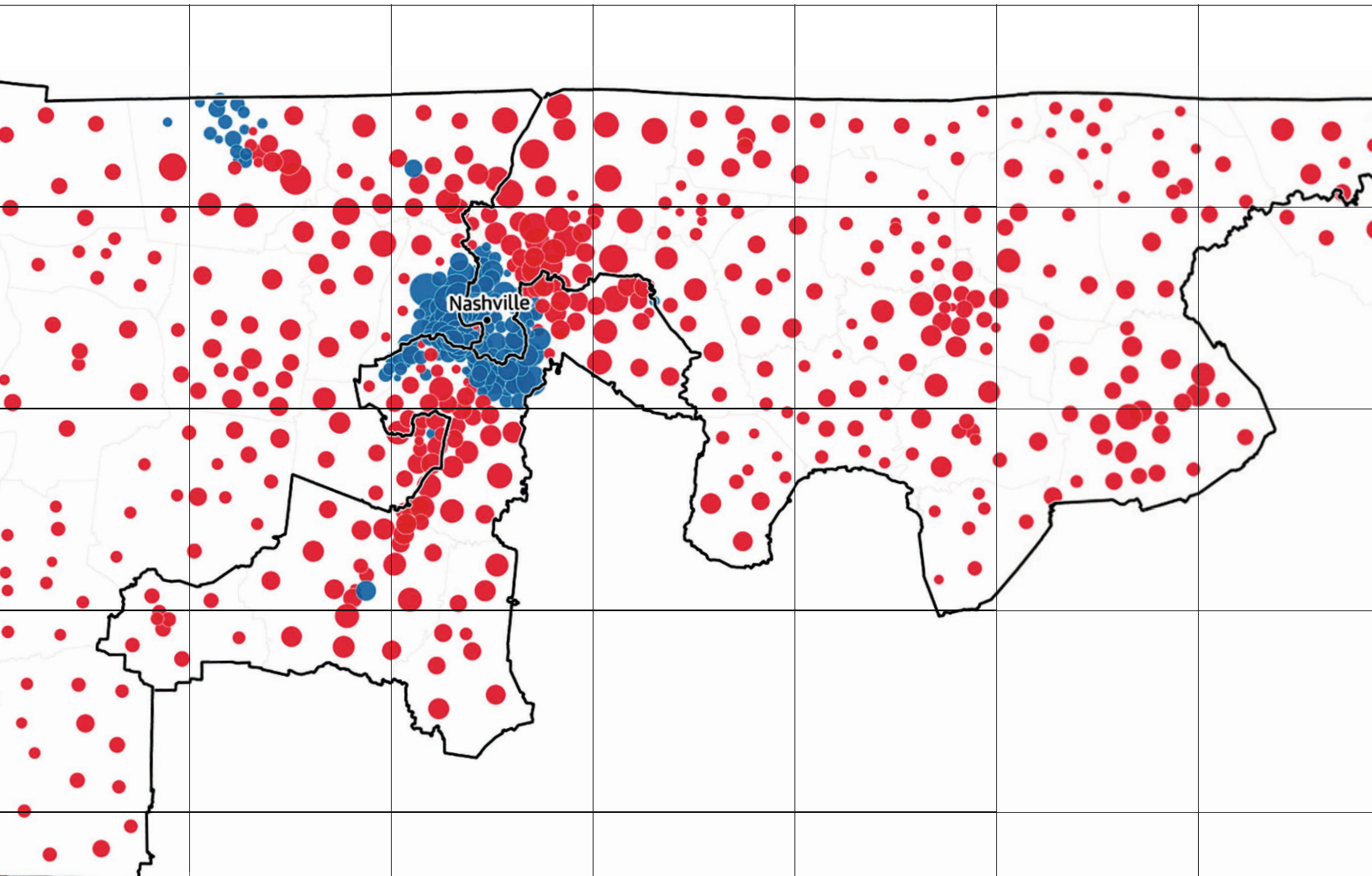


Groton School

The Quarterly • Spring 2022



THE Reasonable Man

JIM COOPER '72 IS STEPPING DOWN
AFTER 32 YEARS IN CONGRESS. THAT'S NOT WHAT HE —
OR NASHVILLE — REALLY WANTS.





Groton School

The Quarterly

Spring 2022 • Volume LXXXIII, No. 2

The Reasonable Man

Jim Cooper '72 Is Stepping Down After 32 Years in Congress. That's Not What He— or Nashville— Really Wants.
page 16



DEPARTMENTS

- 2 Message from the Headmaster
- 3 Circiter/Around the Circle
- 10 Personae/Profiles
- 26 Voces/Chapel Talks
- 35 De Libris/New Releases
- 36 Grotoniana/Sports
- 44 Grotoniana/Arts
- 47 In Memoriam
- 49 Form Notes

Photo by Juliya Makhanov '22

Cover images ©Guardian News & Media Ltd. 2022



Message from the Headmaster

WE PAID EXTRA attention to our beautiful Circle in April, when Groton joined other institutions designed by Frederick Law Olmsted to commemorate the 200th anniversary of the renowned landscape architect's birth.

Mr. Olmsted intentionally designed our Circle to be open, with a broad vista to the west. Every day that we walk out of Chapel, we see mountains in the distance and can feel, intuitively, a sense of limitless opportunity, just as the Groton boys did after a service with Endicott Peabody. The Circle's brilliant design remains an apt metaphor for Groton's mission, even after all these years.

The Groton Circle is open—as our minds and our sensibilities must be. At recent Groton gatherings in New York, San Francisco, and London, I spoke to alumni, parents, and recently admitted families about three “I’s”—Inclusion, Impact, and Individuals. Inclusion is the school's ethos and mantra. Intentionally teaching inclusion and offering an inclusive experience make an impact on the malleable minds of our teenagers, imparting lessons that students carry well beyond Groton. Intrinsic to the idea of inclusion is a desire to honor each and every individual, to celebrate and take pride in our individuality, in our unique stories.

These three “I’s” serve as the precursor to a sense of belonging, a key element in the school's new strategic framework and an ideal to which every Groton headmaster strived in one way or another. At Groton today, we are committed to creating an environment in which every person feels a sense of belonging; only with that foundation might they fulfill their true potential.

The symbolism of the Groton Circle, the unifying nucleus at the center of campus, has not changed substantially since

the late nineteenth century. There are infinite points on a circle's circumference, and there are infinite possibilities for connection around our Circle. The fact that a tangent can pass through any one of these points and connect with both the center and with any other point demonstrates how well Groton's Circle represents a sense of belonging. And how appropriate that each of these points is equidistant to the center of the Circle—a fact for all circles and a symbol of equal opportunity for ours.

At our New York reception, graduates from 1950 through 2021 attended, eager to reconnect for the first time since 2019. I spoke to them about our open Circle (including that Groton was open, quite literally, in the fall of 2020, when many schools remained closed).

These gatherings were a reminder that, despite challenges that we face globally and locally, the Groton family remains intact. On our beloved and purposefully designed campus, we continue to prepare future leaders for all kinds of challenges—geopolitical, environmental, economic, social—so they will be driven to tackle them and improve our world. Our new strategic framework, focused on inclusion and belonging, provides the road map as well as the call to action that will keep Groton relevant, and the Circle open, well into the twenty-first century and beyond.

Temba Maqubela
Headmaster

Editor
Gail Friedman

Design
Irene HL Chu

Senior Editorial Advisor
Elizabeth Wray Lawrence '82

Form Notes Editor
Jessica M. Hart

**Photographer
& Editorial Assistant**
Christopher Temerson

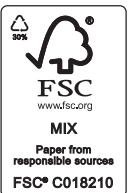
Advisory Committee
Amily E. Dunlap
Kimberly A. Gerighty
Allison S. MacBride
John D. MacEachern P'10, '14, '16
Kathleen M. Machan

Editorial Offices
The Schoolhouse
Groton School
Groton, MA 01450
978-448-7506

*Send feedback, ideas,
or letters to the editor to
quarterly@groton.org.*

Other School Offices
Alumni Office: 978-448-7520
Admission Office: 978-448-7510

Groton School publishes the
Groton School Quarterly three
times a year, in late summer,
winter, and spring, and the Annual
Report once a year, in the fall.



