging personnel issues, including new health reimbursement accounts (HRAs), pension reform, high-deductible health plans, health savings accounts (HSAs), domestic partner benefits, LGBTQ rights, and sabbatical changes. She repeatedly navigated these minefields with patience and understanding.

Kim exemplifies the "human" in Human Resources. Her unique ability to relate to both faculty and staff members, and to empathize with individual concerns, will be a hallmark of her time at Groton. With her Grotonian sons now in college, Kim leaves a generation of faculty and staff who will remember her fondly as both counselor and friend. To a true Groton colleague: Go well!

—J. Hale Smith P'05, former CFO 1995–2015

❁

I will always be grateful for Kim's endless patience with emailed questions about health insurance, her support of faculty and staff, and her big laugh. She was also an enthusiastic Groton parent and friend. We will miss her.

—Jennifer Wallace, History faculty

❁

Throughout my five years on the Circle, I was always proud that my mom treated my friends as she treated Mark and me. Sometimes I remember going to her office to talk to her about something and walking into a full-blown conversation between one of my friends and her. As weird as that was for me at the time, I can fully say that she made a lot of my friends feel welcome and cared for at Groton in a way that many might overlook—acting in full capacity both as my mom and as a Groton employee. She also always made it a point to take kids off campus with me for dinners at Gibbet Hill or home-cooked meals to give them a little sense of home away from home.

—Daniel J. Herdiech '18

❁

For my entire five years at Groton, my mom was (literally) two minutes away. I was a typical high schooler—I wanted to get as far away from my parents as possible. But on the odd occasion that I did stop by her office, it was common for one of my friends to already be there, talking and laughing with my mother. I know that two of my Groton friends would literally say that, out of all the Herdiechs, Kim was by far their favorite. I'm sure my mom was a great HR manager. But in addition, not only to my brother and me but also to my friends, and to anyone who walked into her office, she was a mentor, friend, breath of fresh air, role model, and—ask anyone on the Circle—by far the best talker they've ever met.

—Mark E. Herdiech '18

❁

When I was at Groton it always felt like I had a second mother because of Kim. She was always there for me if I needed anything and seriously treated me like I was one of her own kids. Selfless is an understatement. Aside from taking care of me during breaks and Gibbet Hill dinners, there is one moment that stands out. When I had pneumonia, she drove me nearly four hours (halfway to Canada) to meet my parents to make sure I would get taken care of. She made me feel special and welcomed during my time on campus, and Groton and I were lucky to have her.

—Matthew Efros '16

❁

Kim Herdiech is one of the most honest and genuine people I have met in my life. When I first met Mrs. Herdiech, I was an impressionable eighth grader and she was the mother to two loud boys who became fast friends of mine. She happened to work in the Business Office, and I remember her showing such hospitality to my formmates and me, opening her home and sometimes sending snacks to the dorm for feeds.

Fast forward through my five years at Groton, and I would end up turning to her often. At first, it was simply for advice, but then I would have a free period and I'd swing by the office to catch up, or if I didn't have to go into the CPAC after class I would find myself spending hours in her office, talking about everything, and laughing in between. I will admit, sometimes the grind caught up to me and I would forget to visit, but Mrs. Herdiech would reach out, offering dinner and conversation with Mark, Dan, and a few others, making sure that when all the moving parts of being a Groton student got to be too much, she was always there to check in, like a parent away from home.

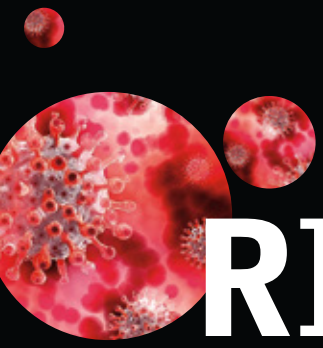
I have a plethora of fond memories of my time on the Circle, and yet, among the late nights with my best friends and kaleidoscope sunsets filling the sky behind the fields, I remember the times with Mrs. Herdiech. The Business Office, however, is no longer a stone's throw away, and I am closer to graduating from college than I am to Prize Day, but I know that Mrs. Herdiech will continue to play a role in my life. The Circle will miss you, but not as much as I already do.

—Ousmane Malik Gaye '18

❁

One of the things that I have always loved about Kim is that while she is a good listener, she does not hesitate to say exactly what she thinks, even if it might not be what you want to hear. Inevitably it is what you need to hear. Her enthusiasm for her work and for the school, her sense of humor, her laugh, her attention to students especially when her boys were in school—what great contributions to this community. Who else is going to let me argue and then push back on me and then laugh with me the way she does?

—Kathy Leggat, Academic Dean



RISING TO THE COVID CHALLENGE

For Groton alumni, it's *cui servire* now more than ever



Chekemma Fulmore-Townsend '97
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David Cheever '05
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Colin Lenton

When the pandemic kept the Philadelphia Youth Network from running its summer jobs program, CEO Chekemma Fulmore-Townsend '97 pivoted almost instantly to a virtual job-training format, which attracted record interest.

CHEKEMMA FULMORE-TOWNSEND '97

A VIRTUAL LIFELINE

Chekemma Fulmore-Townsend '97 understands what her program participants need—because she could have been one of them. The president and CEO of the Philadelphia Youth Network (PYN) has helped provide educational and employment opportunities to children for the last fifteen years.

PYN has served more than 210,000 young people, aged 12 to 24, largely African

"THESE ARE YOUNG PEOPLE WITH A LOT OF TALENT BUT ALSO YOUNG PEOPLE WITH LIFE CIRCUMSTANCES THAT MAY MAKE IT MORE DIFFICULT TO SEE THAT TALENT TURN INTO DREAMS REALIZED."

Americans in the Philadelphia metro area. Chekemma never sees them in terms of their circumstances or limitations. "If people had defined me by the fact that I had teenage parents or the fact that I grew up on welfare or that my dad was not around, I probably never would have gotten to a place like Groton," she said. "I grew up in poverty. I understand the circumstances very well. But I also had the opportunity to transform my life with the support of my grandmother, teachers, mentors, and through educational and employment experiences like the ones the Philadelphia Youth Network creates."

PYN can be a lifeline for young people—and that lifeline was under siege when the pandemic swept in this spring. Like many nonprofit organizations, PYN ground to a halt. But Chekemma marshaled the forces of many partners and led PYN to rapidly change the way it did business.

She and her team had to be "hyper-responsive." They went virtual almost immediately, and in three weeks had redesigned their popular summer employment experience—WorkReady Philadelphia, a program central to PYN's mission—from one focused primarily on job placements to one with three virtual educational tracks that students could follow to sharpen their work skills. The first focused on "digital branding" or how to use the virtual arena to showcase their talents. The second track was financial literacy, and the third was what Chekemma calls a "career exposure" track that allowed students to review career options based on their particular interests and skill sets.

The pivot worked: nearly 20,000 young people signed up, a record for the program. Unfortunately, funding limitations meant that PYN could not serve them all.

PYN also launched an "opportunity youth fund" to help young people meet basic needs or pay for supports such



Chekemma listens to feedback about PYN's WorkReady program from youths who participated in it. "So much of my leadership, my fortitude, and my commitment were forged in my years at Groton," she said.

"COVID CREATED NOT ONLY A DISRUPTION IN THE WAY WE DESIGN AND DELIVER SERVICES, BUT ALSO A SIGNIFICANT BARRIER BECAUSE ACCESS TO SERVICES AND EXPERIENCES WAS VIRTUAL."

as cell phone or Internet, so that PYN could continue serving them during the pandemic.

Chekemma said that COVID taught her that "the capacity to change at high speed is a muscle we all need to develop."

The work, pre-COVID, was already difficult — "addressing poverty, addressing systemic inequities," Chekemma said. "Reforming systems and transforming services so they provide the right experience for young people was already a difficult path. COVID created not only a disruption in the way we design and deliver services, but also a significant barrier because access to services and experiences was virtual. Immediately, digital literacy became more of a focal point."

PYN works with more than eighty agencies to connect thousands of young people each year to programs that provide educational alternatives, develop job skills, and lead to employment. Chekemma said there is no "typical" young person — aside from the fact that she sees them all as kids with "limitless potential and untapped talent … as who they can become."

"These are young people with a lot of talent but also young people with life circumstances that may make it more difficult to see that talent turn into dreams realized," she said. "We serve young people who experience multigenerational poverty, underfunded schools, some living in communities of violence, some whose parents could not meet their basic needs so they are committed to the child welfare system — or young people who have made a mistake and are returning from a juvenile placement."

Chekemma credits a series of caring adults — she can still name every one of them — for helping her find her own way to a stellar education (she graduated from the University of Pennsylvania in three years) and a meaningful career. Her role today — and her response to the havoc wrought by the COVID pandemic — is inspired by the transformational nature of her own education.

"I always wanted to be a part of the nexus of adults who do this kind of work," Chekemma said. "I was the kid needing help, and now I am able to pay that forward. In times of crisis, we all need to find the energy to keep going, and the young people showed us by their commitment to our program that they are more than worth the effort."

— Marie Speed



Colin Lenton



DAVID CHEEVER '05

AT THE EPICENTER: SERVING THE NAVAJO NATION

On May 1, the roadblocks went up around Gallup, New Mexico. The mayor had asked the governor to close down the city and she complied, sending the New Mexico National Guard and state police to barricade entryways. Amidst New Mexico's scenic red-rock mesas, tiny Gallup, population 23,000, and surrounding McKinley County had a higher rate of COVID-19 in early May than anywhere in the U.S. except New York and New Jersey.



Artist Ivan Lee captured the COVID-19 crisis among the Navajo in this mural, in Shiprock, New Mexico. The Navajo phrase means "We are still here."

Dr. David Cheever '05 saw the statistics in brutal, living color at the Gallup Indian Medical Center, a 99-bed hospital serving the surrounding Navajo Nation. He has been an emergency care physician there since August 2019, employed by the Indian Health Service, an offshoot of the Department of Health and Human Services.

Less than a year after finishing his emergency-medicine residency, he was seeing an endless stream of patients in the Emergency Department (ED), and virtually every one had COVID. Even those who came in for sprained ankles and other minor ailments were tested, and tested positive. The virus was spreading rapidly on the Navajo reservation, a deeply interconnected community where multiple generations often live together in limited space, sometimes in a single room. "It's very



David Cheever with formmate Carter Cleveland, who visited during the Navajo Nation Fair

difficult to self-isolate disconnected from family members," said David. "That leads to rapid spread of COVID—or any infectious disease."

With poverty a risk factor for COVID complications—and about 40 percent of the Navajo Nation in McKinley County living below the poverty level—it is not surprising that David saw many critically ill patients. "We were doing two to three intubations a day," he said, describing a procedure that has the potential to infect medical professionals by aerosolizing the virus. At one point, a third of the Emergency Department's nurses were infected with COVID. David figures he might have had it, but tested negative four times. He is too busy to worry about the risk. "If you think too much about the danger of intubating someone that ends up limiting your ability to act in the moment," he said. At the Gallup Indian Medical Center, once one intubation was over, David was already on to the next patient in crisis.

By necessity, the hospital had an "all hands on deck" mentality—and available hands were few. David dedicated even more time to administrative logistics than he did to patient care. "I ended up taking a much bigger leadership role in the department than I expected to," he said, humbly adding that many physicians and nurses were stepping way beyond their usual roles. When not treating patients in the ED, he was in an Incident Command team meeting or one of many committee meetings, wrestling with how to get sufficient medical supplies, allocate Personal Protective Equipment, screen a population that was under duress pre-COVID, train staff, and create guidelines that might protect the vulnerable Navajo community.



David oversaw the building of outdoor treatment tents to expand the capacity of the Emergency Department.

David's charge was space—there just wasn't enough. The hospital had only fourteen beds in the Emergency Department and one negative-pressure room for procedures, such as intubations, that potentially aerosolize virus droplets. "We had to figure out a way that we could see patients in isolation because our rooms in the main ED were separated by curtains," he said. The hospital transformed the pediatric clinic into ten isolated ED beds, and David worked to create two clinical care tents and other triage tents outdoors. In all, his work helped double ED capacity, increasing beds to twenty-eight.

Planning for clinical space outdoors—essentially building a new wing—called on David's engineering skills, which was a stretch. "I have absolutely no engineering background, and I'm not particularly handy," he said. "I had to learn on the fly." Huge temperature swings in Gallup, from snow on the first day the tents opened to scorching summer afternoons, proved challenging. Air conditioning units had to be positioned to avoid spreading COVID droplets. "It gets complicated quickly," David said.

Resourcefulness became nearly as important as the staff's medical and nursing degrees. When disinfectant wipes ran out early in the pandemic, the hospital created its own disinfectant and had rags soaking in buckets of it, for use around the hospital. "We were pretty aggressive early in making sure we had the right amount of PPE and the kind that was reusable, gowns that are rewashable," David said. "We each got

five N95s to rotate every five days. We had to be very creative in our solutions."

David was originally drawn to Gallup because, for medicine, "it seemed kind of out of the box and adventurous." It also allows him to explore his main interest in medicine: the social determinants of health.

If you ask David the most essential contributor to good health, he won't say access to health care or a living wage, though they are hugely important. He won't say mask wearing or social distancing. The single biggest contributor to a person's good health, according to David? Housing.

His hospital serves a community with high levels of homelessness and substance abuse. When patients who struggle with addiction were also exposed to COVID-19, the importance of housing became even clearer. One of the first outbreaks in Gallup was at a detox center. Extensive COVID-19 testing identified many people who needed to be isolated but who had nowhere to go. Many had mild symptoms or no symptoms at all.

Working in a small city meant that government officials and representatives of nonprofits were accessible, and coalition-building was relatively unfettered by the bureaucracy that can paralyze the well-intentioned in a larger city. David was on a small team that quickly converted hotels and motels around Gallup into isolation areas for people who tested positive for COVID.

The hotel and motel residents did far more than recover from COVID. "People with intractable issues of addiction and alcohol use had significant improvements in overall health and addiction just because they had housing," he said. "It doesn't actually surprise me that much. Most homeless people spend a significant amount of energy just figuring out where a safe place is to sleep that night. When that is taken care of, suddenly they have energy and time for other things that need to be managed in their lives."

David was drawn to emergency medicine work because "those social determinants come to the fore more than they do in other specialties. People's social interactions, their socioeconomic status, stresses such as lack of housing, things related to lack of income, the stress of unemployment—all the milieu of poverty affects health in a negative manner," he said, expressing disbelief that more health care professionals don't address these inevitably entwined social determinants of good health.



David with Emergency Department Director Paul Charlton, standing by the first outdoor spaces created for COVID care at the Gallup Indian Medical Center

"I'm a big proponent of housing first," he said. "People in health care should advocate for those kinds of things."

He admitted to being on the verge of burnout just before a late summer vacation, but still has enough enthusiasm to motivate medical professionals to share what he considers an exciting job, if not a mission. David and the friend who lured him to Gallup were the first emergency-medicine physicians permanently employed at the Gallup Indian Medical in five years. Now there are now ten more permanent employees in the ED than when David began.

"We've been able to recruit from around the country," he said. "So it's a very exciting time. It energizes me to be a part of making this a center of excellence for indigenous health care."

Still, the relentless COVID pandemic tests his stamina. "There was a level of excitement that has dissipated. People realize this could be around for a long time," he said, "The adrenaline has worn off."

The workload has taken a toll, and so has the sadness. "Talking to people in Gallup, every single person has a loved one who has died of COVID," David said. "It has an effect on the community."

Through it all, David has learned the importance of taking extra time to build relationships with his Navajo patients and their families. "Each interaction has a history associated with it," he said. "There's some mistrust of the federal government." Difficulty building rapport, he said, is "a reflection of disempowerment, less related to Navajo culture, just a history of disempowerment and distrust." When he was a resident in Seattle, for example, families were generally receptive to discussions about providing comfort but doing few medical interventions at the end of life. "Here, I found early on that conversation was interpreted as 'you don't care; you don't want to do everything for my loved one because we're indigenous, because we're Native American,' which was tough. A lot of care is interpreted that way," he said.

"You end up having to do much more work on the interpersonal side and the emotional side of building relationships—sitting and talking to people, trying to display that you have an emotional connection to what they're going through. That you recognize them as people."

—Gail Friedman

MARICHAL MONTS ’81

WHEN THE SIDE EFFECT OF COVID IS HUNGER



For **Marichal Monts ’81** and the small church he founded twenty-five years ago in Hartford, Connecticut, the response to COVID-19 boiled down to a basic mission: to feed the community.

With the harsh inequities of the pandemic staring him down, in a neighborhood with little buffer for the many who were suddenly unemployed, Marichal’s congregation and two other churches began cooking. “It has been really, really devastating,” said Marichal, pastor at the Citadel of Love. “We took funds meant for other events and used them for the feeding program.”

From March through July, on Monday through Saturday, the churches’ volunteers handed out meals—in total some 15,000. “We began at 6:00 p.m. and the line would start at 5:40 p.m.,” he said. “Often by 6:15 p.m. we’d run out of food.” On Sundays, his church delivered dinner to 150 senior citizens.

“Everything was free. We served the people in line first, then we just started working the neighborhood,” Marichal said. “People would pull over and say, ‘how much is it?’ We’d say, ‘it’s free.’”

For the hungry who couldn’t afford groceries, the Citadel of Love was a lifeline. For many, it freed up grocery money to pay for utilities, health care, or other needs.” Those who were able to contributed financially; some brought in groceries and household cleaning supplies, which Marichal’s congregation promptly gave away.

But by early August, the Citadel of Love’s funds had run out. Marichal was forced to pause the program that was feeding the neighborhood—which had cost about $3,000 a week—while he waited to see if grants would materialize.

“Our church is really in the ‘hood,” he said. “Churches survive when people do endowments and things like that. We don’t have that.” Fundraising, including a twenty-fifth anniversary banquet, was put on hold because of the pandemic.

“Members are trying to keep their lights on,” he explained.

The church held some special events to fill in when the meal program ended. One of them, “Love Wins on Barber Street”—named for the church’s location—gave away groceries, clothing, and Bibles to about 250 people. Rarely

The Unique Challenges of a Black Police Chaplain

"Another level of pain on top of COVID."

That is how Marichal Monts '81 described his community's reaction to the death of George Floyd in May and the nationwide protests that followed.

As a Black man and the founder of the Citadel of Love—a church whose members regularly endure the indignities of racism—Marichal understood the pain. But Marichal is also a chaplain for the Hartford, Connecticut, police. He counsels police officers. He wears a police uniform with a "chaplain" patch on the sleeve. While wearing that uniform, he has been cursed aloud with anti-police anger.

"Honestly, it's been very painful because I love my community. I love my people. And I love serving the police," he said.

Marichal says he agrees that blue lives matter, but he also knows that police can take off their uniforms while "you can't take off your skin." Though he doesn't know all of the city's officers, those he knows have made him empathetic. "Police are on edge. Some are blamed for things they've never done," he said. "They don't like being lumped in with people who are doing bad things. About 2 percent of police are doing something bad."

For Marichal, empathy is abundant, and when he leaves a meeting with police, his heart turns back toward his community. "I go back and minister to people of color who often feel abused by police," he said.

With instincts and a mission to tend to those who are broken, the pastor of the Citadel of Love cannot turn away from either group. Police officers come to Marichal with problems—"they are still dealing with alcoholism, divorce, children who are sick.

"If I shut down on them," he asked, "how do we ever come together?"

are church members recipients. "Our church members only come and work," Marichal said. "They don't even take the stuff."

Despite the COVID-compounded challenges, gratitude is this pastor's primary emotion—one he teaches and preaches. Sometimes people ask him: "Where is God in all this?" He says he feels grateful that he can help someone who stands in line for food, and he readily shares that wisdom. "Ask, why didn't I die? Why didn't I have to stand in line for food?" he said. "That's because of the goodness of God."

Marichal said his "heart for service" stemmed from lessons learned at Groton, adding, "I so appreciate Groton for implanting that seed in my heart."

By early August, Connecticut had relaxed restrictions on churches, allowing gatherings up to 25 percent of capacity. The Citadel of Love seats 120, and twenty-five people showed up for the first in-person, distanced service. Marichal hurried everyone out afterward, when they would normally greet, hug, and socialize. "I told them, 'don't lollygag, don't talk.' That was hard because it's just not us," he said.

Even in August, when Connecticut was considered lower-risk, pastoral care could not happen in person, which frustrated Marichal. "I have not gone into the hospital one time, and that's driven me crazy," he said. And while the pandemic is top of mind, it has not erased life's other challenges: people are still struggling with alcoholism or abuse; they are ill with non-COVID diseases or caring for the ill.

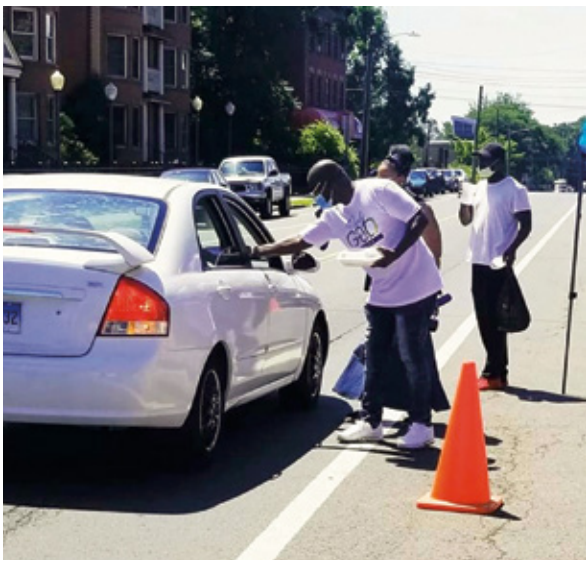
Marichal is bracing himself not just for a second wave of COVID, but for a second, more intense wave of misery. In late summer, a statewide eviction moratorium was about to expire. He had lost only one church member to COVID, although many congregants had lost loved ones. "If we get a second wave, there's a strong chance everything that's bad right now will get worse," he said.

His own prayer keeps him focused and balanced. Typically, he goes to his church at 6:00 a.m. every day to pray. It's usually a quiet time, but he's never quite sure what might greet him. After one restless night, he arrived at 5:00 a.m. and found a homeless person waiting, hungry. On his way to the church, Marichal had emptied his pocket to another homeless man and wasn't able to help the man who stood before him.

"I told him to come back at 5:00 p.m.," said Marichal. A lot of times they don't come back. He came back. He was really hungry."

—Gail Friedman

SOMETIMES PEOPLE ASK HIM: "WHERE IS GOD IN ALL THIS?"



Marichal handing out meals from his church in Hartford, Connecticut

WILLIAM SUMMERSKILL ’76

OUT OF RETIREMENT TO CHRONICLE COVID



“WE THOUGHT THIS WASN’T GOING TO HAPPEN WITH OUR WONDERFUL, HIGH-TECH MEDICAL SYSTEMS.”

William Summerskill, speaking at a medical conference in China, before the coronavirus outbreak

William Summerskill '76 is well acquainted with the deadly potential of viruses. As senior executive editor of *The Lancet* medical journal, he was in China in 2007 during an outbreak of Avian flu, and he was on the ground in Saudi Arabia in 2013, the year after Middle Eastern Respiratory Syndrome (MERS) began spreading throughout the region. In 2004, *The Lancet* published a paper warning that live poultry markets in Asia could spawn a coronavirus that "might acquire real transmissibility in human beings."

So when that prediction came to life with the COVID-19 pandemic just eleven months after he had retired, Bill returned to work in March to help process a flood of research related to SARS-CoV-2, the novel coronavirus that causes COVID-19. Some days, he reviewed as many as seventy-five submissions from among the month's worth of letters, research papers, and commentary that poured in every week. He also huddled with editors four times a week, discussing the most promising papers and offering editorial insights.

"It was a combination of being astonishing, exhausting, and terrifying," he said of those early days, noting that *The Lancet* and its twenty associated publications ran more than one thousand pieces between January and June. Now, "from a publishing standpoint, we're in the middle phase," he said, "waiting for the big clinical trials to conclude with their data. We don't know yet what post-COVID syndrome is going to look like, and that's going to affect an incredible number of people. Those will be the next big studies. Then we need to see the synthesis—all of this being put together. Then we have to see policy."

Because *The Lancet* strives to publish research that will change thinking and practice, Bill is particularly proud of one article he helped usher into print. It was a June 6, 2020, paper documenting a multi-system inflammatory syndrome among children, who until then had been thought to be among the least affected by COVID-19.

Amid a torrent of data flowing in from Northern Italy, "there was one paper from Bergamo that talked about ten children with an unusual condition," he said. "Amongst all the thousands of people infected and dying at that stage, ten infants didn't seem to be that significant ... it was a small signal, and it could so easily have gone without being noticed.

"The research was exciting because it was novel, not having been reported among earlier patients in Asia, and—more importantly—because it challenged what we thought was known about COVID-19. Given the widespread assumption that children were at low risk from SARS-CoV-2, the description of a handful of children with uncommon, severe symptoms was alarming."

After that article was published, medical centers in other countries reported similar cases. "We had pretty well convinced ourselves that this was going to be a problem with people of old age," he said, "but by the time it came to Europe we realized this was going to kill a lot of people at a lot of different ages, and even children had ramifications from this virus."

Infectious disease experts have long been on the watch for viruses that jump from animals to humans, like the ones that cause Severe Acute Respiratory Syndrome (SARS), MERS, Ebola, and Zika. But the ferocity of COVID-19, which had infected more than 23 million people and killed more than 800,000 as of August, was unprecedented.

"I could not have imagined something this devastating," he said. "Only when it got to Europe did people appreciate how bad this was. It's an example of hubris. We thought this wasn't going to happen with our wonderful, high-tech medical systems. But with the fact that we've been underinvesting in public health for a long time, it shouldn't surprise us."

The Lancet has editorialized vigorously about COVID-19, assailing governments in the United States, the United Kingdom, and elsewhere for their responses to the pandemic. Its editor, Richard Horton, published a book this year castigating the UK's scientific community for becoming "the public relations wing of a government that had failed its people," according to a review on Nature.com. Bill believes that journals have a dual mission: to work with the scientific community to improve the quality of the reporting of research, and also to engage "with society as a whole in the setting of the health agenda."

"It's only half the job when you publish something," he continued. "There has to be advocacy, revisiting and pushing the agenda forward. So much research was published about wet (live-animal) markets and the dangers, and yet they continued. And that was one of the factors that led to the present situation."

What can we learn from COVID-19? "People talk about going back to normal, but that would just buy you time till the next outbreak," he warned. "We've somehow got to come through this and find a better place to be. The social damage, all the inequalities, are being enormously widened by this virus. It's not affecting populations in the same way. I fear it will take an entire generation just to make up the social inequalities that have been widened through it.

"It's not just the scientists that Groton has produced who are going to be in service to resolve this crisis, because it's going to take people across all disciplines," he said, adding that "the real heroes are the people who are walking up each day with parcels from Amazon or delivering groceries. The fact that the lights have stayed on, and the trash is collected—we've been taking too much for granted."

—Kathleen Clute

KATHY SARDEGNA '80

ON THE FRONT LINES, BY CHOICE



Kathy Sardegna below, and at right in PPE, administering a COVID-19 test



Like many people these days, **Dr. Kathy Sardegna '80** receives daily COVID-19 email alerts. But hers aren't the usual state stats and crowd guidelines. Her alerts are calls to *volunteer* on the front lines for the day. When the virus began rising quickly in March, Kathy, a pediatrician in Richmond, recognized that state offices entrusted with public health were headed toward a "worst nightmare scenario," and she started looking for ways to help. The director of the Virginia Department of Health (VDH) suggested she register with the Medical Reserve Corps (MRC), a network of 175,000 volunteers in eight hundred communities. Its Richmond unit was helping with the massive staffing gap VDH couldn't possibly fill—for COVID-19 testing, contact tracing, and health screenings to enter buildings.

"In the beginning it was drive-through cattle calls, massive testing in public parks, then getting into nursing homes, then trying to reach the underserved communities," she said. "The VDH has been trying so hard to pivot in a very changing landscape. And through it all there have been shortages in equipment and delays at labs. The challenges are like the flavor of the week."

Kathy felt protected by her PPE, provided by the VDH. "I was not afraid of getting sick for the most part," she said, though volunteers were asked to reuse N95 masks, once considered disposable, for five shifts.

Within a day of signing up online for the Medical Reserve Corps, she was vetted, trained via video, and given her first assignment: to administer tests at a drive-through station in a large Richmond park.

"Everyone was so anxious in those early days, when no one could get tests. People were really pretty agitated. There was a ton of concern about protection and people mobbing the test site," she said. Volunteers weren't told where to report until just before they were needed and were forbidden to tell family or friends the location, to avoid the information leaking out and crowds thronging the site. Only patients with doctor's orders were given the location, but that didn't always work out. "There had to be a lot of police to help with people who were anxious and angry and wanted tests. Sometimes cars full of passengers would pull into a testing tent area even though only two people were registered for tests," she recalled. "They'd argue, 'Well they're sick too, so they jumped in the car.' How do you turn them away? They're scared."

Soon attention shifted to a new source of concern: nursing homes. Kathy's team was one of the first to respond to a VDH decision to test an entire institution on lockdown—every resident and employee. Elderly people were confused and frightened by the doctors coming in "dressed like aliens." Family members were hysterical that their loved ones were locked inside where contagion was rampant, unable to find out whether or not they were infected. Employees were trying to advocate for HIPPA privacy, and for patients in the dementia ward who were resisting the test but didn't have the mental capacity to consent or refuse.

"It was really sad. That's when there was a realization that all of these nursing homes were in trouble. They were a tinderbox waiting to happen, and it wasn't their fault," Kathy



Joe Mahoney/Richmond Times-Dispatch

ELDERLY PEOPLE WERE CONFUSED AND FRIGHTENED BY THE DOCTORS COMING IN "DRESSED LIKE ALIENS." FAMILY MEMBERS WERE HYSTERICAL THAT THEIR LOVED ONES WERE LOCKED INSIDE WHERE CONTAGION WAS RAMPANT.

said. "They were having an enormous outbreak, and I never knew how many were positive until it came out in the papers." The nursing home where she was testing ended up tallying one of the largest death tolls in the country, reporting more than fifty deaths.

After the initial secrecy surrounding testing locations, the VDH switched into proactive mode for community outreach. There was growing awareness that testing needed to be done on populations that might not have easy access to health care and might be at increased risk because of jobs that place them amidst the public. "Not everyone has the ability to work from home, and not everyone has access to enough PPE. Those are the people most exposed to infectious disease," she said. If they didn't know they were sick, they'd become dangerously missing links in the contract tracing chain.

Kathy's unit visited low-income housing communities and Virginia's Chickahominy Tribe reservation, trying to advertise their visits and convince people to come out and be tested. But some populations were mistrustful of anything with the government attached.

"They didn't trust me, didn't trust the test, didn't trust the system. Then when they saw what I was going to stick up their nose, they wanted no part of it," she said. "It's certainly uncomfortable, and we need them to stay still so they won't get hurt."

Occasionally, it was Kathy who got hurt, when people responded to the invasive discomfort by grabbing her arm, pushing her away, even hitting her. "Sometimes, I come home with bruises. It's an involuntary response. It's not that they're trying to hurt anyone; they're just overwhelmed. But this is nothing new. I'm a pediatrician," she said, "and children really don't like shots."

Several months into the crisis, Kathy is still volunteering one to two days a week. But she doesn't want anyone calling her a hero. From her standpoint, she went into medicine because she is fascinated by infectious diseases and the ability to puzzle out a stop to them. These days in pediatrics, thanks to all the vaccines and newborn metabolic screens, there's less caretaking for sickness than there is for things like obesity, anxiety, depression, and ADHD. She tries to make the case that volunteering on the COVID front lines is not heroic or selfless—she gets to be back in an arena where people are sick, where there are clues to be decoded, and where she can make a real impact.

Lest that sound too altruistic, she is quick to say that volunteering is a source of tremendous satisfaction. "I am grateful," she said, "for the opportunity that MRC has afforded me to be an active participant during this pandemic."

—Nichole Bernier



Moira Sinnott '00, a pediatric dentist, never dreamed that pursuing a specialty in anesthesiology would put her on the front lines of the COVID-19 battle in one of the hardest-hit parts of New York.

MOIRA SINNOTT '00

BATTLING COVID WITHOUT PROPER PPE



Two years ago, **Dr. Moira Sinnott '00** was filling cavities in children's teeth, challenged by squirming, anxious toddlers.

Last spring she found herself on the front lines of the COVID-19 battle, an anesthesiology resident in a New York City hospital that was under-equipped to handle the pandemic—or to protect front-line medical personnel like Moira.

In 2012, Moira graduated from dental school and for more than seven years practiced pediatric dentistry. After seeing how anesthesia helped her patients, she decided to study dental anesthesiology.

Dental anesthesiologists, like medical anesthesiologists, do their residencies in a hospital. When Moira was assigned to St. Barnabas Hospital in the Bronx, she expected to sedate and intubate patients, but she had no idea that she would be battling a pandemic—and doing so without sufficient Personal Protective Equipment (PPE).

Now, with New York no longer the epicenter, Moira sees COVID patients but works on all kinds of general surgeries, from appendectomies to gunshot wounds. But last spring non-COVID procedures were rare, and intubating patients—which she did frequently—put her at high risk of infection because intubation spreads virus droplets. Her services were vital to those critically ill, intubated patients. "If someone's not sedated," she said, "they will often extubate themselves."

Moira, who suspects she had COVID-19 even though she tested negative, said she was reusing equipment she never would have dreamed of reusing pre-pandemic. While PPE supplies are adequate now, for several weeks last spring she had only two N95 masks—the most protective kind—and rotated them. She rotated her three protective gowns as well.

Moira never blamed the hospital. "They're trying to provide great care to patients who really need it," she said, explaining that patients at St. Barnabas, a 422-bed hospital, tend to have poorer outcomes than patients at many other hospitals. Ninety percent of its patients are on Medicaid or Medicare. More than anything, Moira found it devastating to watch people suffer, and sometimes die, without their family at their sides.

Hearing about Moira's tireless work without enough PPE, more than forty of her formmates, and some formmates of her sister Julia's '04, donated to the hospital, and Groton's Theater Department sent face shields (see opposite page).

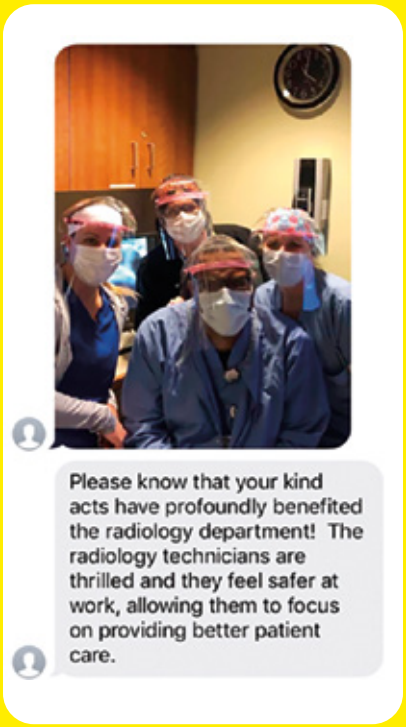
"I'm so grateful for the support I've received from other Grotonians," Moira said. "Hearing from people makes me feel like I'm part of a bigger community. It makes a huge difference."

—Gail Friedman



A NEW ACT FOR GROTON THEATER

Brandt Belknap and Laurie Sales' dining room; below, face shield recipients from the radiology department at Beverly (MA) Hospital. Another grateful recipient: Moira Sinnott '00.



Brandt Belknap, Groton theater's technical director, was texting a friend—a nurse in San Francisco—when she mentioned that face shields allow her to wear scarce N95 masks for an entire shift.

It was April and the virus was rampant. So was media coverage about grossly inadequate supplies of Personal Protective Equipment (PPE). "This is really significant," Brandt thought to himself. "It's a multiplier. This face shield multiplies the effect of one mask."

Brandt had already been pondering whether school equipment and his know-how might help with the shortage of PPE. Before long, Brandt and his wife, Theater Program Director Laurie Sales, quickly turned their dining room into a face shield factory.

They brought in two 3D printers from the Schoolhouse Fab Lab and Brandt, along with Groton Assistant Technical Director Catrin Evans, began building protective shields that medical personnel would want to wear. Brandt handled the 3D printing of headgear, applying skills he developed at Groton, as a project manager for Cirque de Soleil, and during a lifetime of tinkering. Catrin, whom Brandt called his "technical sounding board," focused on the clear face shields and brow covers and on coordinating donated materials. And Laurie publicized the need for supplies, collected them, and helped find facilities in need of the equipment.

The team researched designs for the headgear and assessed ten. "Then we did a remix," Brandt said. "We took elements from three designs and came up with something we were happy with." Mask-making worldwide had depleted supplies of elastic, so Brandt ordered non-latex, seven-inch rubber bands. "Our goal was to have it be comfortable and functional," he said.

At first, it took ninety minutes to print one headgear. So Brandt adjusted the printer's nozzle and cut the printing time by more than two-thirds, ultimately producing four to six headgears an hour. He also devised a way for the machine to print a stack of ten overnight.

Several community members helped with hands-on work, while the art, English, history, math, and science departments; the alumni office; faculty spouses; and families in the Town of Groton dug up transparencies and Mylar sheets that could serve as the face covers.

Before summer's end, nearly one thousand shields had been shipped to health facilities, a police department, a search and rescue crew, and the Maryland National Guard—in states from Maine and Massachusetts to North Carolina and Indiana. Eighty went to St. Barnabas Hospital in the Bronx (see opposite page). Laurie and Brandt's sons, six-year-old Sam and four-year-old Tobias, made thank-you signs to accompany the shipments.

Brandt, Laurie, and Catrin would sometimes step back and marvel that their handicrafts might save lives. "When things get stressful in the theater, we often joke, 'we're not saving lives here,'" said Brandt last summer. And yet for a time during the first peaks of the pandemic, they actually were.

—Gail Friedman

GRANT GIBSON MCCULLAGH JR. '07

EMERGENCY RESPONDER



Photos by Ian MacLellan '08



Gibson McCullagh '07 has wanted to be a firefighter or an EMT for as long as he remembers—and he began that journey while still at Groton, eventually becoming an EMT in 2006 and a paramedic in 2013. Today, Gibson's days on an ambulance are largely limited to his volunteer work with the Groton Fire Department, when he's not at his full-time job as Pro EMS, a company providing pre-hospital care as well as consulting and education on emergency medical services.