*Printed on paper
made with post-
consumer waste*

PLACING LAST: A TUITION MILESTONE ACHIEVED

Groton School has reached an important strategic milestone, achieving the lowest tuition among forty peer schools after a mission-focused initiative that spanned the past eight years and continues today. Groton aspired not only to hold down costs for families, but also to demonstrate that tuition containment is compatible with excellence and long-term financial sustainability.

In 2014–15, with Groton's tuition at #1—the highest in the peer group—Headmaster Temba Maqubela and Groton's Board of Trustees took action, adopting the Grotton Affordability and Inclusion (GRAIN) initiative. One of GRAIN's priorities is containing tuition without compromising programming, personnel, or facilities.

"Eight years ago, we set out on a path to change how we view tuition revenue," said Headmaster Maqubela. "Rather than relying on tuition increases for full-pay families and revenue from existing endowment funds to increase scholarships, we embarked on this journey called GRAIN, relying instead on robust fundraising. At the beginning it was an uncertain path, but we set out with resolve, conviction, and confidence that we would succeed."

GRAIN began with a three-year tuition freeze, followed by four annual increases of 1.5 percent and a 1.45 percent increase for 2022–23. Boarding tuition for 2022–23 is \$59,995. Since GRAIN was adopted, Groton has kept tuition increases significantly lower than increases in operating costs. Between 2014–15 and 2021–22, Groton's tuition went up a total of

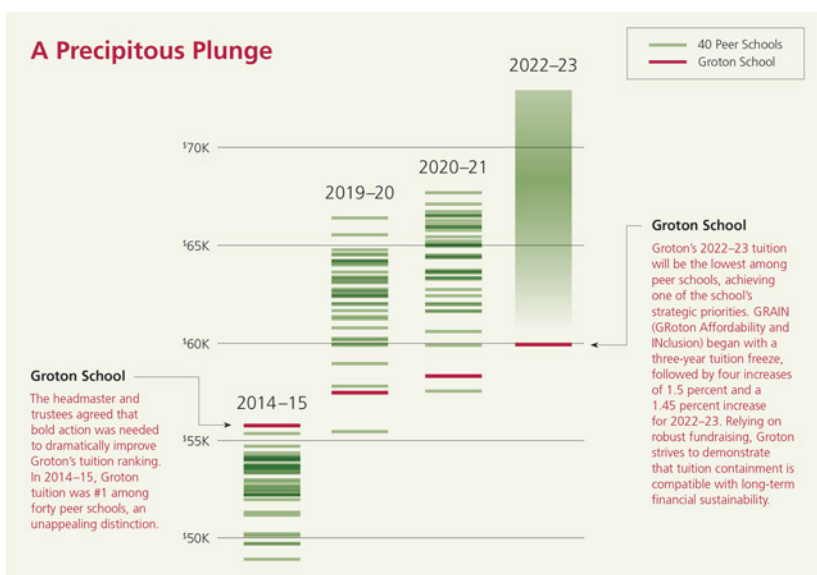
\$3,440, while peer schools saw tuition rise between about \$8,700 and \$16,000.

"I am grateful for the leadership of our headmaster and the trustees, past and present, who made the commitment to inclusion, affordability, and belonging for all," said Board of Trustees President **Benjamin Pyne '77, P'12, '15**. "I am also grateful to the many donors who supported our vision and made this journey possible. As a result, Groton is a leader and a role model for what is possible for educational institutions." The school, he added, is financially stronger today than it was when it relied more heavily on tuition increases. Groton learned that it reached its tuition ranking milestone on the day that it welcomed new students, after its

most competitive admission season ever, with an 8 percent acceptance rate.

"I am delighted that Groton has achieved the objectives we set out when we launched the ambitious GRAIN initiative," said Jonathan Klein P'08, '11, '18, who was Board of Trustees president when GRAIN was adopted. "The school is truly need-blind. Thank you to our headmaster, the teams that have worked hard on this ground-breaking program, and the many donors who made it possible."

GRAIN represented not only a formal commitment to resist spiraling tuition for Groton, but also a commitment to buck the trend of escalating tuition seen throughout secondary schools and colleges. "GRAIN is about inclusion," said Mr. Maqubela. "The focus on affordability and the commitment to increase financial aid give every student a greater sense of belonging."



Students shared Groton anecdotes during a panel called "The Stories Behind the Photos."

Christopher Temerson

Groton School welcomed nearly ninety newly accepted students and their families to campus during two programs in April to experience classes, meet Groton students and faculty, and get a sense—in person—of life on the Circle. Due to the pandemic, this was the first time since 2019 that the school was able to offer visits, rather than virtual experiences, to newly accepted students.

The visiting students came from seventeen U.S. states and the District of Columbia, as well as England, France, Hong Kong, Mexico, Singapore, South Korea, and Switzerland.

EDITOR'S NOTE

You may notice that this issue of the *Quarterly* is printed on lighter paper than usual. The winter issue also was not printed on our usual paper stock. Pandemic-related supply chain issues are greatly affecting the paper industry and our ability to purchase optimal paper. We will resume printing on our usual paper as soon as possible.



Jon Chase

Calie Messina '22 and Rami Hahami '22

1,000 POINTS—TWICE!

In a Groton athletic first, two students put their thousandth point through the hoop this winter.

Calie Messina '22 scored her 1,000th point on February 18, the third female to hit this milestone at Groton, and a few days later, on February 23, Rami Hahami '22 sank the momentous basket, becoming the fourth male thousand-pointer.

Calie and Rami join the select Groton basketball standouts who have hit 1,000: **Alyna Baharozian '18, Joe Collins '18, Marissa Garey '13, Drew Daigneault '10, and Asenso Ampim '07.**

Calie has been a scoring machine since she started at Groton in Second Form and Rami since Third Form (he played JV in Second Form). Reaching 1,000 is even more impressive because the pandemic canceled the 2020–21 season.

Girls Varsity Basketball Coach Joe Crail recalled a key moment for Calie, when she was in Third Form. "She hit a three-pointer with six seconds left to break a tie in the NEPSAC championship game, as only a freshman, helping us win the first basketball championship in school history," he said.

Boys Varsity Basketball Coach and Assistant Athletic Director Harold Francis pointed to Rami's selflessness. "He puts the team before himself at all costs," said Coach Francis. "He's a relentless worker. If we had played last year, I feel that he would have potentially been the school's all-time leading scorer."

Congratulations to Calie, Rami, and their coaches! Go Zebras!

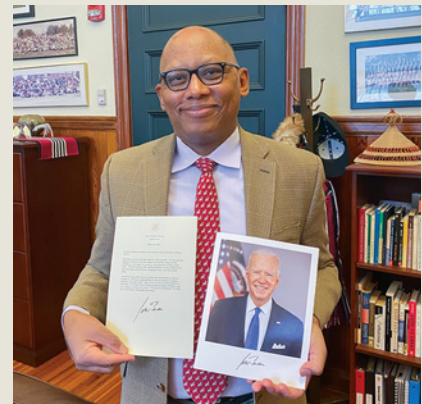
A NEW LETTER FOR GROTON'S PRESIDENTIAL COLLECTION

"Education is the one field that makes all others possible."

The words belong to President Joe Biden, who recently sent his contribution to Groton School's presidential letter collection, which features letters going back to 1903, when President Teddy Roosevelt wrote to Endicott Peabody, accepting an invitation to speak at Prize Day.

"We have all been shaped by educators who have sparked our curiosity," President Biden's letter continues, "helped us find confidence, encouraged our creativity, and inspired us to build a better world."

Headmaster Temba Maqubela read the President's letter to Groton on March 31, during the first chapel service of spring term, after delivering a chapel talk about belonging, the focus of Groton's new strategic framework.



Gail Friedman

Headmaster Maqubela with President Biden's letter and photo



Andres Palacios '24, Ian Bayliss '22, and Rufus Knuppel '22

WINTER RUNNERS COMPLETE HALF-MARATHON

Groton winter running capped its season with a half-marathon on February 23, winding around campus and the surrounding town on an unseasonably warm winter day.

Congratulations to half-marathon winners Ian Bayliss '22, Rufus Knuppel '22, and Andres Palacios '24, who tied to finish 13.1 miles in 1:35:40. Ruby Fehm '24 was the first female finisher, at 1:46:56, followed by Wren Fortunoff '22 at 1:51:45. Also completing the half-marathon were Aidan O'Connell '23 (01:54:58), David Wang '23 (01:55:17), and Christina Chen '23 (02:05:20).