Before the pandemic, Gibson's job focused on advocacy around issues facing the emergency medical services industry, from best EMS practices to insurance reimbursement. But now, with a new title—director of COVID operations—his work is more like a boots-on–the-ground mission than a day-to-day policy job.

At Pro EMS, as the pandemic spread, Gibson has been at the center of rapid changes in EMT practices, the early rollout of COVID testing, and a general shift from emergency medicine to public health services. His team partnered with the Cambridge (MA) Public Health Department to help launch COVID testing in nursing homes and assisted living facilities. "This was before testing in any form was readily available," Gibson said. "It was the early weeks of March. We did a lot of work for those facilities to try to find ways to meet the steadily increasing demand—supplying them with PPE, ensuring that infection controls were in place, that isolation and identification were in place. We identified at-risk individuals before they were too sick."

The testing initiative grew through a partnership with a research lab, the Broad Institute of MIT and Harvard (the same lab handling Groton School's campus COVID-19 tests). "We knew testing was going to become one of the major hurdles facing not just specific industries but the U.S. as a whole. And we took that initial surveillance program that we did in Cambridge and launched

"WE PREPARED TO MAKE OUR OWN HAND SANITIZER; WE PRINTED OUR OWN PPE WHERE POSSIBLE. WE WERE REALLY TRYING TO ENSURE THAT WE WEREN'T EVER PUT IN A SITUATION WHERE WE COULDN'T PERFORM AT THE LEVEL WE WANTED."



it into a larger pilot program that we ran for several months with a handful more facilities," Gibson said. "In late July we took that program and spun it out as its own standalone solution."

In addition to the testing rollout, Pro EMS went into crisis mode with its own ambulances as Gibson took over COVID-related operations. "We had equipment changes, we had PPE changes, we did a lot of immediate training and retraining as those standards were updated and changed by CDC and the Massachusetts Department of Public Health," he said. "We really tried to ensure that we were self-sustainable; it was around that time that there were PPE shortages, even TP and Lysol. We prepared to make our own hand sanitizer; we printed our own PPE where possible. We were really trying to ensure that we weren't ever put in a situation where we couldn't perform at the level we wanted."

Gibson says his teams worked non-stop, sometimes through all-nighters. On some nights, he questioned whether he should even go home and risk the health of his wife and one-year-old daughter. "It's hard watching your daughter grow over the phone," he said.

There was another troubling trend for the company: calls for emergency service slowed to a trickle. "Call volume during that period drastically dropped everywhere, mainly because no one wanted to go to the hospital and risk contracting COVID-19."

Those early days already seem like years ago to Gibson, but the drama is not over, with schools reopening, cold weather on its way, and the virus lingering nationwide. He already sees changes as a result of the pandemic. Gibson believes people are seeing the limitations of a "fractured" health care system and predicts more teleconferencing with doctors and fewer in-person visits in the future. He also sees more public recognition that teams like his are not just "ambulance drivers—but really health providers."

"During the entire pandemic we really haven't had the luxury of time. It's forced us to be much more direct in a lot of our changes and interactions—nonstop shifting from one crisis to the next," he said. "It's certainly been exhausting, but it's also been quite the education."

One of the things he's learned as "an odd silver lining" is that people have changed their priorities. "I don't think I would change anything I'm doing in the sense that I still feel responsibility for that work," he said, "but it certainly has made me more present when I am able to have time with family."

—Marie Speed



STORM TALIAFERROW '92

CRITICAL CARE FOR SMALL BUSINESSES

The loans, grants, and training that **Storm Taliaferrow '92** helps provide through the National Association for Latino Community Asset Builders (NALCAB) were always important to entrepreneurs and their start-ups. But after the pandemic took hold, they became a lifeline.

Typically, a nonprofit lender on the East Coast might receive about six requests a month from borrowers seeking loan deferrals or modifications. Post-pandemic, said Storm, that lender was handling thirty requests in a single day.

"It's just a whole new order of busy," said Storm, a NALCAB senior program manager. "As soon as the economy shuts down, there's a strong concentration of Latino- and Black-owned businesses in the service industries and food-based businesses that have to stop functioning." She estimates that overall demand from



Storm at the 2019 People and Places Conference with community development corporation reps and funders: "We visited members of the Texas Congressional delegation to elevate the voices and concerns of our diverse communities."

small businesses for NALCAB services rose about 40 percent.

For example, at San Francisco's La Cocina—a restaurant incubator that helps immigrant women entrepreneurs secure affordable commercial kitchen space, training, and market access—70 percent of the start-ups lost 100 percent of their sales during the quarantine. By the end of March, Storm said, 90 percent had laid off or furloughed their entire staff.

"The business is their full-time job for most of these entrepreneurs, and for more than half of them, it's their only source of income," she said. Fifty percent of La Cocina's entrepreneurs are now generating revenue again, but some are only making 10 percent of pre-pandemic sales.

La Cocina was scheduled to complete construction of the nation's first women-led food hall in San Francisco's Tenderloin District last spring, but COVID-19 delayed construction. "The Tenderloin is really an underserved community, and this is an important hub of opportunity," said Storm, who said she was relieved that NALCAB was able to provide La Cocina with emergency grants, allowing many of the entrepreneurs to pivot into delivery and takeout services.

In May alone, NALCAB distributed more than $5 million in desperately needed low-cost loans and almost $2 million in grants through 104 nonprofit organizations in twenty-three states, the District of Columbia, and Puerto Rico. Many of the businesses could not have received traditional bank loans. "For Latinos and Blacks, their access to credit can be much more limited than for non-Hispanic whites, partly due to poor credit history or credit score or a lack of a credit history or credit score," she said. "And sometimes it isn't even about one's credit history."

Surveys have shown that Blacks and Latinos are more likely to be dismissed when asking about loan opportunities. And when small business owners in underserved communities can't get bank loans, their options are limited. Typically they have to turn to credit unions or Community Development Financial Institutions, but sometimes their only option is to resort to predatory lenders such as car title companies, payday loan companies, and loan sharks. "It's really a lot more common than you'd think," Storm said.

The Coronavirus Aid, Relief, and Economic Security (CARES) Act provided $2 trillion in economic relief for individuals and small businesses through the Paycheck Protection Program, but didn't always reach the people who needed it most. "There are many families and businesses in need that haven't been well served by the CARES Act," Storm said. "In future funding, Congress really has to view things through a lens of equity because the disparities are huge. Even if they just look at it by industry, they could be fairer."

A LENDER WHO RECEIVED ONLY SIX APPLICATIONS A MONTH FOR LOAN DEFERRALS BEFORE WAS FIELDING THIRTY PER DAY.

While Hispanics and Latinos make up 18 percent of the U.S. population, they compose 24 percent of new entrepreneurs and experienced 46 percent growth in small businesses even during recessionary years, according to "The Rise of Everyday Entrepreneurs and Their Economic Impact on Communities," a *Harvard Business Review* white paper in which Storm is quoted. "Despite the job losses and plummeting home equity, it's undeniable that Latinos are very resilient and very entrepreneurial," she said.

Still, the hardest-hit communities and industries are going to be dealing with the economic effects of the pandemic for years to come, in terms of reopenings, housing stability, foreclosures, and the ability to obtain future credit and loans. For now, Storm works seven days a week getting funding through and making training webinars available.

"Our workload has increased so much in a very short time. Typically we distribute a couple million in grants every couple of years. Now we're looking at potentially five times that over twelve months," she said. "It really speaks to the need. As fast as we can get the money in, we're trying to get it out."

—Nichole Bernier

STEPHEN CORRIGAN '00

A SPIRITED RESPONSE



Stephen Corrigan '00 could not have imagined five years ago that he'd be stirring up hand sanitizer instead of whiskey.

It was an about-face from the world of carefully handcrafted spirits at the artisan One Eight Distilling where he works, but one he saw as a necessary way to give back to the local community during a time of crisis.

Stephen had followed what he calls a "circuitous" career path, working in finance after graduation from the University of Chicago, then breaking with his "desk job" some years later to follow his growing fascination with sustainable farming. After a year studying organic agriculture, some forays into "the wine world," a stint teaching sustainable agriculture, and farming his own place in Virginia, he heard about a Washington, D.C., distillery producing spirits from locally grown grains.

"The fun thing about growing vegetables is that you have your winters to do whatever you want—so I showed up at the door one day and asked if I could help out, and they were very happy to have some free labor for the winter," he said. "I just sort of never left."

Now Stephen is distiller and head blender—"I take part in pretty much every step of production and make sure we have a consistent product going out the door."

But all that changed in the early days of the pandemic. "At the beginning of this we, as a company, were really quite frightened at how the business landscape was going to look over the next few months," he said.

Fear turned quickly to creative thinking as the distillers realized they had the chance to make a difference. With sanitizer supplies inadequate, the company began analyzing how to switch over its production. "We realized we were in a unique position to try to help our community out as much as we possibly could," Stephen said. "We have access to all this alcohol and the means to produce it at a high volume."

The company spent about a month fine-tuning the process. "It was not a business that any of us thought we would ever be taking part in," Stephen said. "It meant a lot of research into the proper ways to make it, so not only were we making something we were sure was effective, but something that was safe as well."

Once the distillery team went through FDA registration and approvals, they started to crank out sanitizer as fast as they could. "It was a little bit tedious and not quite as much fun as making whiskey, but in the course of four months we were able to produce about 20,000 gallons of sanitizer," he said. "It's been fulfilling in a lot of ways." Most of the sanitizer went to the District of Columbia for public works employees and first responders—"people who were really out there on the front lines."

Those four months were a far cry from the milling, mashing, and cooking that make distilling spirits a creative, dynamic process. A typical day meant mixing up an exact FDA formula in a series of 800-gallon tanks, then hand-bottling it in one-gallon jugs.

"It would take us an hour or an hour and a half to make the next batch, and then six or seven hours filling the bottles," Stephen said. "It did become a little bit monotonous toward the end, but we were always able to keep the thought going in the back of our minds that we were doing something helpful. We try not to take ourselves too seriously, so we were not comparing ourselves to people who worked in hospitals or were on the front lines. Whatever we could do to provide any assistance for people seemed like a worthy goal to us, and that kept us going."

The distillery has a six–month stockpile of hand sanitizer but is now making whiskey again. Stephen said that the past few months have changed how he sees his own life—and have even given him hope for the future. He noted, for instance, that the early pandemic food shortages underscored the importance of people knowing "where their food is coming from" and supporting local purveyors.

"I am a naturally introverted person, so in a lot of ways this has given me a lot of time to reflect on not only my own personal life but on society as a whole," he said. "I have been cautiously hopeful that there is something good that will come out of all of this."

—Marie Speed



Stephen Corrigan '00 turned his skills from luxury to necessity: instead of making whiskey, his company produced gallons of hand sanitizer.

FEAR TURNED QUICKLY TO CREATIVE THINKING AS THE DISTILLERS REALIZED THEY HAD THE CHANCE TO MAKE A DIFFERENCE.

"COVID IS SHINING A BRIGHT LIGHT ON INEQUITIES THAT ALWAYS EXISTED BUT NOW ARE SO GLARING WE CAN NO LONGER IGNORE THEM."



ONYEKACHUKWU ILOABACHIE ANAEDOZIE '99

VULNERABLE PATIENTS, GLARING INEQUITIES

When the state of Maryland began implementing stay-at-home orders, **Onyekachukwu Iloabachie Anaedozie '99** knew they would not apply to her.

Then the deputy director of the Maryland Department of Health's Infectious Disease Prevention and Health Services Bureau, Onyeka was not charged with overseeing the pandemic response. She was, however, responsible for making sure that other deadly infectious diseases, and the people who suffer from them, weren't overlooked.

"Crises like this make vulnerable people even more vulnerable," she said. "We had the Maryland AIDS Drug Assistance Program (MADAP), surveillance for both HIV and reportable sexually transmitted infections, disease investigation specialists that follow up with people that may have HIV and syphilis, syringe services programs, and testing and treatment of viral hepatitis." Every activity needed to continue during the pandemic, but MADAP needed to function at 100 percent—meaning hands-on work for Onyeka and her staff.

"People were losing their jobs because of COVID," she said, "which means many were losing their health insurance. They were desperate to apply for our services."

Applications were handled manually—the health department didn't have an online procedure and database, in part because clients didn't always have access to the technology needed. For Onyeka's employees, that meant working remotely wasn't an option.

Onyeka had to organize a schedule for a skeletal staff to alternate days in the office to process the new deluge of paperwork—coming in via snail mail, fax, even applicants walking in off the street—while maintaining social distancing.

Her staff of office workers might not have considered themselves first responders, but they needed to be onsite as if they were.

"I had staff who had to take public transportation to keep coming in because we were seeing a huge increase in new applicants," Onyeka said. "And they were willing to do it because they wanted to help their fellow Marylanders."

When those applicants phoned in, confused and upset, Onyeka wanted them to be able to reach the right person with the right information as painlessly as possible—a tough bill to fill even in the best of times. To ensure they didn't end up in an endless phone loop of transfer-transfer-disconnect, she instituted a "no wrong door" policy.

"We made sure that whoever they got on the phone could get them all the information they needed," she said. "Enrolling in Medicaid, access to the AIDS drug assistance program—you name it, we put all the information and phone numbers at our fingertips so people didn't have to chase down the right numbers while they were in a distressed state. It doesn't matter who they call. There's no wrong door."

ONYEKA'S BIGGEST HOPE IS THAT THE LESSONS LEARNED MAKE SYSTEMS FUNCTION BETTER FOR EVERYONE—NOT JUST FOR PEOPLE OF MEANS.

Originally, Onyeka hadn't intended to go into public health. When she was at Groton, she loved science and assumed she would go to medical school. After college, when she didn't get into the programs that appealed most to her, she took time off to get her master's of public health and planned to reapply to medical school. Along the way, she realized she wanted to stay with public health and policy. Being able to affect health positively for a community appealed to her more than being a doctor more focused on the individual.

At the end of April, Onyeka left the Maryland Department of Health for the federal Health Resources and Services Administration, a move that was in the works before COVID-19 descended. She had delayed her departure so she could manage the crisis rather than "leaving them in the lurch."

She left feeling optimistic that the department would move forward amid COVID's challenges, heartened by the small victories: policy changes enabling clients to fill prescriptions for ninety rather than thirty days; how her staff managed to get all applications processed, including an existing backlog, without an adequate online system; the way "no wrong door" whisked phone callers to the right person as if they had a personal concierge.

Now, Onyeka's biggest hope is that the lessons learned during this time carry over and make systems function better for everyone—not just for people of means.

"We've demonstrated that it can be done. The question is, is there the will to continue to do it?" she said.

"COVID is shining a bright light on inequities that always existed but now are so glaring we can no longer ignore them. We need meaningful structural changes so everyone living in the country can survive and thrive—which is the definition of health."

—Nichole Bernier

KATYA FELS SMYTH '89

REFRAMING PUBLIC POLICY, EQUITABLY



When shelter-in-place rules settled in across the country, people hunkered down in their individual quarantine bubbles. Homes consisted of nuclear families, or a broader range of kinship and need: elderly parents and adult children, steps and halfs, cousins and friends and college kids who couldn't get home.

But for those who live in public subsidized housing, there is no such freedom to define your family or to take in others to be part of your bubble. Housing your niece who lost her job and can't make rent may well get you evicted—and yet not housing her might leave her less safe and potentially homeless. This type of harm, explains **Katya Fels Smyth '89**, is caused by policy, not by the people affected.

"When you live in subsidized housing, you can't have long-term visitors. You don't get to decide who's on your pullout sofa-bed. The government decides for you, and you generally can't negotiate with your landlord," said Katya. "This is a longstanding reality that hurts families, and hurts all of us, because we then create new programs to deal with the harms created by bad policy. Instead, we need to fix the policy."

COVID has driven older children to move back home and grandma to join the family pod. "Making that illegal is antithetical to how human beings define family and help one another," she said. "It's not benign, and it disproportionately affects people of color and other marginalized groups."

That is the kind of systemic inequality that, in 2009, led Katya to found the Full Frame Initiative (FFI), which addresses the structures and "mental models" that hold problems like poverty in place. A "mental model" might be assuming that people in public housing are fundamentally different than people who live elsewhere (and not, perhaps, acknowledging that policies have denied them a living wage).

The inequities that COVID has thrown into high relief are not new. From housing to health care, education to employment, child welfare to juvenile justice, individuals' access varies widely depending on race, gender identity,

wealth, and more—because, said Katya, our country has different rules for different people. That affects everything, including people's ability to bounce back from health setbacks and job loss.

"The people aren't the problem. The systems are," she said. And if the problem is structural, the answer isn't more programs—it's to change the frame." The frame shift Katya is working toward centers on well-being, which FFI defines as having the needs and experiences—things like social connections—required to weather challenges and have health and hope. Many policies have been designed, she said, putting problems—not people—at the center, causing a ripple effect of unconsidered needs. FFI is dedicated to shifting the mental models so that efforts focus on transforming systems. This has involved multi-year partnerships with public agencies, communities, and nonprofits that are willing to move first into this new way of thinking and working. "How you frame a problem," said Katya, "determines the possible set of solutions."

This means FFI is not focused on services to individuals, but instead on the forces that often dramatically increase the need for services—forces that place short-term gains over long-term harm. Right now, "communities with privilege, particularly those that are predominantly white, are already set up to recognize and tap into people's drive for social connectedness, sense of safety, predictability, autonomy and other factors, whereas access to core elements of well-being are systemically blocked for less affluent communities," Katya said, adding, "I cannot and must not speak for anyone else's experience, but I can make sure that my experience isn't seen as more valuable because I'm white, or less valuable because I'm a woman."

FFI is partnering in Massachusetts with state agencies to shift the state's approach to homelessness among survivors of sexual and domestic violence, and in Missouri with juvenile justice and child welfare systems and the St. Louis courts, leading to fundamental shifts in policy and improved individual outcomes. A California project asked hundreds of survivors of violence to articulate what "success" means—and the results have shifted public policy and funding in multiple states. None of this required new programs or significant funding.

COVID HAS DRIVEN OLDER CHILDREN TO MOVE BACK HOME AND GRANDMA TO JOIN THE FAMILY POD. "MAKING THAT ILLEGAL IS ANTITHETICAL TO HOW HUMAN BEINGS DEFINE FAMILY AND HELP ONE ANOTHER."

"It required leaders' recognition that, as currently configured, their systems are part of the foundational problems in our country—not part of the solution," said Katya.

The COVID-19 pandemic has highlighted the need for new ways to look at—and address—social challenges. Income has declined for up to 50 percent of American households since April, with communities of color affected most. Good broadband service is less prevalent in communities of color—which along with a lack of space and privacy—can make working and studying from home impossible. Entrepreneurial efforts also face numerous obstacles. "In times like these, everyone's trying to hustle up life hacks for new revenue sources. But regulators and investors treat an idea coming out of a garage in primarily white, affluent Wellesley differently than the same innovation coming out of racially diverse, lower-income Roxbury," Katya said, referring to two Boston-area communities.

Katya came from a family rooted in social justice, but she credits the focus on service at Groton with lighting a spark. She recalls serving meals at a shelter in Fitchburg and being struck by the physical separation between servers (students) and families in the shelter ("we're on this side, they're on that side"). This seed and her friendship with **John Finley IV '88**, who founded the Epiphany School, led her to work at a shelter in college and then to found On the Rise, a community for women facing multiple adversities, before starting FFI.

The horrors of COVID—both what it's causing and what it's revealing—and our national reckoning with the country's legacy of racism have been a renewed call to action for Katya. A major new FFI initiative, the Wellbeing Blueprint, developed in partnership with government and community leaders, artists, business people, and others, provides a roadmap for structural changes that center on human well-being—such as changing that public housing policy to give residents more latitude in leveraging social connections.

"This isn't about making what wasn't working before COVID more efficient. It's putting a booster rocket on work centered on a different mindset—giving everyone a fair shot at well-being," said Katya. "It's effective, scalable, and sustainable. These changes don't cost a fortune, and they move our country closer to its promise."

—Nichole Bernier

REUNION 2020

Groton hosted a virtual reunion presentation in early May to commemorate the weekend when the forms ending in 0 and 5 were originally scheduled to gather on campus.





This year's *Cui Servire* Award recipient, Natick (MA) Police Chief James Hicks '80 (top), and Distinguished Grotonian John Bannister Goodenough '40, a recent Nobel Prize winner in chemistry

Alumni tuning into the May 8 webinar heard Headmaster Temba Maqubela present two alumni awards, the *Cui Servire Est Regnare* Award and the Distinguished Grotonian. This year's *Cui Servire* recipient, Natick (MA) Police Chief **James Hicks '80**, was honored for his dedication to public service, commitment to leadership with empathy, and willingness to stand on the frontlines.

The Distinguished Grotonian, Professor **John Bannister Goodenough '40**, a recent Nobel Prize winner in chemistry, was honored because his contributions to the fields of mathematics, physics, and chemistry have had enormous positive impact on human life. Professor Goodenough is the brains behind the battery technology that powers our phones and computers.

Earlier in the program, Mr. Maqubela provided an update on the school during the COVID-19 pandemic and spoke to Groton's dynamic equilibrium between change and tradition. "Chapel, Roll Call, and St. Mark's Day are timeless traditions," he said. "The Circle is not a fixed entity, and it is as relevant today as it was in your time."

Lydia Cottrell '88, president of the Groton Fund, shared a fundraising update and thanked Groton's teachers and students for dedication and creativity in their approach to virtual teaching and learning. **Merrill Stubbs Dorman '95**, president of the Groton School Alumni Association, presented Groton's Athletic Hall of Fame 2020 inductees: **Nicole W. Piasecki '80**, the 1979 boys varsity football team, the 1980 girls varsity crew's first boat, and **Claudia Asano Barcomb '95** (see opposite page).

The presentation finished with a blessing from **The Reverend Nathaniel Pierce '60** and the singing of the School Hymn.

Following the presentation, forms from 1955 through 2015 gathered in virtual meetings ranging from twelve to forty people, catching up for varying lengths of time, from forty minutes to over four hours.

"While sad that we couldn't join in person," said **Adam Gordon**, form secretary for the Form of 2000, "I think a lot of people felt like seeing everyone's face was an emotionally uplifting experience."

—*Allison MacBride*

Watch the event at www.groton.org/virtualreunion.

Nicole W. Piasecki '80

Nicole, a three-sport athlete during her three years at Groton, earned nine varsity letters in field hockey, basketball, and lacrosse. As a Sixth Former and captain of the field hockey team, Nicole was the leading high scorer and led the team to an impressive 8–2–2 record. That same year, as a point guard and co-captain of the girls varsity basketball team, she contributed to the team's 14–1 regular season, its ISL title, and its postseason championship over previously undefeated Nobles. That spring, Nicole was a starter on the lacrosse team, which achieved a 9–2 record. Capping an impressive sports career at Groton, Nicole received the Cornelia Amory Frothingham Athletic Prize, given in recognition of her all-around athletic ability and exemplary qualities of leadership and sportsmanship.

After Groton, Nicole continued her athletic career at Yale, where she played for the Bulldogs in both field hockey and lacrosse. A varsity player for all four college years in both sports, Nicole was named to the All-Ivy League in field hockey and, in 1982 and 1983, was named to the Ivy League First Team in lacrosse. In 1984, Nicole received the All-Time Nellie Pratt Elliot Award for her contributions to the lacrosse and field hockey teams, as well as the Barbara Bowditch Award for the most valuable player in women's lacrosse, and was named an All-American for lacrosse. Yale lacrosse teammates nicknamed Nicole "7-Goal Nicole," a result of her high scoring per game.

1979 Football Team

The 1979 football team played with the ferocity and focus of all great underdogs. Returning just three starters from a one-win season, they were told they'd be lucky to win a single game. Instead, they swept the league. They could win with finesse—after the St. Paul's game, Coach Jake Congleton said it was the best first half he'd ever coached—and they could win ugly in slugfests against much bigger and deeper teams. Their offense rolled up 222 points, then the second most in Groton history, led by All-League Jim Conzelman's 1,000-plus yards throwing. Anchored by All-League and All-State Daniel Salzman, their defense delivered in the clutch, including several game-winning goal line stands. They were ISL co-champs with Nobles, a team they'd beaten in a pre-season scrimmage.

One of many highlights is likely a Groton gridiron record: down to a talent-packed Governor Dummer squad after halftime, the 1979 team exploded for 22 points in less than a minute. Stunned, Governor Dummer, like everyone else, had underestimated what this team could do.

This was a real team in which everyone played a part, from Mark Streaker's larger-than-life persona to the ever-enthusiastic managers. Other All-Leaguers were Tony Ashby, Tim Dilworth, James Hicks, and Emmett O'Donnell. But the true stars were Coaches Jon Choate, Charlie Alexander, and especially Jake Congleton. Jake returned from sabbatical with no preconceptions, recognized the team's commitment and passion, and shaped it into the team it believed it could be.

Form of '80: David Black, Bruce Carvalho, Jim Conzelman, Peter Cook, James Hicks, Butch Hrasky, Stewart Kim, J.K. Mackay, Taft Moore, Emmett O'Donnell, Daniel Salzman, Warren Thaler. Form of '81: Tony Ashby, Jeb Brackbill, Chris Caperton, Greg Duff, Tom Galloway, Phil Gardner, Terry Harwood, Alex Horan, Danny Mueenuddin, Jeff Rockwell, Sloan Walker, Clifton York. Form of '82: Pete Briger, KB Carr, Chris Giuliano, Clint Johnson, Steve Potter, Brian Reagan, Hank Romaine, David Saltonstall, Will Thorndike, Chip Von Weise, Ramsey Walker, Charlie Wray. Form of '83: Chris Bell. Managers: Kevin Griffith '80, Marichal Monts '81

1980 Girls Varsity First Boat

This crew began the spring 1980 season as the second boat, but that would not last long. With a winning streak and times faster than the then first boat, Coach Janet Youngholm was motivated to switch the two crews at midseason, equipment and all. With just one slim loss, to Middlesex School, they wrapped up the season at the NEIRAs, dominating the heats and securing the winning trophy by eight seconds of open water in the finals.

Janet offered the then groundbreaking opportunity to race post-season at the National Women's Rowing Championships. After jostling summer commitments, the group trained on the muddy Nashua after Prize Day, then road-tripped to Oak Ridge, Tennessee. On the quick 1,000-meter course at Lake Melton, the crew won their heat by 2.3 seconds, earning them a spot in the finals as well as a nervous extra day of rest. From the very first stroke of the final race, Groton's crew left nothing on the table, distancing itself with every stroke from all but two crews. With an explosive sprint, Groton charged, and at the very end it was Groton and Seattle's Lakeside School swapping the lead, stroke for stroke. At the staggered finish, everyone was strangely unsure about the outcome, which was dramatically delayed as officials checked and rechecked the results. At last it was announced: silver for Groton, gold for Lakeside. Crew and coach were elated to medal just forty-six hundredths of a second behind the much larger, winning crew.

This crew's efforts to be the best that they could be made the 1980 season magical—magic that has endured for forty years of dinners, letters, emails, a visit to the Circle in 1994 to christen a new shell donated by the team and aptly named *Gold and Silver Champions*, tales of sons and daughters growing and competing, and even a return to masters rowing. Their continuing hope is to reunite for a fast paddle on the Nashua.

Bow, Kate Blow McGloon '81; Two, Kathy Sardegna '80; Three, Hilary Callahan '81; Stroke, Alice Perera Lucey '80; Coxswain, Betsy Wray Lawrence '82; Coach, Janet Youngholm

Claudia A. Barcomb '95

Claudia was a three-season athlete during her four years at Groton, earning ten varsity letters in field hockey, ice hockey, and lacrosse. In her Fifth Form year, the field hockey team had its most successful season in Groton School's history and won the New England Championship. For her contributions in that game as well as in regular season play, Claudia was named an ISL All-League player. On the ice, Claudia was recognized by her teammates for her leadership skills and was elected captain for both her Fifth and Sixth Form years, as well as honored with All-League recognition both years. Her final season was particularly memorable, with a team record of 11–6–1, including tournament play.

Claudia went on to play ice hockey and lacrosse her freshman year at Boston College and, upon transferring to Harvard the following year, she joined the women's ice hockey and lacrosse teams. Under her leadership as co-captain of the ice hockey team, Harvard had a phenomenal 33–1 season her senior year. Harvard's 1999 ice hockey team went on to win the ECAC Women's Division I and U.S. Nationals, claiming the school's second-ever U.S. National (AWCHA) Championship.

Claudia's passion for sports has led her back to her roots. At the collegiate level, Claudia was assistant head coach of the Crimson's ice hockey team and head coach of women's ice hockey at Union College. At the secondary school level, Claudia was assistant director of athletics at Middlesex School, coaching all three seasons; associate director of athletics, two-sport coach, and history teacher at Kimball Union Academy; and serves as director of afternoon programs and athletics at the Governor's Academy, where she coaches girls ice hockey.

Celebrating the Form of 2020

WE DIDN'T CALL it Prize Day. The Form of 2020 didn't feel the label fit the unusual ceremonies that bid graduates to "Go Well!" even though, due to the pandemic, they were participating virtually from all over the world.

As it turned out, the event may have been the most creative of any Sixth Form send-off.

Most of it—from the opening invocation and bagpiper to speeches and prizes—mirrored an on-campus Prize Day. But that was not true for the awarding of diplomas, which became a showcase for fun and individuality. The school had sent a traditional boater to each of the eighty-four graduates and asked them to submit videos of themselves as if they had just received their diplomas.

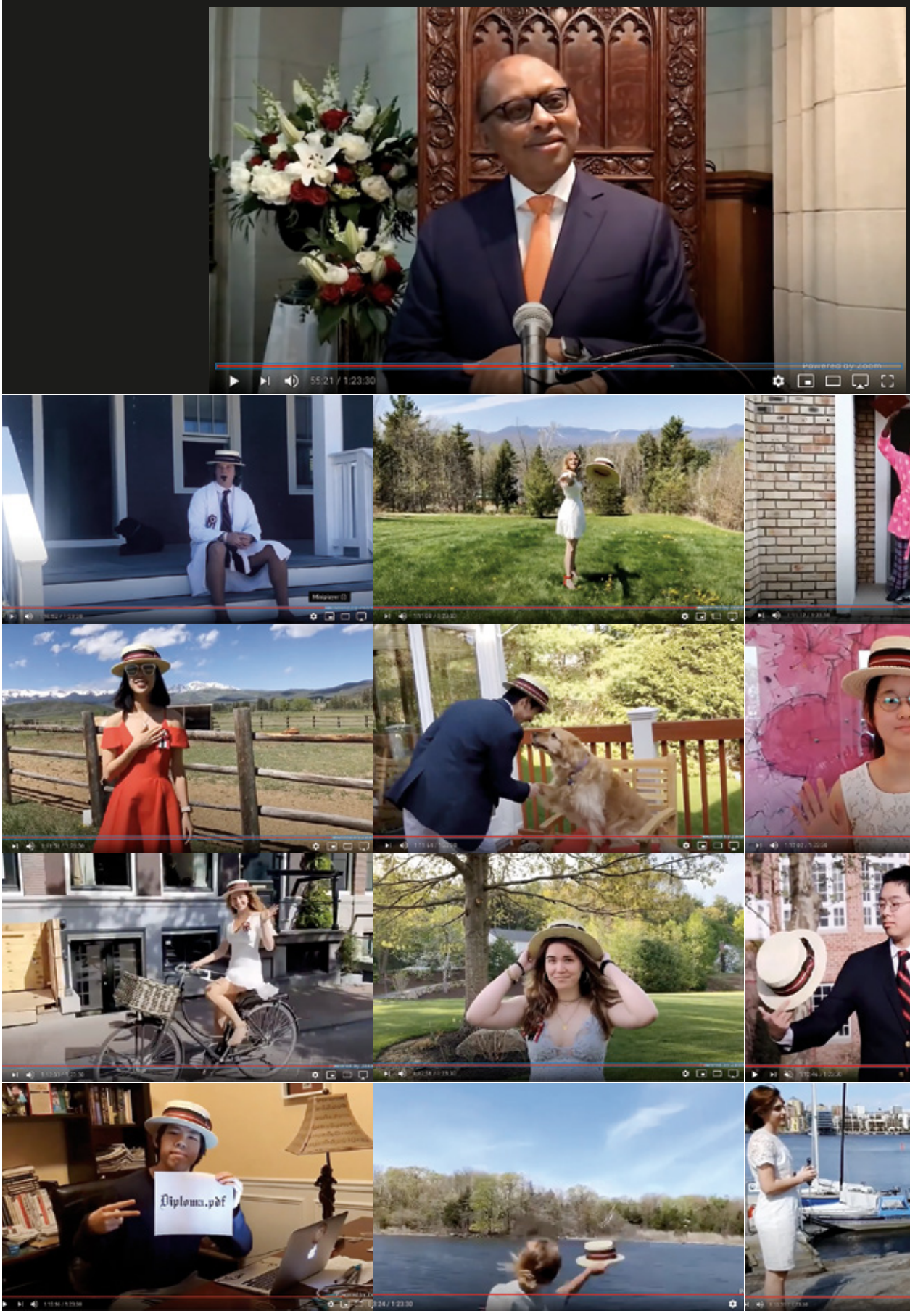
There were proud smiles and fields of flowers, along with greetings from skateboards, a rowing machine, and a zipline. Several students jumped into pools, and one waltzed into the ocean fully clothed. A graduate carried two small dogs wearing their own tiny boaters, and several other pets stood in for hand(paw)-shaking.

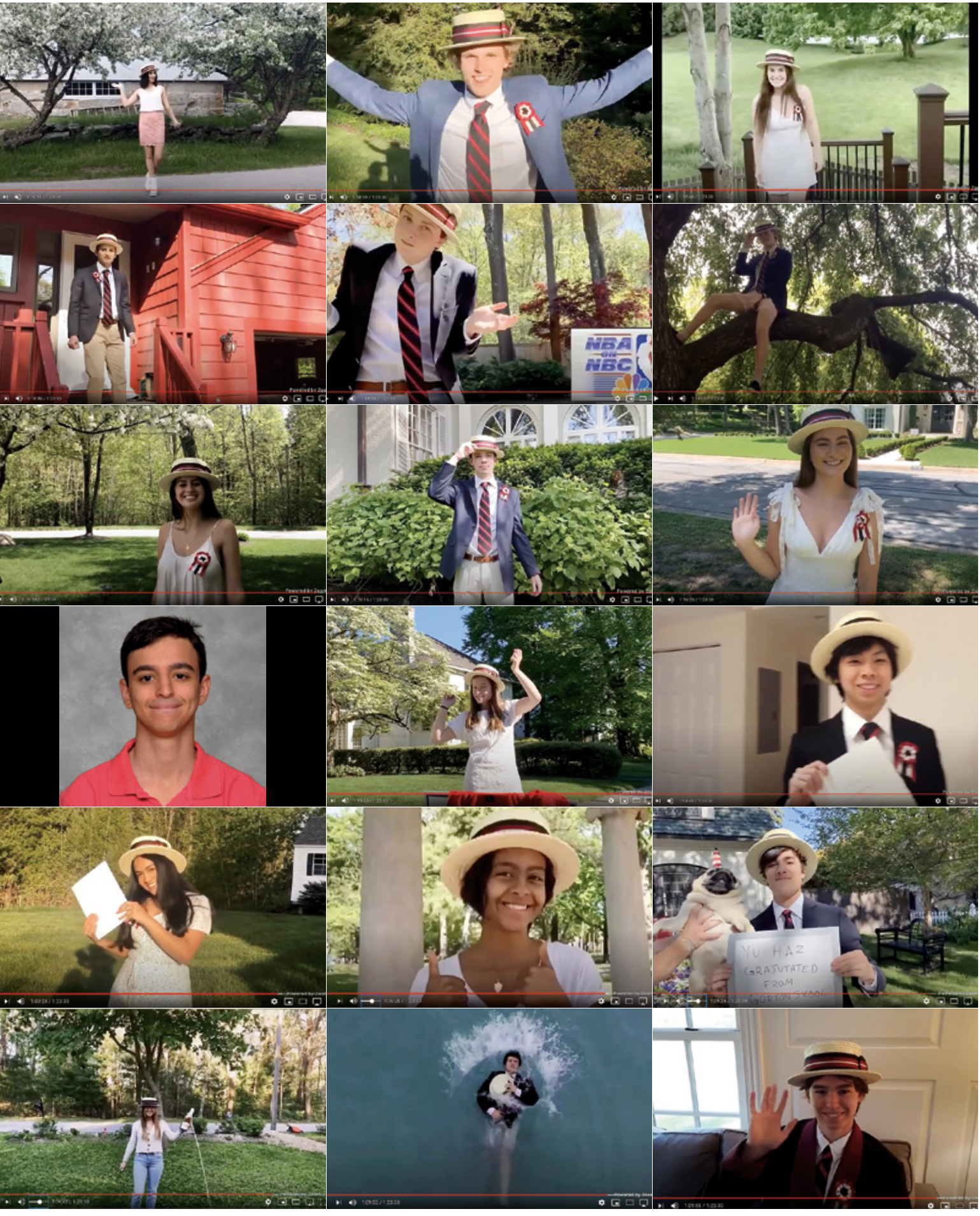
The May 31 ceremony capped a weekend that began Friday with a virtual Baccalaureate service, featuring the headmaster's final chapel talk and a virtual choir performance, and continued Saturday with an awards ceremony honoring prize winners in the Second through Fifth Forms and athletes. On Sunday, speakers included Headmaster Temba Maqubela, outgoing Board of Trustees President Jonathan Klein P'08, '11, '18, and Lwazi Bululu '20, the student speaker selected by his formmates. Former Headmaster Bill Polk '58 delivered the Graduate's Prayer.

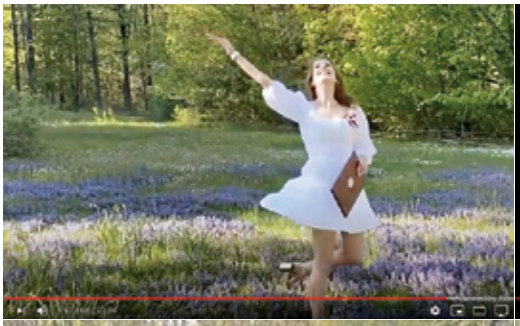
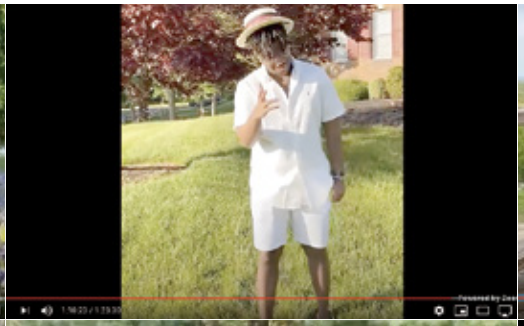
"Delocalized as we are, we are an intimate and close-knit community, watching in the early morning on the West Coast, evening in Europe and Africa, and late night in Asia," said Mr. Maqubela, acknowledging the unusual circumstances. The headmaster awarded the many prizes typical of the day and read the names of each graduate as their "acceptance" videos played.