Some students opted to run a 10K instead. Winning the 10K was Torin Steciuk '22, who ran it in 58:31. The fastest female in the 10K was Leah Canellakis '22 at 59:57. Other runners included Hugh Carlin '23 (58:02), Kyle Toce '22 (59:04), Steven Pang '22 (01:01:50), Jacinta Lopez Guzman '22 (01:02:05), Jessie Buestan '23 (1:05:34), Michelle Kim '23 (01:06:17), Alex Canellakis '22 (01:11:10), and Janice Darkwah '23 (01:18:50).

Congratulations to all the runners—though the temperature was in the sixties for the race, they had persisted all winter through snow, ice, and sub-freezing weather.

ASSISTANT HEAD TO LEAD COLORADO BOARDING SCHOOL

Assistant Head of School and Director of College Counseling Megan Harlan has been named the new head of Fountain Valley School in Colorado Springs, Colorado. Mrs. Harlan is at least the thirty-fifth Groton faculty member to become a head of school, and the third in the last seven years.

Mrs. Harlan was appointed assistant head, in addition to her position in college counseling, four years ago. Among her proudest accomplishments: shepherding Groton students through the college process, working as one of four senior administrators on the school's COVID-19 task force, overseeing counseling and wellness, executing a new faculty evaluation process, advising the Black/LatinX student group, and "serving as support for faculty so they can do their best work."

"Megan is a consummate professional, and I assigned her challenging tasks—from revamping our evaluation system to having her at my side during the most difficult conversations," said Headmaster Temba Maqubela. "Her contribution toward the safe opening of school during COVID was critical to the school, and as a college counselor, she is legendary."

Her impact has spanned numerous facets of the Circle: she co-headed the recent NEASC accreditation process; has served



on numerous committees, including Diversity & Inclusion and Curriculum Review; currently oversees girls athletics and has coached varsity field hockey; led numerous student trips to Tanzania; and has taught a tutorial in gender studies for seven years.

Mrs. Harlan said she will miss Groton's unique community, especially the students she has come to know so well. She noted the opportunities for growth provided by Headmaster Temba Maqubela and all she has learned from him about diversity and inclusion. "It is easy to bring groups of people together, but it is something totally different to have the members of that community feel welcomed, valued, and respected," she observed. "Inclusion comes from leadership that is rooted in thought and courage."

Never one to shy from adventure (she has been a wilderness firefighter, a backcountry park ranger, and has traveled extensively to remote regions), Mrs. Harlan said she is looking forward to "the exciting opportunity to run a school and create an educational vision."

At Fountain Valley, she will replace **William Webb '93**, who will be moving on to head Salisbury School. Brewster Academy Head of School Craig Gemmell and Dana Hall Head of School Katherine Bradley, both former assistant heads at Groton, left the Circle in 2015 and 2016, respectively.

Mrs. Harlan will remain at Groton through the end of the 2021–22 school year. "In every interaction, she put students first," said Mr. Maqubela. "Our community's loss is Fountain Valley's gain."

RUSSIA, NATO EXPERT SHARES INSIGHTS ON WAR IN UKRAINE

Dr. Tom Nichols—one of America's leading experts on Russia, NATO, and nuclear weapons—gave a stimulating and informative presentation about Russia's war against Ukraine at a well attended Circle Talk in April.

Dr. Nichols, who recently retired from the U.S. Naval War College after twenty-five years as a professor of national security affairs, won over the students early by briefly explaining his experience as a five-time undefeated champion on the popular television game show *Jeopardy*. He then explained in detail the causes and nature of what he called the largest and most significant war in Europe since World War II. He blamed the current conflict entirely on Russian President Vladimir Putin and described the

Tommy Lamont



Dr. Tom Nichols, speaking with students and faculty after his talk

Russian government's explanations for invading Ukraine as either delusional or disingenuous. Dr. Nichols concluded his presentation by suggesting a few potential outcomes of the war, the worst-case scenario being Russia's use of nuclear weapons and all-out war

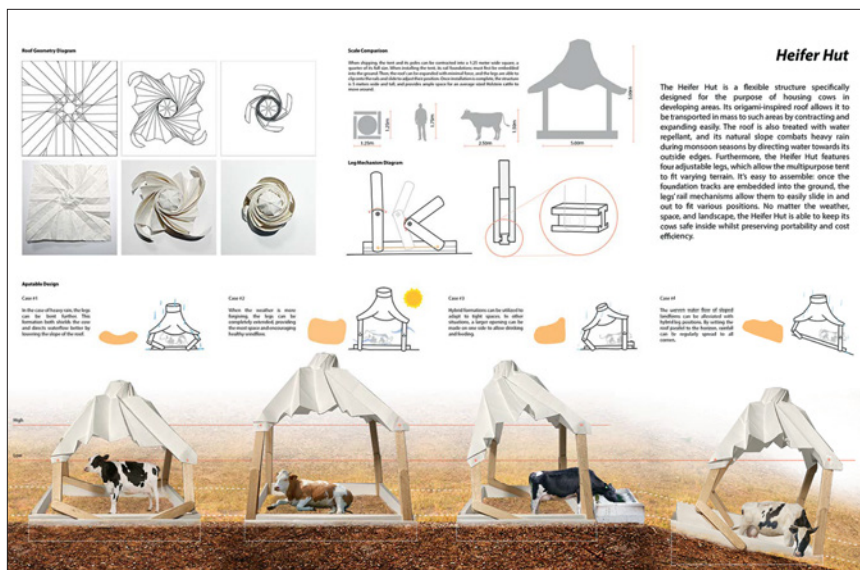
between Russia and NATO.

For the next thirty minutes Dr. Nichols took questions. One student asked what impact the war would have on China, especially its goal of bringing Taiwan under its control. Dr. Nichols answered that China

was certainly carefully watching the West's response to Putin's aggression, making it even more important that NATO and its allies demonstrate a firm and united opposition. Dr. Nichols finished the evening's program with a somewhat hopeful remark that the war might be over by early May with Putin declaring victory, regardless of how bad the actual outcome is for Russia.

Dr. Nichols, a contributing writer at the *Atlantic*, a fellow at the Kennedy School of Government at Harvard University, and a senior associate of the Carnegie Council on Ethics and International Affairs in New York City, has been making almost nonstop appearances on national news programs since the war in Ukraine began.

—Tommy Lamont, history teacher



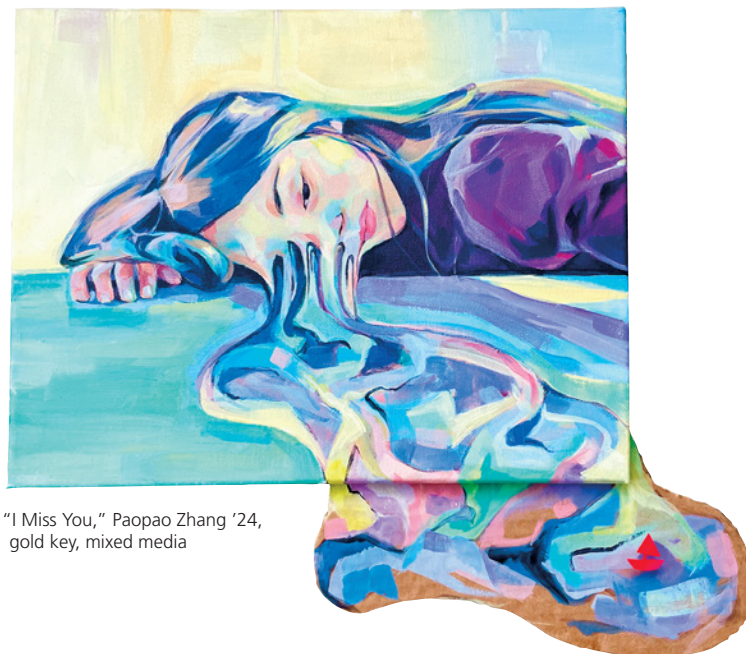
"Heifer Hut," Colin Kim '23, gold key, design (Best in Category)



"Addiction," April Li '24, gold key, painting



"Pathway," Ava Meyer '26, gold key, photography



"I Miss You," Paopao Zhang '24, gold key, mixed media

67 SCHOLASTIC ART & WRITING AWARDS

Thirty-three Groton students won sixty-seven Scholastic Art & Writing awards this year, including eighteen gold keys, the highest honor.