Mr. Klein urged the graduates to express gratitude and to remember the rare privilege of attending Groton School. "As you begin your adult lives beyond the Circle," he said, "remember that with this privilege comes great responsibility. Quite simply, just do good." Lwazi, the student speaker, reminisced through his years at Groton, pointing out memorable moments that should not be lost amidst the difficult reality of an online graduation. "We've had a great journey. The end does not do it any justice, yet you should all still be incredibly proud of yourselves," he told his formmates. "I ask of you that you try to celebrate today like you would have if we were all together."

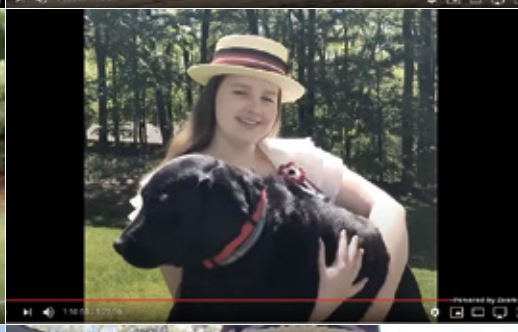
Scenes from videos of the graduates' "diploma acceptances," a highlight of the virtual celebration




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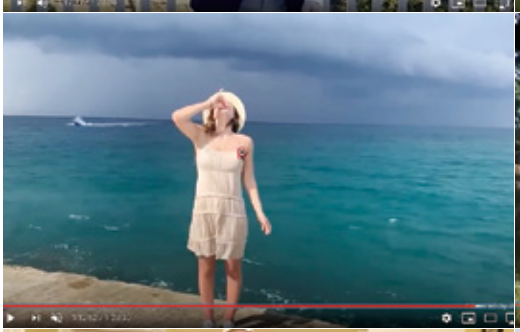
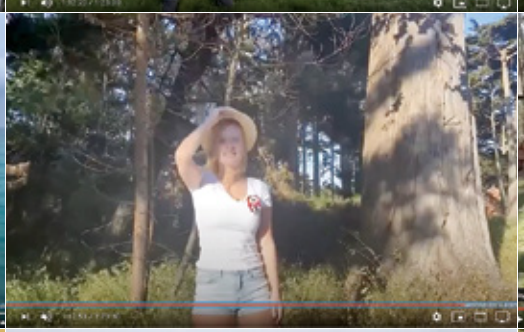



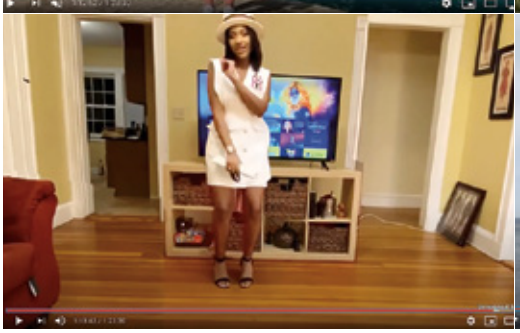


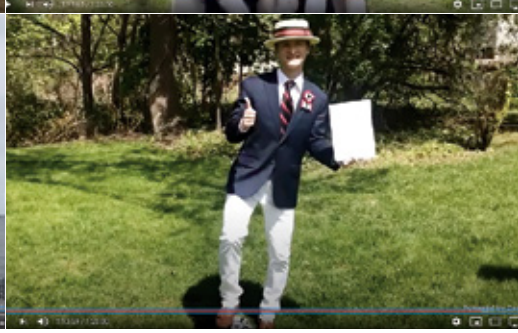


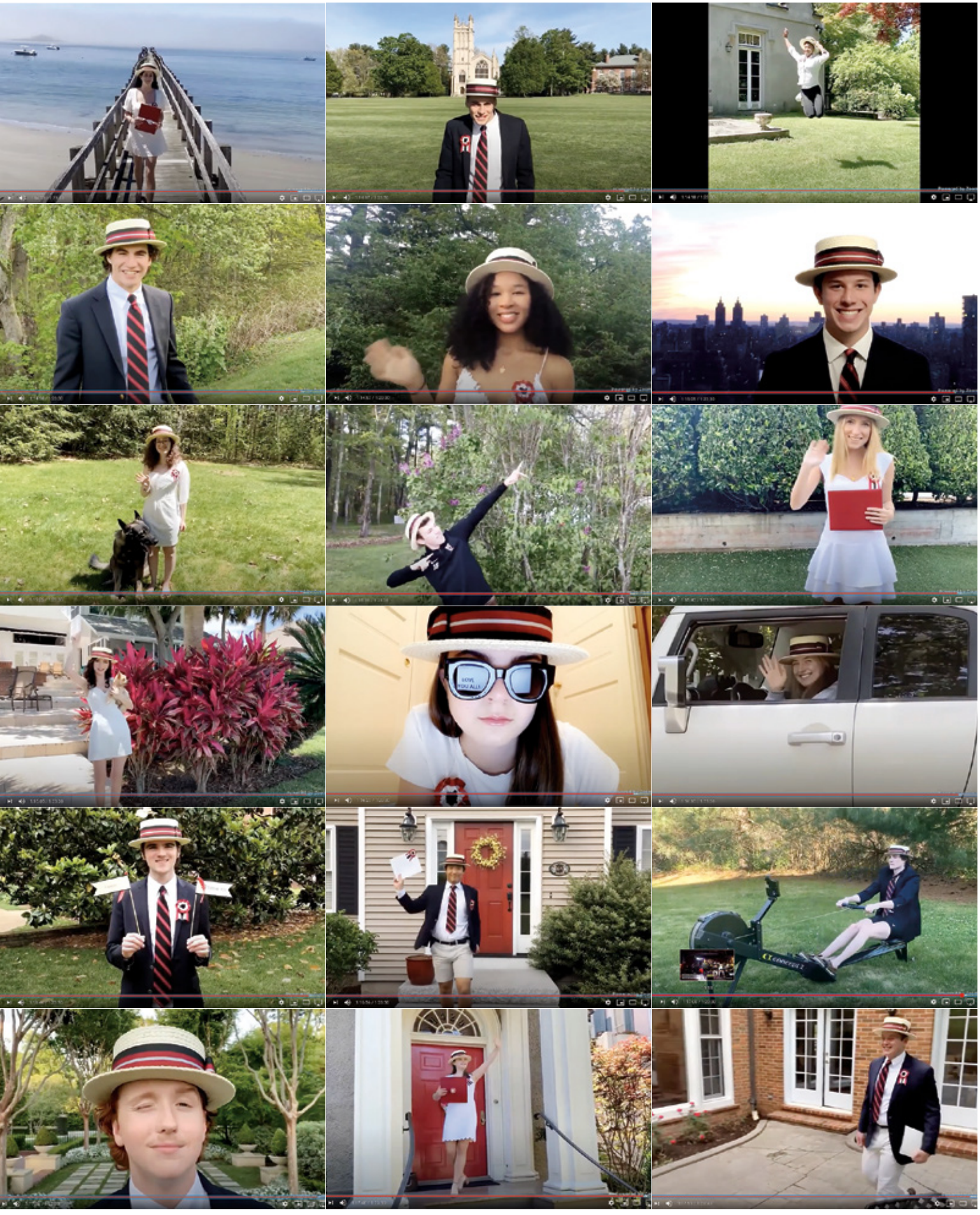


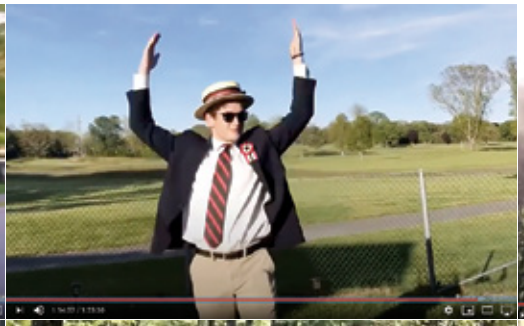


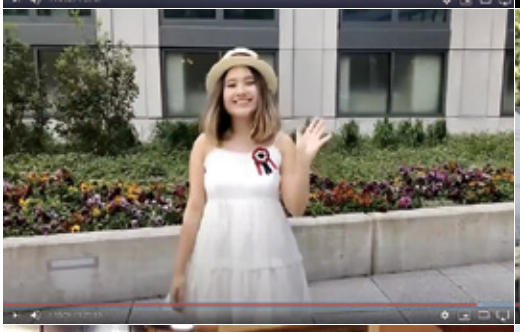






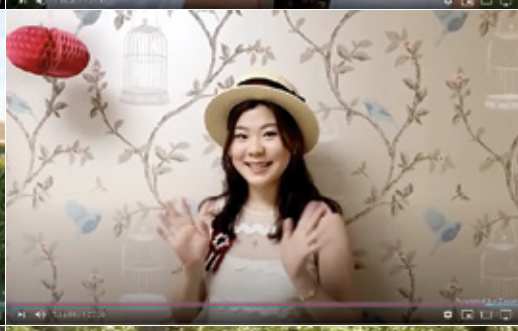
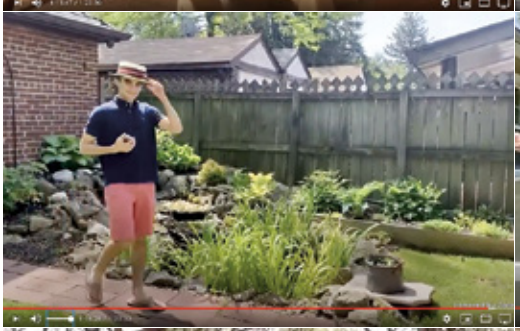




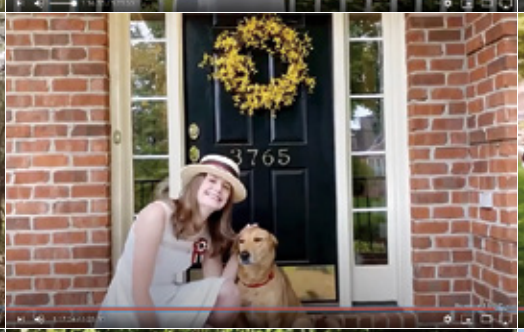










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A Memorable Journey

Members of the Form of 2020 chose Lwazi Alwaba Bululu '20 as the student speaker.

Well, guys, we made it. It definitely doesn't feel like it; honestly, I've been checked out for weeks now, but we've done it. The past five years do not seem so distant.

I remember my first day. I met Teddy Carlin. If you're wondering about my first impression of Teddy, it was "wow, this kid must be smart." I wasn't wrong. It was like rolling up to camp. That's what that year was: camp.

Our form started as a twenty-six-some. We rolled in packs for safety. Joey usually led the group, his size warding off the attacks of angsty Fifth Formers, like the horns of the leading water buffalo. The days back then seem like they had forty-eight hours instead of twenty-four, such was the free time and leisure we enjoyed, where we listened to Fetty Wap.

Lwazi Bululu '20



Those were simple times: watching movies in the outer common room with the whole form and playing Halo late into the night until our prefects came to scold us.

Then came Third Form and a *lot* of new faces. To be honest, though, it was welcome by the end of the previous year—I swear one more month and someone would've been killed.

The incoming students that year made the form what it is today: Our fearless leader, Grace Mastroianni; our unrelenting rabble-rousers, Brooks and Charles; the likes of Teddy Deng, a man respected by everyone (by the way, your Instagram account is my favorite). Without you all, our form would be completely flat. That year also brought the great Halloween Dance Incident of 2016. ("Caroline" will never be the same—the song, not the three Carolines in our form; I don't think they sustained any psychological trauma from the dance.)

These were dark times indeed; while the rest of the school was tearing apart, we Third Formers had our own problems navigating the maze of social dynamics. This year everyone was trying to find their people and friend groups. A Third Former could write a master's thesis on the social implications of cornering in the Dining Hall. Then, our time as Brooks House overlords would end, and we ceded the Mall for bigger and better things: Hundred House.

Well, most of us did. I, along with my roommates, was sent to the gulags. At first I was disappointed being in O'Donnell's and on the Lower School side, but honestly O'Deezy's was one of the best dorm experiences I've had: the

> **"We've had a great journey. The end does not do it any justice, yet you should all still be incredibly proud of yourselves."**

people, the affiliates, Mrs. O'Donnell's monkey bread. It was a time.

That year we also had new additions that added the spice to our melting pot of a form—icons such as suave Gilintaba Storm Canca and the specimen Alan Du. Except for the famous St. Mark's Day Girls Varsity Basketball Buzzer Beater Part II, the year as a whole was unexceptional for me. As Fourth Formers we were in limbo, not Lower Schoolers but not Upper Schoolers either. Our "Fourth Form section" in the Schoolhouse was the most removed. We lived in obscurity on the fringes. Cardi B popping onto the music scene did not help either.

That's why when Fifth Form came around I was looking forward to it. We were real Upper Schoolers. And our form was finally complete with a few additions: the cherry on the proverbial cake. Our new formmates fit in like they had been there from day one. This was probably my favorite year. It was a year when I felt I matured into myself like I had come of age. This year we're grinding 24/7—all work, no play, except on the sports fields and music rooms. This year would prepare us for our biggest test yet ...

Enter Sixth Form fall. The beginning was accompanied by excitement (we were finally the top dogs) but also anxiety (college). Debate about 6-5-4 and authority, dorm duty, and kids who didn't listen to you; applications and deadlines; trying to keep your head above water with your grades. Some were captaining teams, leading clubs—we had to deal with it all.

It was in the midst of this that, one day in November, after I had just turned in my college application, I walked into Mr. Maqubela's office. I was uncertain about the future and overwhelmed with things to do; I needed advice and comfort. All he said to me was, "these things too shall pass."

That's it. We all know Mr. Maqubela's famous sayings: Stay in your lane; judge less, love more; no ethanol. But I thought now was not the time for pithy aphorisms. At the time I remember feeling like that was not helpful at all. Yeah, of course they'll pass, but what about NOW and the questions of today—that didn't answer them. But he was right. The stresses of those days are so distant.

There is nothing certain in this world except the end of things—bad or good. Sometimes there can be abrupt endings, when we least expect them. However, knowing about the end of things and even understanding the reasons doesn't make it any better.

I don't think anything can make up for the fact that you've lost the graduation you'd imagined. Even I, right now, don't know how to feel about this. There is the bitter pain of being robbed of what you've deserved; there is the thought of "why bother with today, or classes for the past weeks?" And for me to not acknowledge these feelings would be disingenuous.

I could not speak of our form and for our form without mentioning these grim emotions. It is through both the awareness of our grief and loss and the acknowledgment of the importance of our achievement (our graduating) that we can hope to make this effort worthwhile.

This day might not be as memorable as we would have liked it, but there have been moments leading us up to here that have been unforgettable. From the cliché, like one's long meals in the Dining Hall or when you stay up talking to friends in the dorm. From moments of profound stillness, like standing in the middle of Gemmel-Hughes with the winter wind whistling around you, to explosive moments of excitement, like after a win on St. Mark's Day. In these moments I experienced what I think Mr. Goodrich meant when he spoke one day in class about the marrow of life.

We've had a great journey. The end does not do it any justice, yet you should all still be incredibly proud of yourselves.

All there is left to say is thank you. Thank you to Groton, the most special place I could have hoped to spend high school, and all the heroes (faculty and staff) who work to make our experience great. Thank you to my family (including Mr. and Mrs. Maq—*tatokhulu nomakhulu*) and especially my mom and grandmother. I stand on your shoulders to reach the great heights you've always believed I could.

Thank you to this very amazing form, who, before COVID-19 was even a thought, was already the most special class in my eyes. Congratulations, guys. I want you all to celebrate like we were all together.

2020 Groton School Prizes

The Anita Andres Rogerson Dance Prize

Neha Chandra Agarwal

The Asma Gull Hasan 1993 *Circle Voice* Journalism Prize

Acknowledges outstanding leadership in creating, editing, and producing the school's newspaper

Cara Jinna Chang
Powers Hamilton Trigg

The Bishop Julius Atwood Literature and History Prize

Created by the late Right Reverend Julius Atwood for the best scholar in the combined fields of history and literature

Ann Stearns Fey

The Butler Prize for Excellence in English

Katherine Elise Reveno

The Carroll and John King Hodges Prize

Given in memory of Carroll Hodges, Form of 1905, and John King Hodges, Form of 1910, to a Sixth Former who has distinguished him- or herself in a capacity to be designated by the headmaster

Form of 2020

The Charles Lanier Appleton Prize

Awarded to members of the Sixth Form who have greatly served the school

Lwazi Alwaba Lwandile Sithethi Bululu
Grace Anne Mastroianni

The Choir Cup

Awarded to the Sixth Form chorister who has exhibited musical growth in sight reading and vocal technique

Neha Chandra Agarwal
Alexander Harold Schade

The Cornelia Amory Frothingham Athletic Prize

Given by her parents and awarded to a girl in the Sixth Form who has demonstrated all-round athletic ability and has shown exemplary qualities of leadership and sportsmanship

Rachel Lois McMenemy

The Dennis Crowley Drama Prize

Given by Todd C. Bartels '01 to a member of the Sixth Form who has made the greatest contribution to the theater program

Isabel Westall Brown
Eliza Atlantic Powers

The Elizabeth and Margery Peabody Award

Given to a member of the Sixth Form, other than a school prefect, whose contributions to the community demonstrate sensitivity, strength of character, leadership, and integrity

Caleb King Coleman

The Endicott Peabody Memorial Prize

Given in memory of the Reverend Endicott Peabody by the Sixth Form of 1945 for excellence in the field of religion and ethics

Hutshie Gerlie Faugas

The Franklin D. Roosevelt Debating Prize

Given in memory of Franklin D. Roosevelt 1900 by W. Averell Harriman 1909

Brooks Blake Anderson
Erin Grace Dollard

The George Livingston Nichols Prize

Awarded for the best essay on a historical subject

Cara Jinna Chang

The Hudson Music Prize

Given by the friends of William Clarke Hudson '56 to recognize effort and progress in music during the school year

Joshua Andrew Guo

The Isaac Jackson Memorial Prize

Awarded to the best mathematics scholar in the Upper School

Maxwell Kennedy Steinert

The New England Science Teacher's Award

Josephine Hobart Alling Graney
Olivia Marie Ting

The Perry History Prize

Given by Mrs. Eliza Endicott Perry to the best scholar in the field of history

Brooks Blake Anderson

The Photography Prize

Luke Arthur Beckstein

The Reginald Fincke Jr. Medal

Given by the Sixth Form of 1928 in memory of First Lt. Reginald Fincke Jr. and awarded to a member of the Sixth Form who has shown in athletics his qualities of perseverance, courage, and unselfish sportsmanship