Colin Kim '23 went one step further: his entry in Architecture & Industrial Design was named Best in Category for the region. Colin also earned silver keys for another design project and two short stories.

Winning multiple gold keys

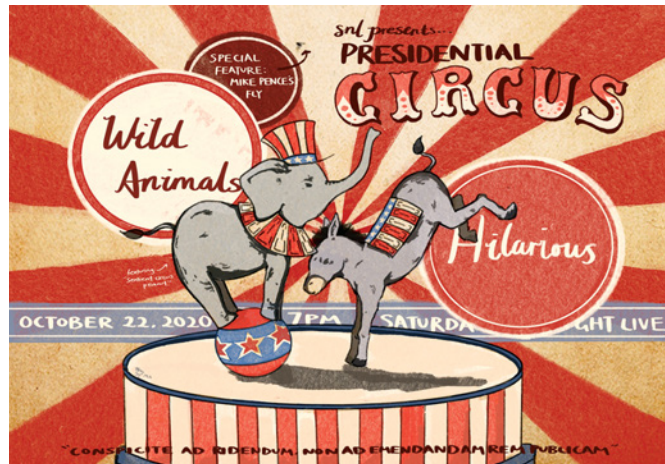
were Paopao Zhang '24, two in painting and one in mixed media, along with a silver key in illustration and honorable mentions in digital artwork and mixed media. Amy Ma '23 received gold keys in editorial cartoon and short story, as well as honorable mentions in drawing, mechanical artwork, and editorial cartoon.

Winning a gold key as well as other recognition were Noemi

Iwasaki '22 (a gold and two silvers in personal essay, plus an honorable mention in animation); Alisa Gulyansky '24 (a gold in short story, silver in poetry, and three honorable mentions in poetry); Mei Matsui '23 (a gold and a silver in drawing and a silver and an honorable mention in poetry); Joon Whang '23 (a gold and a silver in critical essay); Ava Meyer '26 (a gold and an honorable mention in photography);



"Fall Upon Thorns," Mei Matsui '23, gold key, drawing



"Presidential Circus" Amy Ma '23, gold key, editorial cartoon



"Art of Buddhism," Zimo Liu '24, honorable mention, photography



"Stone Walls," Julie Xie '23, silver key, printmaking

Zhining Zhao '23 (a gold in personal essay and an honorable mention in science fiction/fantasy); and Joy Cao '24 (a gold in short story and an honorable mention in drawing).

Also winning gold keys in short story were Isabella Gardiner '24, Ebunoluwa Lawore '24, and Ellie Smith '24. April Li '24 won gold in painting. Benjamin Reyes '23 and Zhihan Zhang '24 won gold in science fiction/fantasy.

Two silver keys went to Allison Jiang '22 in personal essay, as well as an honorable mention in poetry. Pauline McAndrew '26 received two silver keys in poetry. Sophia-Nicole Bay '23 won silver in science fiction/fantasy and honorable mentions in short story and poetry. Xiangyu Pei '22 won silver and an honorable mention in personal essay. Julie Xie '23 won silver in printmaking and an

honorable mention in poetry. Also awarded silver keys were Michelle Ha Jung Kim '23 (flash fiction) and Brianna Zhang '23 (drawing).

Additional honorable mentions went to Zimo Liu '24 (two in photography), Sara Agrawal '25 (critical essay), Holly Bradsher '26 (poetry), Cameron Cunningham '24 (short story), Alicia Guo '24 (critical essay), Jessica Lee '24 (short story), Georgia Martin '24 (short story),

Agathe Robert '24 (short story), and Eleanor Taggart '24 (short story).

Congratulations to all of the artists, writers, poets, designers, photographers, and dreamers. "Their works of art," said art teacher Jennifer Ho, "represent the burning of midnight oil, a desire to speak truth into existence—and to shift our heads ever so slightly."

NY TIMES RECOGNIZES GROTON STUDENTS' WRITING

Two Groton students have been recognized by the *New York Times* for their exceptional writing.

Colin Kim's review of Little Island, a new park in the Hudson River west of New York City, was among the winners in the *Times*' annual Student Review Contest. Of nearly 4,000 contestants who took up the challenge to "play critic," Colin '23 was among nine winners; there also were fifteen runners-up and twenty-five honorable mentions.

Anjanette Lin '25 was a runner-up in the *Times*' third annual Personal Narrative Essay Contest for Students, for her essay, "Orange Nikes." Of more than 11,000 entries, there were eight winners, sixteen runners-up, and twenty-four honorable mentions.

Both contests were open to students all over the globe between the ages of eleven and nineteen. The *Times* reported that winners of the review competition "were chosen for their clever use of language, insightful perspectives and engaging commentary." Colin's essay, "A Little Island with a Not-So-Little Ego," skewers the city's effort to insert a green gathering place into the Hudson River.

"Parks are for families, for experiencing the peace and cohesion that our planet organically gifts us, values that are nowhere to be



Colin Kim '23 and Anjanette Lin '25

seen within the bulky belly of Little Island," he wrote, later lamenting that "in the colorful district dubbed the 'Playground,' no swings, seesaws nor jungle gyms are in sight, and no dogs skip around the designer furniture."

Anjanette's essay examines the impact of an unexpected friendly greeting, and the difference between being shy and being introverted. "The rest of humanity and I had agreed to ignore each other long before I was born," she wrote. "Rarely did I look people in the eye and smile, seldomly did I introduce myself, and constantly did I stare at the blur of

shoes as the vociferous stampede of students impeded on my quiet bubble."

Then a girl—referred to only by her orange Nikes—greeted Anjanette by name: "Somehow, she found me. Throwing off my invisibility cloak, nudging me from my haven, and acknowledging me; she saw me." That simple, unexpected greeting was a pivotal moment for Anjanette. As she wrote, "I don't look at shoes anymore. How could I, when there is a world of people to see?"

Colin said his interest in architecture led him to critique a place. "It was artificial," he said of Little Island. "It just felt weird to me that they were putting an artificial structure covering the view of the water."

Anjanette looked within as she wrote about the power of that unexpected hello. "It was the nicest feeling to know that someone knows you," she said. "From then on, I started greeting people in the hall, letting them know, 'I know you're there. I'm here too.'"

Her essay, "Orange Nikes," dispels stereotypes about introverts. "I still think I'm an introvert," said Anjanette, "but there's no kind of shyness to it."

Congratulations to Colin and Anjanette, and to the teachers who guide and inspire them.

PANDEMIC OPTIMIST: SILVER LININGS FOR EDUCATION



Dr. Fernando Reimers

Christopher Temerson

Global education expert Fernando Reimers challenged the Groton community to consider the effects—both negative and positive—that the pandemic has had on learning, during the kick-off to Groton's Global Education Day in mid-February.

Should we be asking how much students learned, he asked, or why humanity tried so hard to support students during a global pandemic?

"This pandemic can bring about an educational renaissance," said Dr. Reimers, director of the Global Education Innovation Initiative at Harvard University, summing up a lecture that was part history lesson, part COVID-19 data, and many parts inspiration about the world's collective ability to spark innovation through collaboration.

The pandemic's impact was indeed dire—in 2020, about 1 billion of the world's 1.2 billion students attended schools that were totally or partially closed, Dr. Reimers said, and one in seven was either infected with COVID-19 or close to someone who was. Some students dropped out of school, and some governments, strapped by public health costs, balanced budgets by slashing school funding. The number-one factor that

mediated the impact on education, said Dr. Reimers, was social class.

Countries that prepared, such as Singapore, fared well and provided broad access to online education. In Brazil, he said, state and municipal leaders, in the absence of federal action, joined business leaders to create a multimedia platform that effectively distributed educational programming.

He asserted that the pandemic had silver linings and outlined "Seven Dividends of the Pandemic:" 1) a greater emphasis on socio-emotional development and educating the whole child; 2) appreciation of science and technology; 3) better use of technology; 4) enhanced communication between school and home; 5) greater societal appreciation of education; 6) greater collaboration among teachers and others; and 7) greater reliance on partnerships. Groton students offered the silver linings they experienced as well, including time to spend with family, optional standardized tests, and more sleep.