Luke Arthur Beckstein
Caleb King Coleman

The Reverend Frederic R. Kellogg Upper School Art Prize

Given in his memory in recognition of distinguished work in art

John Matthew Donovan

The Rogers V. Scudder Classics Prize

Given in memory of Rogers Scudder, a distinguished teacher of Classics and a much loved member of this community

Andrew Masters Porter

The Thorpe Science Prize
Created by Mrs. Warren Thorpe for the member of the Sixth Form who has been the most successful in developing an appreciation of the spirit and meaning of science

Isabel Westall Brown

The Tronic Award
Given in honor of Michael G. Tronic and awarded to a member of the Sixth Form who has made especially good use of the resources of the library and has shown strong interest in the life of the mind

Aileen Kauffman

The World Languages Prize
CHINESE
Cara Jinna Chang

FRENCH
Emma Kristine Støgård Beard

SPANISH
Alden Huntington Alijani

The Lower School Shop Prize
Kathryn Elizabeth Stovall

The William V. Larkin '72 Award
Given to the Groton student who best exemplifies uncommon courage and perseverance in meeting a challenge or overcoming adversity

James Jackson Goodrich

The following awards were presented on the Saturday evening before Prize Day:

The Laura J. Coolidge '85 Poetry Prize
Given in her memory by her husband, Peter Touche, to a member of the Upper School who has shown a love for the power of poetic expression and a sustained interest in writing and reading poetry

Angela Wei

The Bertrand B. Hopkins Environmental Sciences Prize
Given by the Form of 1948

Grace Emma Mumford

The Dartmouth Book Award
Given to a member of the Fifth Form who is of strong character, has made a positive impact on the life of the school community, and has excelled in at least one non-academic area

Caroline Helena Drapeau

The Fels Science Prize
Given in honor of Stephen B. Fels, Form of '58, awarded to a member of the Lower School who has demonstrated exceptional enthusiasm for and proficiency in the experimental aspects of scientific inquiry

Amy Liu Sharma
William James Vrattos

The Frederick Greeley Crocker Memorial Award
Caroline Fielding Johnston

The Gadsden Prize
Given in memory of Jeremiah Gadsden of the Form of 1968 by his classmates and friends to a member of the Fifth Form who has demonstrated inspirational leadership, encouraging social and interracial understanding in the Groton community

Edwina Christine Polynice

The *Grotonian* Creative Writing Prize
Given by the *Grotonian* Board of 1946 to a member of the Upper School for the best example of prose fiction written in the past year

Harriet Reese Winterer

The Harvard Book Prizes
Awarded to two members of the Fifth Form who exemplify excellence in scholarship and high character combined with achievement in other fields

The first Harvard Book Prize, given by Harry Eldridge 1920 in memory of his brother Francis H. Eldridge 1924

Zoe Liesl Colloredo-Mansfeld

The second Harvard Book Prize, given by Mark A. Medlinsky '76 in memory of his father

Charles Thomas Whitehead III

The Heard Poetry Prize
Beatrice Agbi

The Jefferson Book Award
Given to a member of the Fifth Form the faculty considers to best represent the Jeffersonian ideals of scholarship, leadership, and citizenship

Andrej Berrigan Klema

The John Jay Pierrepont Prize
Given to the best mathematics scholar in the Lower School

Yash Agarwal

The Lower School Creative Writing Prize
Alisa Gulyansky

The Lower School Shop Prize
Devon Isabella Mastroianni

The Lower School Studio Art Prize
Amy Liu Sharma

The Monte J. and Anne H. Wallace Scholar
Given to a student who has completed the Fourth Form in recognition of scholastic excellence, as well as those qualities of character and commitment so important to the Groton community

Evan Young-hoon Cheigh

The O'Brien Prize
Given by the Hoopes family to a member of the Lower School who has shown qualities of integrity, loyalty, enthusiasm, and concern for others

Jack Henry Lionette

Potter Athletic Award
Eleanor Dearborn Dunn
Matthew Benjamin Kandel

The Rensselaer Medal
Awarded to a Fifth Form student who has distinguished him- or herself in mathematics and science

Zoe Liesl Colloredo-Mansfeld

The Roscoe C. Thomas Mathematics Prize
Given by the Form of 1923 and awarded to a member of the Fifth Form for excellence in mathematics

Nicolas Alan Bowden

The University of Chicago Book Prize
Given to a member of the Fifth Form the faculty considers most dedicated in deep intellectual inquiry in a range of academic disciplines

Nicolas Alan Bowden

University of Rochester Honorary Science Award
Given to the member of the Fifth Form who demonstrates exceptional promise in the sciences

Jane Park

The Wellesley Book Prize
Given to young women who have been top scholars in high school as well as talented performers in extracurricular areas

Jane Park

The Williams Book Prize
Given to a member of the Fifth Form who has demonstrated intellectual leadership and has made a significant contribution to the extracurricular life of the school

Grace Emma Mumford

The Richard K. Irons Public Speaking Prize
Established in 1972 by McGeorge Bundy '36 and Arthur T. Hadley '42 in honor of their teacher Richard K. (Doc) Irons, presented to the student who most logically and effectively presents his or her ideas during the R.K. Irons Speaking Contest, held at Groton each spring

Jiacheng Kang

The Form of 2020

Neha Chandra Agarwal
summa cum laude

Afran Ali
summa cum laude

Alden Huntington Alijani
magna cum laude

Josephine Hobart Alling Graney
magna cum laude

Douglas Edward Carrington Altshuler
cum laude

Brooks Blake Anderson
summa cum laude

Lucy Mott Remember Anderson
magna cum laude

Papa Kwadwo Frimpong Baffour-Awuah
cum laude

Emma Kristine Støgård Beard
magna cum laude

Nicklaus Giovanni Beck
cum laude

Luke Arthur Beckstein
cum laude

Caroline Ward Beran
cum laude

Marc Borghi

Isabel Westall Brown
summa cum laude

Lwazi Alwaba Lwandile Sithethi Bululu
summa cum laude

Gilintaba Storm Canca
cum laude

Theodore England Carlin
magna cum laude

Kevin McDade Carney
cum laude

Cara Jinna Chang
summa cum laude

Derek S. Chang
summa cum laude

Yoo Kyung Cho
magna cum laude

Kevin Patrick Clark Jr.
cum laude

Caleb King Coleman
cum laude

Mary Florence Collins

Anna Elise Froneberger Copeland

Madison Irene Culcasi
cum laude

Edward Merlin Deng
magna cum laude

Sofia Dieppa
cum laude

Erin Grace Dollard
magna cum laude

John Matthew Donovan
summa cum laude

Yang Alan Du
summa cum laude

Eleanor Dearborn Dunn
magna cum laude

Filip Peter Mortimer Engström
magna cum laude

Hutshie Gerlie Faugas
cum laude

Ann Stearns Fey
summa cum laude

Jay Edward Fitzgerald
cum laude

Elizabeth Clarke Girian
cum laude

James Jackson Goodrich

Lindsey Lorraine Graham

Joshua Andrew Guo
summa cum laude

Jonathan Hahami
magna cum laude

Ambrey Elizabeth Hayes
magna cum laude

Henry Booth Hodde
magna cum laude

Chioma Ai Bendors Ilozor
cum laude

Garrett Ely Johnson
summa cum laude

Katherine Liu Johnson
cum laude

Matthew Benjamin Kandel
magna cum laude

Andres Anthony Kaneb
cum laude

Aileen Kauffman
summa cum laude

Patrick Nicholas Gordon Kenyon
cum laude

Annabel Jackson Kocks
magna cum laude

Henry Haber Kuck
cum laude

Gabriel Lamothe
summa cum laude

Jung Won Lee
magna cum laude

Rebeccah Ana Lipson

Caroline Hudson Locke
magna cum laude

Grace Anne Mastroianni
cum laude

Andrew Michael Mazza
cum laude

Rachel Lois McMenemy

Eamon James McNamara
magna cum laude

John Lyons Michaud
magna cum laude

Joshua Timothy C. Nam
cum laude

Joseph Coleman O'Brien
summa cum laude

Kamsi Toni Onwochei
magna cum laude

Tatum Catherine Pike
cum laude

Richa Pillai
summa cum laude

Andrew Masters Porter
summa cum laude

Eliza Atlantic Powers
cum laude

James Edward Rainey III
cum laude

Mark William Reiss
cum laude

Katherine Elise Reveno
summa cum laude

Alexander Harold Schade
cum laude

Yumin Vikrant Shivdasani
magna cum laude

Maxwell Kennedy Steinert
summa cum laude

Kathryn Elizabeth Stovall
magna cum laude

Maximillian Michael Strong

William James Milton Stuart
cum laude

Gardner Dickinson Thors
magna cum laude

Olivia Marie Ting
magna cum laude

Powers Hamilton Trigg
cum laude

Eliza Brown Turner

Charles Magdi Sadek Wahba
cum laude

Caroline Fortuin Wilcox
summa cum laude

Oliver Max Ye
summa cum laude

College	*Number attending*		
Harvard University	• • • • •	Duke University	•
University of Chicago	• • • • •	Haverford College	•
Brown University	• • • •	Indiana University-Bloomington	•
Colgate University	• • • •	Kansas State University	•
Yale University	• • • •	Laval University	•
Boston College	• • •	Occidental College	•
Colorado College	• • •	Pomona College	•
Columbia University	• • •	Rochester Institute of Technology	•
Princeton University	• • •	Saint Michael's College	•
Babson College	• •	Santa Clara University	•
Boston University	• •	The University of Edinburgh	•
Georgetown University	• •	Trinity University	•
Hamilton College	• •	Tufts University	•
Scripps College	• •	United States Naval Academy	•
Stanford University	• •	University of Connecticut	•
University of Colorado-Boulder	• •	University of Massachusetts-Lowell	•
University of Pennsylvania	• •	University of Michigan-Ann Arbor	•
University of Vermont	• •	University of North Carolina at Chapel Hill	•
Wake Forest University	• •	University of Richmond	•
American University	•	University of St Andrews	•
Bowdoin College	•	University of Virginia-Main Campus	•
Bucknell University	•	Washington University in St. Louis	•
Carnegie Mellon University	•	Williams College	•
Dartmouth College	•		



A CHAPEL TALK

by The Reverend Allison Read
September 17, 2020

The Beauty of the Commonplace



The Reverend Allison Read, Groton School's new chaplain

The Reverend Allison Read joined Groton School this fall after twelve years at Trinity College in Connecticut. She stepped with good nature and determination into a most unusual world of livestreamed chapel services and a distanced and masked congregation. Please help us welcome Chaplain Read, whose warmth and guidance already are making an impact on campus spiritual life. Her first chapel talk, below, was a response to the day's reading, "Life Goes On" from Howard Thurman's Meditations of the Heart.

As I make a transition from serving one school community to joining you all here on the Circle, many people have remarked what a difficult and strange time to do so. And that is true, and I imagine new students and faculty find it so, too. Others have assured me that we are all new this year, as we adapt to change—mask wearing, social distances, limitations on our activities, a combination of remote and in-person teaching and learning. There is strong desire and enthusiasm for being together in person. What extraordinary privilege in being able to come together as we are this year, an opportunity brought to us by the very hard work of people here on campus and who advise our school and support it with generous resources.

At the same time, anxiety and grief are among us. Naturally, we worry about whether we can pull this off. People's hearts ache for what they expected this year

to bring. I think especially here of our Sixth Formers, remote students and teachers, and staff. And all of this is in a much larger context: dual pandemics of COVID-19 and anti-black, White Supremacist racism. Indeed, a difficult time to join a community. And yet, while we are not all the same and do not possess identical experiences, we all share in a distinct, common moment that shapes our life together this year: a moment marked by challenge and opportunity.

Yesterday's message from the Health Center was encouraging. Negative test results reflect the preparations and capacities we have to face the challenges that managing COVID-19 present us. And the messages to keep up our part in maintaining our good practices will continue to come. We are all on a learning curve with classroom teaching and learning; that journey, too, has just begun. And our current reckoning with the racism, anti-black bias, and white supremacy that manifest starkly in the United States and shape the global experience, evidences itself in this particular place as well. There is much to interrogate, much to revise, reform, perhaps even overthrow, if we are to keep time with the steady beat of an ongoing march toward justice. Changes to the curriculum, the content of our courses, the conversations we're having as a community, all suggest that Groton intends to cut its path over toward that march toward justice. Our residential life meetings this afternoon are a step in that direction. The fact that I am joined in my work by a Spiritual Life team is a step in that direction: Mr. Moriarty, Señora Vera, Dr. Ibrahim, and I are here together today on behalf of a newly formed team of Spiritual Life leaders and coordinators that also includes Mr. Spierer, Mr. O'Rourke, and affiliated colleagues Ms. Mohamed and Dr. Shashi-ji. Together we will dedicate ourselves to strengthening the heart and opening wide the space for our community's vital spiritual life.

In this moment, I find myself again drawn toward the writings and reflections of Howard Thurman, spiritual giant of the twentieth century, civil rights leader, and practitioner of a just and loving community, and mentor to people like Pauli Murray and Martin Luther King Jr. Serving as dean of Marsh Chapel in nearby Boston University from 1953–1965, Thurman was the first black dean at a predominantly white university. Reflecting on the turbulent times of his day, he observes and warns us against a dangerous collapse of hope. Giving in to despair, we lose our better selves. And we begin to doubt, to regard as unreal those things we know full well to be good and true. When that happens, when we lose touch and let go of the basics, that's when we really need to be careful. He calls that moment when we doubt and disregard our better selves "the great deception." And we shouldn't fall for it.

In turbulent times, Thurman turns our attention outward toward the beauty of the commonplace—birds still sing, stars give off their light—and the healing power of the little things—the kind word and the gracious deed. Amazing that a black man living in America—and spiritually leading such remarkable people like Pauli Murray and Martin Luther King Jr.—suggests that, in the midst of turbulent times, it's the little graces that maintain and sustain the dignity of our lives. Consider that.

He's not talking here about mere politeness that is its own mask of denial of what's going on. He's not talking about that kind of "nice" that bamboozles us in our experience of racist culture and unjust systems. Thurman refers to something deeper—an inviolable dignity at the core of your being, and profound grace that sustains the heart. From that place are we to live in the midst of pandemics of coronavirus and racism that seemingly threaten to ruin us. When we don't know what we can possibly do or believe or trust anymore, the wise one suggests we have a tremendous source upon which we can draw: our inherent dignity, and both words and deeds rooted in that deeper kindness. And we have those everywhere we go. We have those in our possession right here in our Circle. We possess the power to dignify ourselves and other human beings—perhaps even make Black Lives Matter—in and through the little things we say and do right here in the tight little Circle at Groton in the midst of extraordinary circumstances.

Thurman invites us to defy powerful evil, to participate in the resistance movement by safeguarding our souls and extending a little grace toward ourselves and one another. Preserve your inner self. Resist the erosion of your spirit, your soul, your inner life. Those things, Thurman suggests, are the real target of the great deception. In the face of creeping uncertainty, instability, unknowing, limitations, frustrations, wickedness, and evil, protect your inner life and your spirit, seek residence there, and from that place dignify yourself and others. The ultimate answer to what Thurman calls the great deception, the collapse of hope that takes us away from ourselves and one another, resides inside, not out. The essential resistance movement is the preservation of the heart and the practice of its habits.

I pray that our souls, beloveds, absorb beauty wherever it can each day. That bird song, that star gazing, that gesture of kindness and word of encouragement. These are the scattered seeds of the just and loving, thriving world for which we are longing from behind both these COVID-19 masks and the masks of race in America and around the world. And I pray that we think, speak, and act kindly as powerful acts of resistance. The patterns of the heart guide us along that path toward justice and lead us into the march toward freedom. Follow them. Amen.



A CHAPEL TALK

by Timothy "Walker" Smith '21

September 21, 2020

Reasons for "Grotitude"

Before I begin, I want to take the time to thank Mr. and Mrs. Maqubela, Ms. Harlan, Mr. Anderson, the entire Pandemic Task Force, the deans and faculty, the Health Center, Buildings and Grounds, the Dining Hall staff, and everyone in the Groton community who worked endlessly over the summer so that we could come back to the Circle—both in person and remotely—and for making that return as smooth as possible. As students, we can easily and quickly get caught up in the challenges—or changes—that Groton throws our way, and we often fail to appreciate the adults around us who sacrifice a lot to make this all happen.

We will never know how much work went into our return to campus, how many masks were ordered, or COVID-19 tests performed, let alone how many cotton swabs, or draft versions of the schedule were sketched out, but I do know that I can speak for my fellow formmates when I say that we are profoundly grateful for Mr. Maqubela and the administration executing it all, and for every faculty member that has gone above and beyond to get us back here, in person, to the Circle.

A couple months ago, in the midst of my quarantine binge-watching, I watched a show on ESPN called Project 11. The documentary was about the tragic and life-changing injury of NFL Quarterback Alex Smith. During the third quarter of a game on November 18, 2018, Alex suffered a compound fracture of his tibia, and after flesh-eating bacteria infected his wounds, he lost all the muscle on the front of his calf and nearly lost his leg. After hearing about his long journey to recovery and the seventeen surgeries, I was amazed by his calm nature, poise, and peace in such a serious and traumatic situation, where he suffered so much loss, and where he could have died.

There was one quote from the documentary that really hit me. With his life on the line, Alex turned to his wife, who was next to his hospital bed, and said: "It's gonna be OK."

He went on to say, "Do you know how many people would love to trade positions with me? Do you know the things and the blessings we have? And we can't take it for granted, not even for a minute." Then, he finished with one impactful word, a word that has stuck with me ever since, and that word was *perspective*.

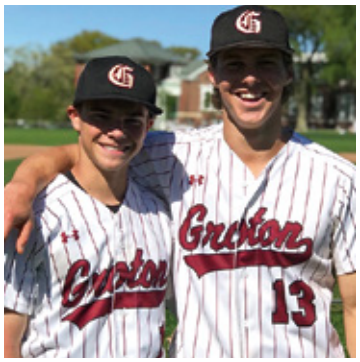
This is where I want to start. Perspective is exactly what we need right now during these unprecedented times. As human beings, as students, and as members of the Groton community, we all need to start checking our perspective, especially as we begin a new school year in this COVID-19 era.

Let's take a look at life at Groton, for example. How many of you have had to suffer through the cold winter nights as you walk from the Athletic Center to your dorm? Or how many of you have had the unfortunate circumstance where a Circle Talk was scheduled on the night you happened to have the most homework? At least for me, these are some of the typical circumstances when the chatterbox in my mind would take over—and don't act like you don't have one; we all do. I catch myself grumbling about how cold it is outside, or how crazy busy I am and I have all this to do, and have to go to that Circle Talk so I don't get demerits. Don't try to deny it. We all do it—it's human nature.

Coming from North Carolina, I didn't know having six months of winter was possible. It wasn't that winter was so bad, it was that spring doesn't come here until May—late May, that is. I was perfectly fine with the two-week winter we have at home. But for me, the weather







Walker and friends after his chapel talk; above with his brothers, Bennett '19 and Hayden; left, brothers in baseball

"It's so easy to lose sight of the incredible blessing we all have to be educated at one of the best schools in the country.

wasn't the only big change or challenge I faced. I had not experienced the degree of privilege, negativity, or just complaining like this before. There were many times where the grumbling about the grind seemed to take over and become the norm here. I've tried my best to recognize it and to turn that negativity—whether just in my head, or all around me—into gratitude. And I have my mom to thank for that.