While there was learning loss, Dr. Reimers said, there also has been "unprecedented innovation that will have lasting value."

ALUMNI SHARE EXPERTISE WITH INTERNATIONAL RELATIONS CLASS

During winter term, five distinguished alumni Zoomed into Groton's International Relations class, informing, engaging, and inspiring students with their deep knowledge of global affairs and their long and impressive careers of service.

Joining teacher Tommy Lamont's classroom were **Sarah Sewall '79**, former Under Secretary of State for Civilian Security, Democracy, and Human Rights; U.S. Navy veteran **Reed Simmons '09**; **Ben Pyne '77**, formerly Disney's president of global distribution; **David Black '80**, longtime Groton environmental science teacher; and **Ziad Haider '99**, head of geopolitical risk at McKinsey & Company and a senior associate at the Center for Strategic and International Studies.

During a unit on humanitarianism, Dr. Sewall challenged Ms. Lamont's students to view improving human rights as perhaps the most important goal of the global community. Besides her position in the State Department, she was a professor at Harvard University's Kennedy School and director of the Carr Center for Human Rights; she currently is executive vice president for policy at In-Q-Tel.

Mr. Simmons gave students a primer on the potential flashpoints in Sino-American relations. Currently earning a degree from Harvard's Kennedy School, he served for six years in the U.S. Navy as an intelligence officer specializing in Chinese activity in East Asia, and, when not at sea, was based in Japan or at the Pentagon.

When the class studied globalization, Mr. Pyne described the challenges of conducting international business. With characteristic humor, humility, and optimism, he recounted his efforts to promote Disney in China by helping the company create content that appealed to Chinese consumers and not just to Americans.

Dr. Black helped students in Ms. Lamont's class better understand the effects of global warming and other environmental changes on international relations, providing a stark, sobering analysis.

The last guest of the term was Ziad Haider '99, who served in the State Department during the Obama administration. He outlined his unusual journey from Pakistan to Groton and urged students to be engaged and informed global citizens and to enrich their lives by finding ways to serve their communities and the broader world. He and the other guest speakers modeled for students how one individual can make a difference in a world of 8 billion people.

Students Compete in Stanford Model UN

UNABLE TO attend Harvard University's Model UN and Model Congress competitions for the past two years due to the pandemic, Groton's Model UN/Model Congress Club decided to try something different.

Eleven students participated remotely in Stanford University's Model United Nations program in February, serving on a variety of committees that dealt with cybersecurity, the Eurozone debt crisis, and other concerns. Jessica Lee '24 and Alice Liu '23 portrayed pop stars Billie Eilish and Adele, respectively, on a committee titled "Streaming and Scheming." Mei Matsui '23 and Amelia Barnum '24 represented different political parties in a simulation of Spain's legislature, the *Cortes Generales*, in 1977, as the country transitioned from a dictatorship to a democracy. And in a simulated meeting of the Crisis Committee of the People's Republic of China, Zola Sayers-Fay '23 portrayed Lee Zuo Cheng, chief of the Joint Staff Department of China's Central Military Commission, in debates about the South China Sea.

—Tommy Lamont, Model UN faculty advisor

CIRCI TER

THE FEAR BARRIER

What fears are holding you back? Groton students were asked to ponder that question during a high-energy workshop with motivational speaker and self-described "fear researcher" Darryl Bellamy in February.

He asked students to write down their fears, then read a few out loud: fear of rejection, of disappointing self and family, of lacking resilience. Mr. Bellamy has read more than 50,000 fears that his audiences shared over the years, and he has come to realize, as he told Groton students: "You are never struggling with these things alone."

The goal is not to be fearless, he explained, but to have more fearless

moments. Offering strategies, from breathing to self-reflection, he encouraged students to take charge and push through fear. "You've all made it through 100 percent of your bad days thus far," he said. "If you were able to make it through those, you will make it through more."

The presentation, sponsored by the Groton Wellness program and the Diversity & Inclusion Group, was part of wellness-focused programming that also has included several community gatherings, an all-school lecture by mental health educator Hakeem Rahim, and faculty meetings focusing on wellness and mental health.

Darryl Bellamy



John K. Kuehnle '97



John Kuehnle greeting Governor Salim Mvurya during a visit to provide ventilators for COVID-19 patients in Kwale, Kenya

Saving Lives in Africa

Foreign Service Health Officer **John Kuehnle '97** is quick to share what he considers one of the U.S. Agency for International Development's best-kept secrets: it is saving lives—millions of them—across Africa.

In sub-Saharan Africa, one program alone, the U.S. President's Emergency Plan for AIDS Relief (PEPFAR), has saved more than 20 million lives, increased life expectancy, and stabilized economies. "A lot of people in the U.S. think that HIV and AIDS are behind us," said John, who directs the health office for USAID's largest mission in Africa, "and one of the reasons is because of how successful these programs have been."

In Africa since 2011 and now stationed in Nairobi, Kenya, John leads USAID's 122-person health office for Kenya and East Africa. There, he oversees an ambitious \$250 million portfolio of initiatives focused on controlling

the spread of HIV/AIDS, preventing maternal and child deaths, curbing malaria, responding to COVID-19, and eliminating tuberculosis.

"John's work and leadership have been instrumental in saving lives, keeping people healthier," said Donald Keene, who as USAID's resident legal officer has worked with John in both South Africa and Kenya. "What motivates him more than anything else is a desire to help people—and as many people as possible."

His work in Zambia "literally saved thousands of lives of mothers and children" and garnered him USAID's 2020 Michael K. White Award for Excellence in Improving the Lives of Women and Children, said Sheryl Stumbras, mission director for USAID/Zambia, who nominated him for the honor.

When John arrived in Zambia in 2015, pregnant and

The number of Zambian children who receive lifesaving anti-retroviral drugs tripled, an achievement the USAID/Zambia mission director attributed to John's "sheer tenacity."

breastfeeding women were passing HIV to their infants because doctors had little or no access to the sophisticated machines that measure the amount of virus in the blood. Without that critical information, they could not prescribe the most effective treatment to slow or stop the progression of the disease and prevent mothers from infecting their newborns.

John led a U.S. interagency effort to remedy the problem, and by 2020, when he left for Kenya, 78 percent of pregnant women were receiving viral-load tests, and mother-to-child transmission of HIV had dropped from more than 30 percent to less than 5 percent. In addition, the number of Zambian children who receive lifesaving anti-retroviral drugs tripled, an achievement Ms. Stumbras attributed to John's "sheer tenacity."

Looking back on his high school years, John credits Groton for helping his career in two key ways: one, by teaching him to communicate effectively through the school's strong English and history programs; and two, by being "a safe space that gives you the opportunity to find your voice and make mistakes while doing that—and gives you the opportunity to learn and grow from those mistakes."

After Groton, John attended Skidmore College, where he majored in history and minored in biology with an eye toward becoming a physician. Interested in learning more about global health and inspired by his father's tenure in the Peace Corps, he volunteered for the program. He spent more than four years in Nicaragua, working in community health promotion, small business development, and

environmental education; he also met his wife, Jessica Payan, there.

While in the Peace Corps, John worked with Groton formmate **Ethan Eden** to set up a nonprofit called Help Educate, which provides scholarships to promising young Nicaraguans so they can attend university and gain the skills to become community leaders and change agents. "It's one of the things I'm most proud of," said John.

In 2006, John and Jessica moved to Maryland, where John earned concurrent master's degrees in public health and business at Johns Hopkins University. He said he had learned in the Peace Corps that "to understand the root causes of health issues and develop programs that help people in a sustainable way, you need to consider the economic and environmental conditions of communities and how all of those things play together in forming people's behavior in their daily lives."

In 2010 he joined USAID, and in 2011 he was sent to Pretoria, South Africa. "My first experience with USAID overseas was working in the

epicenter of global HIV with the smartest people working on the disease anywhere," he said. "I don't want to get into politics, but I do think that George W. Bush's greatest unsung contribution to the world—and especially Africa—is the PEPFAR program." Through PEPFAR, the U.S. has invested nearly \$100 billion to combat HIV/AIDS in more than fifty countries since 2003.

A life of public service has been rewarding, John said, largely because he gets to work with people who "put service and the program ahead of any personal gain."

"What we all do," he continued, "is take these massive challenges—whether it's COVID or TB or a corruption scandal—break that problem up into achievable steps, and then work with everybody to slowly chip away at it. If you do that with enough focus, resources, and time, before you know it, you'll have reduced child mortality by 30 percent. You achieve things that seemed impossible."

—Kathleen Clute



From top: John delivering laboratory supplies in Nairobi, Kenya, and greeting Governor Alfred Mutua in Machakos, Kenya on World Tuberculosis Day

Jerine Gadsden Griffith '88

A Caribbean Intervention



Jerine in Barbados, giving a presentation on women and addiction

When **Jerine Gadsden Griffith '88** began work at the Substance Abuse Foundation (SAF) in Barbados, she was handed twenty years' worth of client files that had been gathering dust.

She knew there was valuable data inside the piles of faded papers—data that could be put to good use. The result: Jerine helped build a research unit that has examined a range of issues related to substance abuse that hadn't been previously examined in the Caribbean, much less Barbados.

"I said, 'We can do some research here, and we can look at what's worked. It will enhance programming, and it will put us on the map in terms of research within the Caribbean,'" Jerine recalled. "So I became the director of a research unit."

Among the studies were analyses of trauma and recovery among men, of substance users who entered treatment during COVID, and of patients' retention during treatment: what made them more likely to stay in treatment for a full ninety-day program, why did they leave prematurely, and what red flags could help SAF offer more proactive interventions? Another study, published in the *Caribbean Journal of Psychology*, looked at the likelihood of maintaining abstinence following treatment, and identified risk factors for relapse. The results helped inform changes not only to SAF's programs, but to the training of mental health professionals, physicians, and clergy throughout the Caribbean, in places like French Guyana, Grenada, St. Kitts, and Nevis.

Through her work, Jerine has seen firsthand how substance abuse, trauma, and mental health struggles intertwine. At SAF, besides directing research, she trains counseling professionals to see—and treat—the whole person. "If someone is using some type of substance, they're in some type of pain. And it's for the mental health professional to figure out what that pain is and help them find different coping resources instead of what they're doing, because what they're doing will ultimately kill them," said Jerine, SAF's clinical consultant and global trainer. "You have to look at the family system, and the school system, and the community system to understand ... and what broader issues and social justice issues are impacting people."

Jerine's mother was originally from Barbados, but Jerine

was born in the U.S. and grew up in Connecticut, Mississippi, Chicago, South Carolina, and the Bronx. She attended Groton like her father, **Jerry Gadsden '68**. Sadly, her father died when she was nine, but she followed in his footsteps, attending Wesleyan University as he had, and prioritizing “inspirational leadership and inter-racial understanding”—core values of the annual prize given to a Fifth Form Groton student in his name. While Jerry had gone into community organizing and social justice, Jerine chose a different service-oriented career: psychology, with a focus on culture, trauma, and substance abuse—first in California, and eventually in Barbados.

Jerine had found her way to Groton via camp in Maine, at the suggestion of her father's best friend from Groton, **Bob Gannett**, and her father's mentor at Groton, history teacher and football coach Jake Congleton. She began as a camper, then counselor, along with many others who would become Groton students and lifelong friends. Her web of relationships continued to lead back to Groton, and to her father. Jake took her to tour Wesleyan, and Bob walked her down the aisle at her wedding to David Griffith in 2003.

When Jerine attended Wesleyan, she first wanted to be a writer. But writerly aspirations were a dime a dozen at Wesleyan, and many English classes were thoroughly booked. She thought psychology would offer insights into character, thoughts, behavior, and dialogue. At the end of one class, *The Psychology of the Black Child*, the professor's words changed the course of her career.

“She told me, ‘You should really look into becoming a psychologist. There are very few psychologists of color,’” Jerine recalled. “Children of color were not really getting the interventions and treatment and understanding they needed.” Her dean recommended a graduate school in California that focused on multicultural psychology and community mental health. In the early nineties, the “tense climate” she found in Los Angeles

provided “fertile ground to learn about a lot of different cultures and how to navigate that and enter a community different from your own.” She studied forensics, rape crisis, and trauma, working in rehabilitation centers, the justice system, and at a center that treats the loved ones of homicide victims. “It was very, very intense. I learned a lot quickly, and it was a really wonderful experience,” she said. “But I think it took me down a road that exhausted me. Looking back thirty years later, I could have taken a slower road.”

Jerine and her husband had a five-year plan to move to the Caribbean ... then a ten-year plan. They found a healthier lifestyle in Barbados, along with a welcoming community and church, and SAF allowed Jerine to merge many of her interests—training and research, mental health, substance abuse, and co-diagnoses. “The fun thing about being in Barbados is that

“You have to look at the family system, and the school system, and the community system ... and what broader issues and social justice issues are impacting people.”



Jerine with her father, Jerry Gadsden '68

you can do so many things,” she said, “because you don’t have people looking over your shoulder, and you can create your own path.”

Unfortunately, her husband David passed away, and Jerine found living in Barbados bittersweet without him. These days she is working remotely for SAF in Naples, Florida, and consulting for other organizations, including one in Chicago headed by a colleague of Bob's.

The web of Groton connections began with her father's mentor and friends but became her own. One of her fondest Groton memories is an evening simply watching football with Jake when he was on duty in a boys' dorm. “He taught a class in Black history and seemed to understand some of the plight of a Black person at Groton,” Jerine said. “He was really like a father figure away from home, very supportive.”

—Nichole Bernier



John “Mitch” Breen

Like Day and Night: from Prison Officer to Groton School

At 8:00 a.m. on a mid-winter morning, Mitch Breen sat down in the wood-paneled Groton School library. On the table to his right, his radio was murmuring static on the lowest volume, and to his left was a steaming cup of coffee, fresh from the Dining Hall. At the curb outside was his campus safety SUV, which he drives on daily patrols searching for the rare unwelcome visitor.

But nine years ago, before he began working as a campus safety officer, by 8:00 a.m. the code “10-33” might have been blaring from his radio—a call for all security guards at the Massachusetts Correctional Institution in Concord to take care of an emergency.

This was Mitch Breen’s reality for thirty-one years as a guard at the oldest running prison for men in Massachusetts. At MCI Concord, he explained, his main job was “care and custody” of the inmates, who were usually classified as risk-level five—considered the most dangerous and least likely to be released from prison. At one point, Mr. Breen recalled spending “forty hours a week with four murderers.” Interaction occurred during daily responsibilities integral to running a prison, such as registering new inmates, patrolling housing units, and taking inmates on trips to hospitals and courts.

Today, Mr. Breen avoids driving past MCI Concord on Route 2. Seeing the place reminds him of the depressing gray confines of the prison walls, where he always began his shifts on high alert for a new episode of violence or aggression that needed to be quelled. “There are moments when I wished I had studied harder in college and school, back when I wasn’t dealing with the violence that happened all the time,” he said. “It’s not a place where you go to work saying, ‘Oh, it’s going to be a great day today’—it’s the opposite.” He said that emergency code 10-33 was called hundreds of times during his years at MCI, and that those were the scary days, when he didn’t know what situation he could be walking into; whether a riot, assault on staff, or fight, the possibilities were endless and bleak. “You can never relax inside a prison,” he said.

First Groton Experience: Upward Bound

When Mitch Breen began working as a campus safety officer at Groton in 2013, it wasn't his first time on the Circle. Years ago, in the summer of 1974, Mr. Breen attended the Groton-Lowell Upward Bound program as a rising senior at Lowell High School.

Spending six weeks on campus, Mr. Breen attended Roll Call in the mornings and for three to four hours a day took classes, ranging from math to pottery. Outside of academic studies, the program kept students busy with a range of activities, including basic survival skill lessons in the woods, and sports, such as softball and volleyball. Sometimes Mr. Breen would wake up at 6:00 a.m. to go for a run, and when the afternoon weather was nice, he would grab a few friends to canoe in the nearby Squannacook river. (The Nashua was green back then—Mr.

Breen said, "You would have to get a tetanus shot if you ever swam there.")