In Second Form, my mom made up a corny phrase to remind my brother Bennett ['19] and me to always be grateful for the opportunity we have to go to a school like Groton: she calls it "Grotitude"—being grateful you're at Groton. Often, my mom would send these paragraph-long "texts" to encourage us, filled with an assortment of emojis and hashtags, and her final one always remained the same: #grotitude.

Because in the day-to-day, and especially the grind of the rigorous academics we have here at Groton, it's so easy to lose sight of the incredible blessing we all have to be educated at one of the best schools in the country. She always reminds me to be grateful, because not only are there a number of kids who would do anything to be in my position and have this opportunity at Groton, but because there is one person who I know for a fact would do anything to be back here, and that is my friend—and our dear formmate—Jane Harrell.

For those of you that are new, Jane was a member of our Sixth Form—the Form of 2021. She first arrived on the Circle as a Fourth Former in the fall of 2018, and in March of her first year here, Jane was diagnosed with an aggressive and inoperable brain tumor called a glioblastoma. The doctors said the only treatment was radiation—to try to reduce the growth of the tumor and buy more time. In the weeks and months of Jane's treatment, Groton was extremely supportive and rallying around Jane and her family as she fought for more time and eventually for her life.

After two brutal months of radiation treatment at home in North Carolina, Jane had a brief window where she had some relief from the side effects of the tumor and felt better. So her parents asked her what she wanted to do. They could rent a house at the beach and spend some time together as a family; she could do something like the Make-A-Wish Foundation; she could do *anything*, but ALL Jane wanted to do was come back to Groton, to school—to *this* place—and see her friends. She could have gone

> **So, my fellow formmates, when we feel the urge to complain about classes or college applications, or the COVID regulations and restrictions—and that's *not if but when*—I've got one word for us: PERSPECTIVE.**

anywhere and done anything, but she was determined to come back to the Circle and be embraced one more time by her Groton family.

Not only was she rolling the dice leaving the safety of her home and her medical care, but the doctors told her flying in an airplane to get to Groton was a huge risk in and of itself. But Jane was still determined to come back and have "normal" again, and her amazing mother and the Groton community made that a reality in May. But here's what's incredible: Jane's focus during those days here was not on herself; rather, she wanted to thank her friends and her Groton family for how they had loved and supported her.

In Jane's short time here on the Circle, I know she deeply impacted many of our lives, and after her passing in August of 2019, it was hard for some of us to grieve such a deep loss, and move on and get closure. You see, Jane saw, in such a short time, what makes Groton the incredibly special place that it is: *the people*.

So why is it that when we're here, we don't realize or we can't seem to see how special Groton is, until it's taken away? Just the fact that Jane could have gone anywhere or done anything—and she wanted to come back *here*—shows how special Groton was to Jane, and how special the people here were to her.

And the same can be said for Alex Smith. He didn't go to Groton, but with his life on the line, after seventeen surgeries, for him to have such a positive attitude about his situation was truly humbling for me. Not only was he lying in a hospital bed with the likely possibility he could lose his leg, but somehow he could also see the bright side of his traumatic injury.

So, my fellow formmates, when we feel the urge to complain about classes or college applications, or the COVID regulations and restrictions—and that's *not if but when*—I've got one word for us: PERSPECTIVE.

We are going to want to complain about the restrictions. We are going to want to go to each other's dorms. We are going to think all these rules are unfair. But we all have a choice each day: We can choose to look at this school year and all the restrictions as a burden, getting sad about all the Groton traditions we've grown to love that we are missing this year (like dances and Parlor and normal check-in), OR we can choose to focus on everything we GET to do this year.

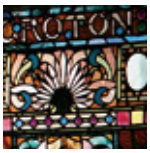
We GET to be on campus.
We GET to see our friends every day.
We GET to receive a top-notch education.
We don't HAVE to go to Chapel this year; we GET to.
We don't HAVE to wear a face mask; we GET to.

And I know it's hard to recognize now, but Groton is indeed a special place. Jane recognized it, and every graduate I know has said the same thing: You never realize how incredibly special this place is until you leave.

In closing, to my fellow Sixth Formers, let's be a form like none before us. Let's lead by example, living each day we have left on the Circle with a higher purpose. Let's make our mark on this place, because every one of us in these socially distanced seats has the blessing, the opportunity, and the responsibility to make an impact here on the Circle and—soon—in the world we will go out into in just a few short months.

So wherever you are today, whether here in the Chapel or watching remotely, there is someone to thank for giving you this moment, this seat, this opportunity. For some of you, it might be your parents or a family member. But I want you to find them today, call them, reach out to them, and thank them. Tell them you're grateful to be at Groton.

I'll leave you with a paraphrase of Alex Smith's words again: "It'll be alright." Do you know how many people would love to trade positions with us here at Groton? Do you know the things and the blessings we have, to be here? So we can't take it for granted, not even for a minute.



A CHAPEL TALK

by Henry B. Hodde '20

January 9, 2020

Going for Bronze

Growing up, I spent seven weeks of each summer at Camp Mowglis, a summer camp in New Hampshire. Mowglis was a small camp of about eighty boys, most of whom returned each summer. It encouraged its campers to unplug and embrace the outdoors, and my time in New Hampshire was dictated by a regimented daily schedule. I even had to go to chapel on Sundays.

But I loved camp. I reveled in the opportunity to live with my best friends, wholeheartedly partook in traditions that had existed since the camp's founding in 1903, and embraced the freedom that I received when living away from my family. At camp, a smile was never far from my face, and I wholeheartedly bought into Mowglis' ideals and values.

Achievement at Mowglis was measured in ribbons. These were earned once a camper had mastered an activity, or as we called it, an industry. In order to do so, one had to complete all of the requirements for the respective industry, and this might take one, two, or even three summers of hard work. The physical ribbons themselves were nothing more than a small piece of colored ribbon, stapled in a loop, yet these mementos served as a reminder that it was the lengthy process rather than the end goal that held true importance. To earn a ribbon was certainly a challenge, yet these processes helped campers to understand hard work, growth, and self-improvement.

When I was looking at boarding schools during my sophomore year at Middlebury Union High School in Vermont, Groton's high achieving and diverse student body, beautiful campus, and world-class academics seemed to be the perfect fit. I also loved its similarity to Mowglis: tight-knit communities, long standing traditions, defined values. As I walked around campus, my mind couldn't help but return to that place in New Hampshire that I loved so dearly.

When I arrived at Groton as a new Fourth Former, novelty mixed with nostalgia as I slept in dorms, attended Chapel, and ate in a dining hall once again. But not all of Groton was composed of variations on my previous experiences. I had never been asked to perform academically in the manner in which I was now required, and while this was certainly challenging, it was also something that I embraced. I came to greatly enjoy the opportunity to study and learn from inspiring teachers and peers. Athletically, I appreciated the way I was pushed by my teammates and coaches, and a higher level of play allowed me to continue to improve and develop into the athlete that I desired to be. In this new and exciting environment, I was surrounded by excellence in a myriad of different areas, and I still appreciate how fellow Grotonians routinely blow me away with their work ethic and incredible talent.

While aspiration and dedication are traits that many Groton students have in abundance, the excellence they foster does not always result in happiness and satisfaction. A lifestyle aimed at perfection breeds stress and insecurity, and I found it easy to get caught up in a constant desire for flawless performance upon arriving on the Circle. When I would ask my friends if it was normal to feel unhappy and stressed at the school, I always got answers along the lines of, "That's just Groton for you."

My mother and father have always been quick to emphasize the benefits of carrying a growth mindset, or the idea that we have the power and ability to improve our own situation and see failures as opportunities for further learning. As a result, I have taken much interest

Henry with friends after his chapel talk last winter; with a camp friend; on the soccer field







> **"Shouldn't superior performance result in greater happiness? Was this study telling us to strive for third?**

in this perceived dearth of happiness that many Groton students seem to suffer from. But how can we improve ourselves in this manner? How can we work to reduce our own stress levels and ultimately live more fulfilling lives?

This idea of happiness is one that I've thought about a lot over my two and a half years here at Groton. Over this past winter break, I came across a podcast produced by a Yale professor by the name of Dr. Laurie Santos. She presented a peculiar paradox that linked medal winners at the Olympic games, and their resulting happiness. A team of researchers from Cornell and the University of Toledo noticed that the majority of silver medalists appeared significantly less happy when standing on the podium than those who had just won the gold or the bronze.

They decided to further investigate this phenomenon, gathering a team of undergraduate students to review footage of the 1992 Olympics in Barcelona, Spain. They flicked through images of medal ceremonies from every sport, and asked their students to rank each competitor's apparent happiness while standing on the podium on a scale of 1, agony, to 10, ecstasy.

Predictably, gold medalists appeared to be happiest. However, the investigation of silver and bronze medalists brought unexpected results. Silver medalists scored a 4.8, while bronze medalists scored a 7.1, a difference of more than two points in favor of those who had performed worse in the event. Now I was certainly puzzled by this when it was presented. Shouldn't superior performance result in greater happiness? Was this study telling us to strive for third?

I'd argue that these scientists' results reveal a lot about our own perception of success. I'd also argue that this study is very applicable to life here at Groton. Whether we are willing to admit it or not, success is frequently measured comparatively, especially among adolescents. At a place like Groton, everyone wants to be the best at the things that they do, whether that be the classes they take, or the sport or instrument they play. While competition is natural, and likely expected when a group of high-performing people lives in one community, it is not always beneficial for the happiness of those residing in such a community. Unfortunately, only one individual can be the best at each class, sport, or instrument, leaving those who hold a perfectionist mindset wanting and dissatisfied.

Here at Groton, the search for success can lead to the putting down of formmates after a test or essay is given back. Do we constantly need to be comparing ourselves against others? Does our own success need to come at the expense of others? Why are we frustrated if we received a 90 and the rest of the class scored a 95, but satisfied if we received a 90 while the rest of the class scored an 80? Both times, we've received a 90, but our own reactions change drastically.

But success does not have to be so one-dimensional and should not simply be an award for the student who has the highest grade in a class. Instead, we can personalize what accomplishment means to us individually, and we should strive to measure our own success through personal growth and self-improvement.

To explain further, let me tell you about my physics class from the previous year. I signed up for Mr. Hall's advanced course because I wanted to challenge myself, and I appreciated the subject's real-world application. By the end of week one, however, I realized something that I probably should've understood before entering the class: Physics was hard. I had bumbled through the first couple of nights' homework assignments, unsure of how to approach the problems, unsuccessful in my methods, and was terribly unprepared for quiz one. But I've never been someone to back down from a challenge, and I shunned my chance to drop the class, setting out to tackle physics in the only way I knew. I'd work really, really hard.

I sat at my favorite table in the Schoolhouse for hours on end, doing countless practice problems. I went to Mr. Hall time and again, asking him to reexplain something that I hadn't quite grasped in class the previous day. I worked with my classmates in order to understand how I should approach and solve tricky problems. All of this work resulted in slight improvement, but it didn't make me any happier. I would receive my tests, and each time my heart would fall as I saw my classmates score better than I did. I, like those silver medalists, was stuck critiquing myself against the one better while I disregarded the more important aspects of my physics experience.

As the year progressed, I refined my mindset, and this is something I would encourage us all to do with whatever it may be that is causing stress or unhappiness. To reframe your mindset is to find the bronze medalist in yourself, to gain an appreciation for the work you are doing and the life skills that you are acquiring. Bronze medalists understand the immense amount of work it takes to make the podium, and realize just how impressive it is to go and compete against the world's best. They are grateful for the opportunity to attend the Olympics, realizing that there are so many others who would die to have that same spot, just as we should be grateful for our opportunity to attend this world-class institution.

When applied to my physics class, I now began to see my success as a measure of my own self-improvement throughout the course. I was able to appreciate the fact that I was learning how to persevere in the face of challenge, how to be proactive with a teacher, how to learn from my classmates rather than compete with them.

While I wish that I could tell you that this new approach brought me a 95 in Mr. Hall's class and universal recognition as an incredible physicist, that would be a lie. For me, however, these were not the criteria that made my own experience with physics a success, and this reframing helped me to see that the skills that I was acquiring would benefit me in ways that a grade would not.

I was able to understand that life skills will prove beneficial in college and beyond, and are far more relevant than my ability to remember the specific formula responsible for finding the potential energy of a spring. As a course, physics taught me immense amounts about the way that I respond to challenging scenarios, and this self-discovery helped make it a wildly successful part of my own Groton experience.

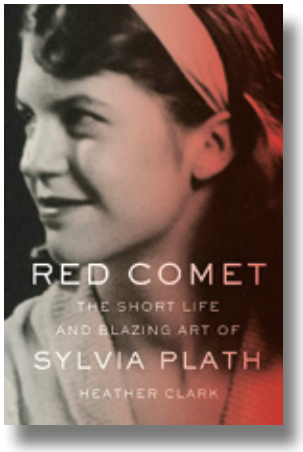
Reframing is a strategy that was successful for me, and it is one that I would encourage everyone to practice when frustrated about a class, a game, or a recital. With a more nuanced view of success as a dynamic and personalized quantity, we can more accurately appreciate the incredible work that we do perform, and hopefully be happier as we go about our daily lives. At the end of the day, we should strive to hold the mindset of the bronze medalist, appreciating everything that went into getting us to where we are, and our own personal growth through the journey.

You might be wondering, "But Henry, should we really be settling for second best? Shouldn't we always be reaching for excellence?" I firmly believe that not winning does not always equal losing. I'd argue that this mindset isn't encouraging you to settle, but rather to strive for the best version of yourself. After three years at Groton, I've found it humbling to learn that there will always be that smarter student, that superior athlete, that more popular kid. The reality is, we cannot always win. It is what we do with a setback, however, that will enable us to grow as individuals and ultimately find satisfaction through the learning process.

My five summers at Mowglis were life changing, and they served as excellent preparation for the three years that I have been fortunate enough to spend at Groton. More than anything, my time here on the Circle has taught me how to learn, and I will be forever grateful for that lesson. As worlds now morph and change around me, I hope to channel a commitment to self-betterment, make good use of the ability to reframe, and continue to tackle challenges through hard work and dedication.

In other words, I hope to approach the next phase of my life with an open mind and a bronze-medal mindset.

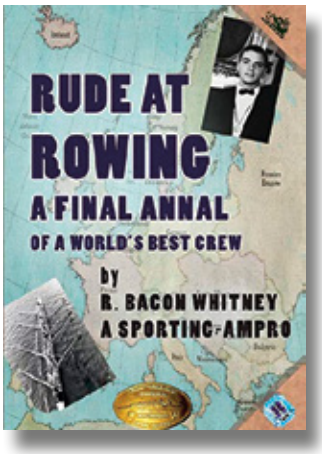
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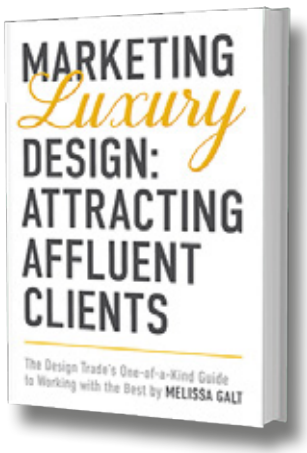
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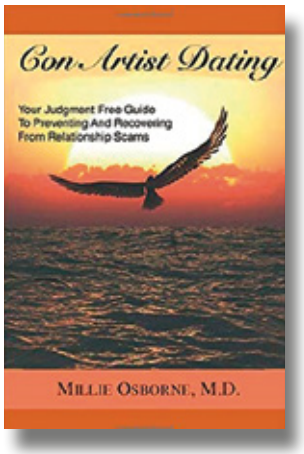
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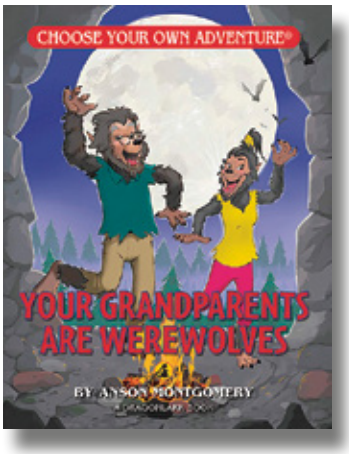
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► **Please send information about your new releases to quarterly@groton.org.**

①

Heather L. Clark '92
Red Comet: The Short Life and Blazing Art of Sylvia Plath

With a wealth of never-before-accessed materials—including unpublished letters and manuscripts; court, police, and psychiatric records; and new interviews—Heather Clark brings to life the brilliant daughter of Wellesley, Massachusetts, who had poetic ambition from a very young age and was an accomplished, published writer of poems and stories even before she became a star English student at Smith College in the early 1950s.

Determined not to read Plath's work as if her every act, from childhood on, was a harbinger of her tragic fate, Heather evokes a culture in transition, in the shadow of the atom bomb and the Holocaust, as she explores Plath's world: her early relationships and determination not to become a conventional woman and wife; her conflicted ties to her well-meaning, widowed mother; her troubles at the hands of an unenlightened mental-health industry; her Cambridge years and thunderclap meeting with Ted Hughes, a marriage of true minds that would change the course of poetry in English; and much more. Along with illuminating readings of the poems themselves, Clark's meticulous, compassionate research brings us closer than ever to the spirited woman and visionary artist who blazed a trail that still lights the way for women poets the world over.

②

Christopher T. Rand '55
Five Twelve

In Five Twelve, anti-trust attorney Alan "Marko" Markowitz learns by fluke that he has been taken off an illegitimate CIA blacklist in Los Angeles. It is early 2001, and intelligence operatives have just acquired powerful evidence of an impending terrorist attack in the United States around May 12 (*Five Twelve*). They cannot afford to be seen tracking and bedeviling mere dissidents in America while ignoring violent alien terrorists, so they must destroy the blacklist and every trace of it. Marko learns of this through young contacts who have links with a man who has helped enforce the list. They proceed to identify and track down the others on the list, one of whom was almost killed in a rigged car accident, and drive a case against the operatives to a dramatic climax.

③

R. Bacon Whitney '61
Rude at Rowing: A Final Annal

Bobby Whitney's four *Rude* books are fictionalized accounts of his life, written in four genres. The first, *Rude at Rowing: 1964's US8s*, a faux memoir about Harvard's Class of 1965, describes the college's 1964 varsity crew under Harvard's famous coach, Harry Parker. *Rude at Rowing: In Reverse of Decline*, an annal about the comeback of Harvard heavyweight rowing from 1961 to 1963, presents the author most fictionally and least autobiographically, notwithstanding his undergraduate forays into two Olympic sports. The third book, *Rude at Olympics*, merges the first into a *bildungsroman*, that venerable coming-of-age genre, about his ascendancy to be a dual Olympic sports star of the 1964 Olympiad. Now, *Rude at Rowing: A Final Annal* has the protagonist seated in the strong seven-man aboard "the World's Best Crew," a moniker accorded by the loathsome liars in a 1965 *Sports Illustrated*. R. Bacon Whitney also writes professionally about the earliest Greeks, often under the pseudonym of Saltonstall Weld Bardot.

④

Melissa Galt '79
Marketing Luxury Design: Attracting Affluent Clients

Written for interior designers, decorators, stagers, and architects, *Marketing Luxury Design* offers guidance on fine-tuning to increase profits. It also speaks to new design professionals who aim to build their practices by attracting affluent clients and mid-career design professionals looking to push past a plateau. Melissa Galt offers a blueprint for attracting and keeping affluent clients who are seeking luxury design services.