Operating from 1966 to 1980, Groton-Lowell Upward Bound was one of 275 Upward Bound programs throughout the U.S., each intended to help prepare disadvantaged high school students for college. In partnership with Lowell High School, the program on the Circle was funded by a federal grant and supplemented by Groton School. Summer and winter sessions were run by Groton faculty and Upper School students, who worked as counselors.

The program made an impact not only on the campers, but also on the counselors. **William Orrick '71**, a judge for the U.S. District Court in Northern California, said his experience counseling students—including Mr. Breen—at Upward Bound was foundational. He spent four summers

as a counselor and tutored students during the school year at Lowell High. Aside from assisting (and later teaching) the classes in the mornings, he also coached and helped with homework.

"Upward Bound influenced all parts of my life," Judge Orrick said. "It helped me gain much more experience and perspective for what I do now." Later, he spent a year living in Lowell as the in-town director, dealing with the impact of poverty and substandard housing and education.

Upward Bound was a place of lifelong friendships and lasting memories. For both Mr. Breen and Judge Orrick, it was a program where students from Groton and Lowell forged close connections, learned from each other, and as Judge Orrick said, "found goodness in different places."

—Christina Chen '23

Mr. Breen believed that hope was not lost for all inmates. "There's no sugarcoating it. There are a lot of dangerous people in the world," he said. For inmates serving life sentences, Mr. Breen knew there wasn't much that he could do, except hope that they would find remorse for their actions. Yet he would try to point others to pick up a trade or go to school within the Massachusetts prison system. "Some just needed motivation, and I figured that if I could help several of the inmates succeed in life, I would have done my job," he said. "In the end, it's the one or two or three or four who don't end up back in prison that make the difference."

Recidivism, or re-incarceration, was one of the more prevalent issues Mr. Breen observed while at MCI, especially as gang activity increased. He often witnessed prisoners go through a cycle of release and re-imprisonment after they returned to their neighborhoods and gangs. He even saw inmates and their children incarcerated at the same institution. "It becomes a revolving door," he said. "It's a sad situation—the cycle doesn't seem to be broken the way it should be." Another heartbreaking

issue within the prison population was poor mental health. Mr. Breen recalled that inmates who should have been placed in a psychiatric hospital where they could be properly cared for were instead "warehoused" within the violent prison environment. "There's a mental health crisis in this country, and there's no place to put these people," he said. All he could do to help was make sure they were able to take their prescribed medication, and to help them get prison jobs that would keep them busy.

After working at MCI, Mr. Breen can't see society as "a bed of roses anymore." Noting that more lower income people are put into prison while those of higher income avoid it, he said that there are "two sets of laws, depending on who you hire as lawyers—not everybody is treated equally under the law."

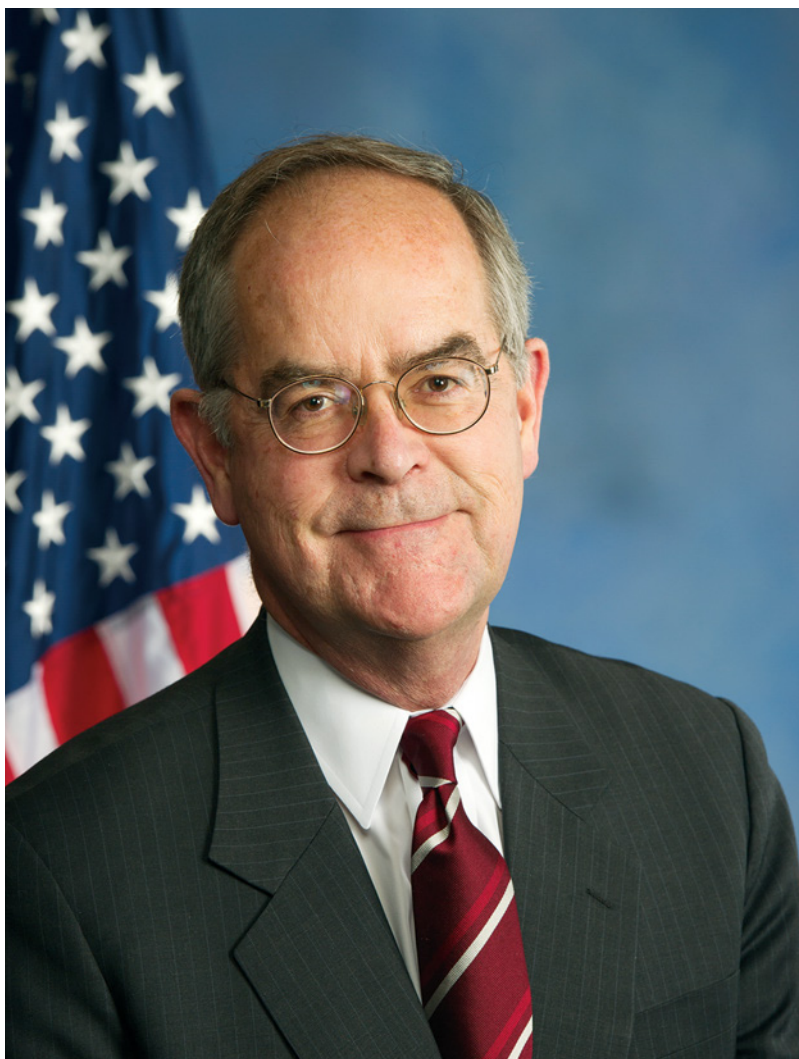
Taking a job at Groton as a campus safety officer was a trip down memory lane for Mr. Breen. After retiring in 2013 with fellow prison security guards he had grown to love like brothers and sisters, he saw a job posting from Groton and was reminded of the summer of 1974, which he spent at 282

Farmers Row as part of Groton-Lowell Upward Bound, which at the time offered students from Lowell, Massachusetts, a preparatory program on the Circle.

Mr. Breen says his experiences at MCI and Groton are like "night and day." On a sunny campus where people greet each other with smiles and where "the food is much better," Mr. Breen now spends his days wandering from building to building, making his way down a list of daily responsibilities that he completes without time pressure, and answering the phone whenever campus safety is called. The most common emergencies he deals with are the occasional bat, bird, or squirrel that somehow finds its way into a building, or a student trying to study in a locked classroom. Finally able to experience the full scope of the seasons on a beautiful campus, he's content with the life of "retirement" that he's settled into at Groton.

—Christina Chen '23

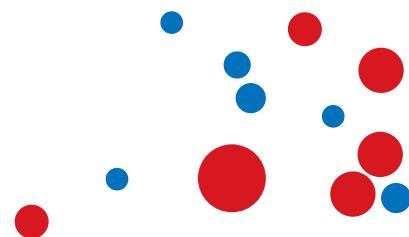
Christina Chen '23 wrote this profile during a Faculty-Sponsored Activity (FSA) in journalism during winter term.

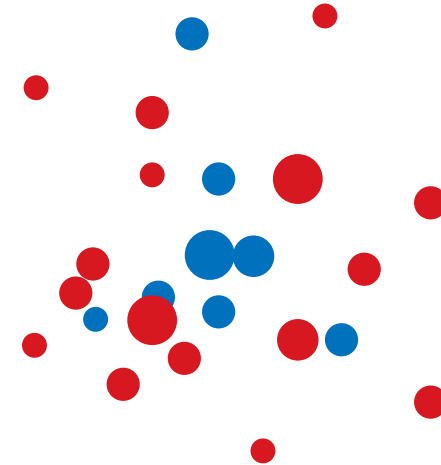


THE Reasonable Man

Jim Cooper '72 is Stepping Down
After 32 Years in Congress. That's Not What He —
or Nashville — Really Wants.

BY GAIL FRIEDMAN





ON JANUARY 25, **Jim Cooper '72**, who has represented Tennessee in the U.S. Congress for a total of thirty-two years, announced that he would not seek re-election.

He was not retiring. Due to re-districting—gerrymandering—the writing was on the wall. Squiggly lines will now divide his once Democratic-leaning district around Nashville into three separate Republican-controlled districts.