⑤

Mildred Bynoe Osborne '81
Con Artist Dating: Your Judgment-Free Guide to Preventing and Recovering from Relationship Scams

Romance is supposed to be a mutually beneficial, genuine way to find true love and marriage. Whether you find your partner online or unplugged, it is important to know the subtle yet life-changing behaviors common to people who want you to love them so that they can take advantage of your body, your will, and your money. Exploring the well-concealed world of con artists who operate on everyday people, Millie Bynoe Osborne provides personal, detailed, and interactive views of how con artists bait, hook, and assimilate people under their control.

⑥

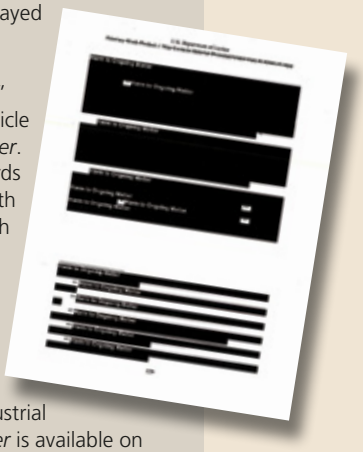
Anson C. Montgomery '90
Your Grandparents Are Werewolves

Tonight is the full moon, and the first time you get to transform into a real werewolf. Who or what will you find in the woods if you go for a nighttime run with your grandwolfparents? Maybe you should play it safe and go to werewolf school first. You might help set up the big Wolf Dance or make lots of new werewolf friends. Should you hang out with your best friend, Vammy the vampire? Will you learn how to run and howl with the pack or will you be left behind?

Anson continues the "Choose Your Own Adventure" children's series, which also includes *Your Grandparents Are Spies, Your Grandparents Are Ninjas, and Your Grandparents Are Zombies.*

Henry R. Bloomfield '07
Ongoing Matter

What better fodder for a libretto infused with drama than . . . the *Mueller Report*? Henry Bloomfield produced, composed, engineered, mixed, and vocalized *Ongoing Matter*, a 29-minute pop opera, exclusively using key words and phrases from the *Mueller Report*. "Over the last four years, the Trump administration's actions have often played out like an operatic tragedy with the president as its *divo*," began a *Billboard* article about *Ongoing Matter*. Henry mixed the words of Robert Mueller with cameos from Rudolph Giuliani, Donald Trump Jr., Sarah Huckabee Sanders, and others—all enveloped in a hybrid of upbeat-offbeat pop and industrial funk. *Ongoing Matter* is available on Spotify and other streaming services or at ongoingmatter.com.





Hopkinson K. Smith '65
Whose Heavenly Touch

According to jazzandclassical.com, "This recording, devoted to [John] Dowland, seems to open a door onto a secret garden, one tended and cultivated by two artists already well known for opera and song recitals that distill the chamber music principle into its most intimate essence of expressive sound: soprano Mariana Flores and lutenist Hopkinson Smith. Here they give us a Dowland programme straight from the heart, drawing on five of the composer's volumes of 'Songs or Ayres' printed in London between 1597 and 1612, laying bare Dowland's ecstatic and tortured soul as it oscillates between all the different states of melancholy love."

Book summaries were provided by the authors and/or publishers.

Photographs by Jon Chase



Rachel McMenemy '20

Opposite page, Cassidy Thibodeau '21, Filip Engstrom '20, and (bottom) Caleb Coleman '20

WINTER SPORTS





Our photos from last winter's sports look especially appealing now. All-remote learning meant no spring sports, and strict restrictions this year have canceled interscholastic play. Enjoy this look back … we are looking forward once again to unmasked play and beating St. Mark's!

This page, clockwise from right, Tate Burgin ’21, Hannah Gold ’22, Jonathan Lai ’24, and Amelia Lee ’22

Opposite page, Neve Ley ’21 and Karenna Beckstein ’23; bottom, Nick Wyman ’21














GROTON
16





This page, clockwise from above, Nate Salander ‘21, Yuen Ning Chang ‘21, Sadie Hastings ‘23, Bryan McLachlan ‘22 and Trey Whitehead ‘21, Griffin Johnson ‘22

Opposite page, Gwen Torriani ‘22











TEAM RECORDS

Boys Varsity Basketball 5–18

Girls Varsity Basketball 14–10

Boys Varsity Ice Hockey 22–8

Girls Varsity Ice Hockey 4–17

Boys Varsity Squash 7–5
Division 3 winner, High School National Championships

Girls Varsity Squash 7–7
Division 3 winner, High School National Championships

Varsity Swimming 5–4

BOYS VARSITY BASKETBALL

All-ISL Honorable Mentions
Rami Hahami '22
Nathaniel Salander '21

Coaches' Awards
Matt Kandel '20
Nathaniel Salander '21

Most Improved Player
Aroon Sankoh '21

Sportsmanship Award
Caleb Coleman '20

Captains-Elect
Nathaniel Salander '21
Aroon Sankoh '21

GIRLS VARSITY BASKETBALL

Most Valuable Player
Katie Resendiz '22

Most Valuable Defensive Player
Rachel McMenemy '20

All-ISL
Rachel McMenemy '20
Katie Resendiz '22

All-ISL Honorable Mention
Calie Messina '22

Coaches' Award
Mary Collins '20

Captains-Elect
Calie Messina '22
Mikayla Murrin '21
Chiara Nevard '21

BOYS VARSITY ICE HOCKEY

Most Valuable Players
Luke Beckstein '20
Marc Borghi '20

All-ISL
Luke Beckstein '20
Marc Borghi '20
Kevin Clark '20
Thomas Dempsey '21
Trey Whitehead '21

All-ISL Honorable Mentions
Ronan Doherty '21
Aidan Garcia '21
Gabe Lamothe '20
Bryan McLachlan '22
Wes Turner '22

Team ISL Sportsmanship Award

Coaches' Award
Ronan Doherty '21

Captains-Elect
Thomas Dempsey '21
Ronan Doherty '21
Trey Whitehead '21

Assistant Captain-Elect
Wes Turner '22

GIRLS VARSITY ICE HOCKEY

All-ISL Honorable Mention
Madelyn Son '21

Team ISL Sportsmanship Award

Coaches' Award
Georgia Gund '23

Captains-Elect
Neve Ley '21
Emily Pollis '21
Madelyn Son '21
Cassidy Thibodeau '21

BOYS VARSITY SQUASH

Most Valuable Player
Tate Burgin '21

All-ISL Honorable Mentions
Ziad Abdelrahman '22
Ronin Kaplan '23

Coaches' Award
Garrett Johnson '20

Captains-Elect
Tate Burgin '21
Tyler Weisberg '22

GIRLS VARSITY SQUASH

Most Valuable Player
Katherine Sapinski '21

Most Improved Player
Amelia Lee '22

All-ISL
Katherine Sapinski '21
Caroline Wilcox '20

All-ISL Honorable Mention
Lily Kempczinski '21

Coaches' Award
Caroline Wilcox '20

Captains-Elect
Lily Kempczinski '21
Katherine Sapinski '21

VARSITY SWIMMING

Most Valuable Swimmers
Harvey Yuen '21
Brianna Zhang '23

Most Improved Swimmers
Roshan Palakkal '21
Arianna Werkun '24

Coaches' Awards
John Donovan '20
Lloxci Lopez '21

Captains-Elect
Aisling O'Connell '21
Foster Waxman '21
Sophia Wu '21
Harvey Yuen '21

Photographs by Rebecca Rodriguez





LEGALLY BLONDE

The winter 2020 mainstage production brought the fun and familiar story of Elle Wood, whose transformation from husband-chaser to legal strategist provided a light-hearted, mid-winter interlude at the Campbell Performing Arts Center, February 28–March 1. Directed by Laurie Sales, the musical comedy included a command performance by Caroline Drapeau ‘21 as Elle, faculty actors, and irresistible cameos by choreographer Nicole Harris’ dog Kwaq as Bruiser.








Opposite page, top, Janice Zhai ‘21, Devon Mastroianni ‘23, and Alex Karr ‘21; Noah Bay ‘21, Alex Kirchner ‘22, and Anuj Agarwal ‘21. This page, clockwise from top left, Alex Brown ‘21; Allison Jiang ‘22 and Caroline Drapeau ‘21; Gracie Mumford ‘21 and Gardner Thors ‘20; Creed Bellamy ‘22; teacher Peter Fry, librarian Mark Melchior, and teacher John Capen; Wally Capen ‘22; Maya Luthi ‘23; Caleb Coleman ‘20; Claire Holding ‘21; Caroline with sorority sisters; Griffin Elliott ‘22 and Lloxci Lopez ‘21









George H. Walker III '49, P'78, GP'02, '04, '13

March 16, 1931 – January 19, 2020

by Isabelle Walker '78

On Groton's 132nd birthday, in 2016, my father addressed the school from the Chapel, where he'd spent thousands of meaningful hours as a student. He began his talk with words of gratitude and love for the school, then ditched the sincerity to poke a little fun at himself. He noted his ho-hum performance on the baseball field (that his best day on the team was when he rode the bench at the big game against St. Mark's) and that his Second Form French teacher once called him "an atomic bomb of ignorance."

"Looking back at my time here," my father said, "there wasn't much in terms of achievement that I could brag about, but I did receive a diploma."



This was quintessential Bert Walker—intrinsically modest, studiously avoiding any hint of self-importance. He never wanted to get a swelled head, brushing compliments off with a smile, then turning them back on the giver. It was a quality that endeared him to so many.

What my father accomplished in his Groton years came in the process of loving the school, of giving himself to all that it offered, allowing it to work on him from the inside. Most immediately that meant the people—all the friendships he forged with formmates, many of whom remained in his life through his last years. Dad loved the camaraderie that Groton fostered among students, and the values imbued in its rigorous schedule, academic standards, and early morning services. All of it became part of who Dad was. When I look back at his life, like a painting, Groton's motto, "For whom service is perfect freedom," is visible in almost every brushstroke.

My siblings and I knew almost as soon as we could understand language that our father was an ardent Groton alum. There were the tiepins, the *Quarterlies* lying about, the close friends who were also Groton alums … but also because of his penchant for telling the life stories of people he admired, one of whom was Endicott Peabody. As every Groton alum knows, Peabody eschewed the life of easy wealth and success his privileged birth entitled him to for a life of service—first as a rector in the Episcopal Church and then as the founder of Groton. Dad admired Peabody's determination to forge his own path and the courage it took to defy his family's expectations. When Dad wanted to show us what a meaningful and brave life looked like, it was often Peabody he talked about.

It's possible that Peabody's story spoke to my father on another level too. As Dad had to struggle with his own father's expectations, I'm confident he looked for models. Herbie Walker's deepest wish was for his eldest son to be a standout athlete, preferably in baseball. In fact, it was Larry Nobel, Herbie's good friend from Yale and Groton's football in coach in 1944, who persuaded Herbie that Groton was a better school for Bert than Hotchkiss, where Dad had initially planned to go. Dad did not end up playing much football at Groton. A concussion during practice as a Second Former added to two he'd already had (including a serious one he suffered in a fall from a second-floor railing at six, which forced him to learn how to walk again). Football was off the table. He had a good start on the baseball team in the Second Form but struggled in the Third Form, and in the end could not, despite sincere efforts, rouse himself to be the player his father longed for him to be. Herbie Walker did not keep his disappointment a secret.

Dad's passion for politics and service to his country emerged in the fourth grade. After attending a World Federalist meeting, he wasted little time organizing a



Bert Walker '49, in front of Brooks House as a Second Former and (below) in his cubicle. He had been headed for Hotchkiss when Larry Noble, Groton's football coach and a family friend, convinced Herbie Walker that Groton was a better fit for his eldest son.

Dad loved the camaraderie that Groton fostered among students, and the values imbued in its rigorous schedule, academic standards, and early morning services.

World Federalist club at Greenwich Country Day School. A few days after arriving at Groton, in September 1944, his cousin, Naval Air Force Pilot George H.W. Bush, was shot down over the Pacific. Bush's near death experience in the line of duty coupled with Groton's emphasis on service were likely powerful fuel for this fascination.

After Harvard Law, my father joined the family brokerage business and worked his way up to being CEO of a mid-sized regional firm headquartered in St. Louis: Stifel Nicolaus. But while he was building Stifel into a large, publicly traded company, and being a loving supportive father, he was always rolling his sleeves up for some civic or philanthropic enterprise benefitting St. Louis. The panoply of organizations and agencies to which he gave himself is mindboggling, from the Urban League of Metropolitan St. Louis, to Downtown St. Louis, Inc., to the Missouri Historical Society, to the Siteman Cancer Center. His longest stint was on the Board of Trustees of St. Louis' Webster University. For forty-five years, including two terms as chair, Dad helped Webster open campuses in Asia, Eastern Europe, and Africa, furthering access to education for people of any number of nationalities, backgrounds, and means. Dad's large donation to Webster's School of Business and Technology in 2007 allowed for the broadening of its business and technology curricula across the globe.

In 1992, Dad took the plunge and ran for a U.S. House seat representing Missouri's 2nd District. He lost in the primary, but the following year Freeman Bosely Jr., then mayor of St. Louis, asked him to chair a committee on city finances. The scope of the assignment quickly broadened and the committee, Citizens for Home Rule, took on the structure of the city government by way of a statewide referendum. In 2002, Dad's cousin, President George W. Bush, tapped him to be U.S. Ambassador to Hungary. This is where his interest in people and his innate—almost infectious—optimism converged with his experience in business and investment to make him a skilled and beloved ambassador. I have never seen my father as happy in a job as he was in Budapest. He and his wife, Carol, grew to love Hungary and continued encouraging economic investment in the country long after returning to St. Louis.

Dad was so proud to have three of his fourteen grandchildren, **Max '02**, **Teddy '04**, and **Loulie Bunzel '13**, graduate from Groton. Addressing Teddy Bunzel's Form of 2004 in Prize Day ceremonies (when he also received the school's Distinguished Grotonian Award), Dad urged the young men and women to be kind to themselves, to remember their blessings, and to embrace the great opportunities ahead of them for service and a fulfilled and happy life.

Six months after his 2016 chapel talk, Dad suffered the stroke that led to his gradual withdrawal from the community and social engagements he cherished. His schedule slackened as his focus shifted to maintaining his health and spending time with family. The driving edge that had kept him almost constantly on the move softened as he surrendered to his smaller life. He kept up his fitness regimen of early morning planks and push-ups, performed as he sang *Abide With Me*—a favorite Groton hymn.

Though it's hard to imagine, my father became even kinder in these last years. In phone calls with his children and grandchildren, he always signed off with the same sentence: "Never ever forget how proud I am of you." Or the occasional deviation: "Don't ever change."

A lot of people loved Bert Walker and will miss him as much as his family already does. And that's something to brag about.

Robert Newbold Morris '51

November 17, 1932 — January 14, 2020

by James W. Donnelly '51, P'82 and J. Alan McLean '51, GP'17

Newbold Morris came to Groton as a First Former in the fall of 1945. His formmates and all in the school community knew him as Newbold. But following his graduation from Yale in 1955 and an eventful military career as a U.S. Marine Corps officer in the late 1950s and early '60s — indeed through the remaining fifty-odd years of his life — he became known far and wide as Captain Bob.

Newbold's superior intellect and decisive manner propelled him to an early promotion as a Marine Corps captain. He was directed into military intelligence and was assigned to the Pentagon in the early years of the Vietnam War. Bob—as he by then called himself—once said, "I was the first at the Pentagon to read battle reports from the combat zones. Of course, I passed them 'upward,' but then I began seeing public statements in sanitized versions that were drastically changed from what I had read and reported." When he went to his superiors with his conscience-driven dismay, his military career abruptly ended. Thus began the rest of his life, as he became Captain Bob, the retired Marine Corps officer who plunged into political activism on behalf of peace and public truth.



Captain Bob began his political activism in New Britain, Connecticut, in late 1967. He was a regular in formmate Alan McLean's household, as he boarded with some of Alan's neighbors and friends. Newbold worked tirelessly with many who successfully displaced a slate of "officially" endorsed delegates to the Connecticut Democratic Convention — delegates pledged to support Hubert Humphrey for the U.S. presidential bid. Humphrey was pledged as a Vietnam War supporter, and antiwar Newbold was part of a grassroots effort that led to a special primary election, thus replacing the Humphrey delegation with a slate pledged to the presidential campaign of then Senator Eugene McCarthy, a vigorous antiwar candidate.

Newbold remained an activist throughout his life, driven by moral conviction. He lived out his final decades in an energy-efficient — yes, perhaps even quirky — house he built in Teton Village, Wyoming. Early in his residence there, he purchased the local National Public Radio station, which he guided to advocate for environmental policies, along with his peace activism. His personal editorials and his public prominence as he rode his bike (everywhere!) enhanced his profile in that community. Upon his death, the *Jackson Hole News* described the man everyone knew as Captain Bob as a "longtime political gadfly…full of simple wisdom [who] seemed to make a friend of everyone he met."

Newbold was always a supporter of Groton. He gave credit to the Reverend John Crocker's [1918] sermons for raising his consciousness about the "German people's crime of silence" during World War II. His decades of activism were sparked by what he considered the American people's silence about Vietnam. His passion for public truth was vibrant. He could be strident, but he was gentle and never vengeful. His love and loyalty to Groton persisted as he lived out the "service above self" goals he learned in his six years at the school. He was a special member of the Form of 1951, and a graduate of whom Groton can be proud.

FORM NOTES

Form Notes are now password-protected.
Members of the Groton community may read them online
by signing in at www.groton.org/myGroton.



Sean, Walker '21, Bennett '19, Hayden, and Davonne Smith

Groton + Gratitude = Grotitude

THIS FALL, during our first student chapel talk, Senior Prefect Walker Smith '21 shared that his family uses the term "Grotitude" to express their gratitude for Groton.

We share his family's sentiments toward Groton, but would also like to express our "Grotitude" to those who give back to the school. During a very challenging time, 43 percent of alumni and 94 percent of current parents made a gift to the 2019–20 Groton Fund. Thank you!

Gifts to the Groton Fund support our 382 students and our dedicated faculty and staff. Tuition covers approximately 37 percent of the school's annual operating revenue, and the rest comes primarily from the endowment and the Groton Fund. The Groton Fund supports all aspects of the Groton experience, including financial aid, faculty salaries, athletics, the arts, community-building activities, food in the Dining Hall, and much more.

This year, it also helps cover many of the costs associated with operating school during the pandemic, including COVID-19 testing; improved ventilation, dining tents on the Circle, and other updates to our physical spaces; and technology enhancements that facilitate hybrid learning.

Thank you for your continued commitment to the vision and ideals of a Groton education. Your support for the Groton Fund ensures that we will preserve our mission to inspire lives of character, scholarship, leadership, and service within a diverse, inclusive, and close-knit community. #Grotitude

To read Walker's chapel talk, please see page 64.

To make your gift to the 2020–21 Groton Fund, please use the enclosed envelope or go to groton.org/giving.

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BEST, WISEST,
MOST JUST



Qui Timet Deum
Faciet Bona
The one who fears
God will do what
is good.

Motto from Merton College,
his undergraduate
alma mater

Leyland Hugh Sackett

August 13, 1928 – April 12, 2020

Groton School Teacher for 63 Years