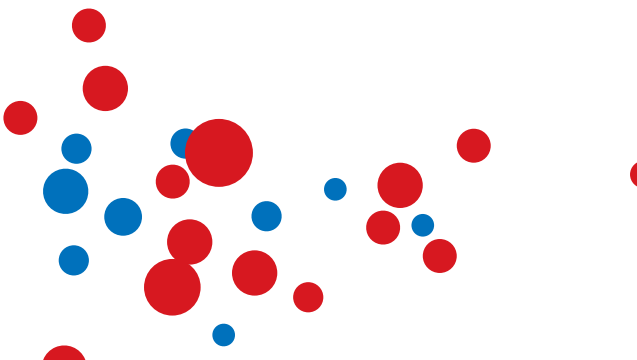
In a statement, Representative Cooper said: “Despite my strength at the polls, I could not stop the General Assembly from dismembering Nashville. No one tried harder to keep our city whole. I explored every possible way, including lawsuits, to stop the gerrymandering and to win one of the three new congressional districts that now divide Nashville.”

He thanked his constituents for helping him become Tennessee’s third-longest-serving member of Congress. Those constituents have appreciated a uniquely accessible representative—he is “Jim” to everyone, and he even makes his personal cell number public.

Jim considers Groton, and its ethos of service, a primary influence on his life. His brothers, **John '74**, the mayor of Nashville, and **William '70**, are also Grotonians, as are his children, **Mary '08** and **Hayes '14**. He calls John his “first and perennial campaign manager” and says that William helped finance all of his campaigns.

House Majority Leader Steny H. Hoyer (D-MD) summed up Representative Cooper’s unique contribution to Tennessee and the nation: “It is no surprise why Tennesseans sent him for six terms to Washington and then, after he left public office for success in the private sector, sent him back again for another ten terms. That’s because they know what his colleagues have come to know well: that Jim Cooper is one of the most serious, steady, and intelligent policymakers and legislators our country has produced.”

Groton thanks Congressman Cooper for his service, and for taking the time to answer the *Quarterly*’s questions.



It's been well publicized that gerrymandering has taken your seat from you. Your district was split into three to give Republicans a majority. Could you speak to this problem of gerrymandering in general?

Both political parties love gerrymandering if they're on top. If they're on the bottom, they hate it. Ironically, I've carried the legislation for the last several Congresses to eliminate gerrymandering. There are two basic approaches. One is to have independent commissions, which the Supreme Court has allowed but only nine states have adopted. The other approach is transparency—give voters about six months to rebel against the new map. Neither approach will ever pass Congress because, as I say, there's a seesaw of support and opposition for gerrymandering.

People forget there are two fundamental issues with gerrymandering. One is that the states are the ultimate gerrymander because there's really little rhyme or reason for Vermont or New Hampshire or Rhode Island to have two senators, [the same number as] California or New York. The other fundamental is that we would not be able to gerrymander unless we had largely eliminated the secret ballot. I'm all for restoring the secret ballot, but that reform will never pass either because both parties like knowing how voters vote.

A little-known secret is that every American has a number between 1 and 100 depending on the strength of your party affiliation. All politicians know this. When they walk door-to-door, they're not talking to the public in general, they're seeking out either the husband or the wife or the spouse or the child. In modern politics, no one is persuadable; you're just trying to mobilize your base.

Who's assigning these numbers?

Look at Trump's campaign and the well-publicized Cambridge Analytica. If you marry the voting records, which are public, with magazine subscriptions and social media data, you can predict how people are going

to vote with 90 percent-plus accuracy. Canvassers are told not to talk to anyone else in the household because it is assumed, for example, that spouses cannot persuade spouses. If that's true, what chance do you have?

Do you still believe in going door-to-door? I know it has been a few years.

It depends on the size of your constituency. If you're running in a local race, you're more likely to go door-to-door than for a larger race. Congress is kind of in between. You might have a weak precinct you want to shore up.

Today, people in larger constituencies only go door-to-door to show the media how hard they're working.

Does gerrymandering have a place?

One reason the Supreme Court failed to ban gerrymandering is it's difficult to define because gerrymandering is often in the eye of the beholder. There are a few metrics. For example, in Tennessee, 40 percent of voters vote reliably Democratic, but now only 11 percent of Tennessee congressional seats will be Democratic. So that disenfranchises 29 percent of Tennessee voters, the largest group of victims in any state.

You can also check the context of gerrymandering. In Tennessee, the state legislature was instructed not to put any of its deliberations in emails or texts lest there be a written record that could be litigated. They also blew up our Chancery court system a year in advance, another stunningly brazen way of making sure that their actions were not overturned.

Another fundamental is from Henry Adams' famous book *The Education of Henry Adams*, which posthumously won the Pulitzer Prize in 1919. On the first page of that book, Adams—descended from two presidents—said that "politics is the systematic organization of hatred." If you're a politician, you know the best way to get someone to go to the polls is if they're deeply angry. And the converse is, if people are generally

satisfied and happy, they're going to go to the beach or the lake or play golf. They're not going to vote.

When you say a "systematic organization of hatred," it seems so apropos right now. Did you feel like it was apropos twenty years ago?

Oh, yeah. No one has repealed human nature. And it's not always wrong to hate. Many Democrats tend to be squeamish about this, but there are lots of good things to hate. I hate cancer. I hate Alzheimer's. I hate heart disease. I hate poison ivy, ticks, and chiggers. You have to learn what motivates people.

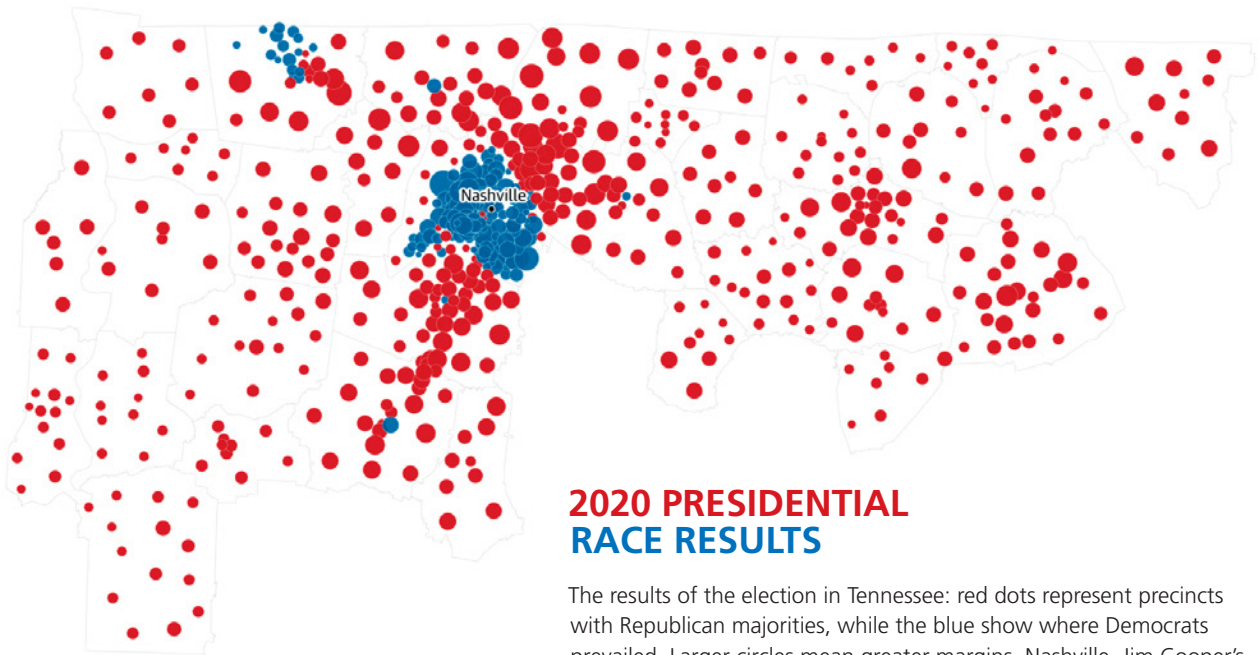
What hates have motivated your constituents?

Oh boy, I'm going to get in trouble here. Tennessee has voted 70 percent for Donald Trump twice, so that 70 percent largely mirrors his hatreds, which are well known. He has weaponized hatred unlike anyone since Joseph McCarthy. We should all be thankful that McCarthy was an alcoholic. He didn't live very long, but he terrorized U.S. government during the fifties, including Dwight Eisenhower. Think about this: Ike was the former Supreme Allied Commander. He had defeated Adolf Hitler and [Hideki] Tojo, and yet he was terrified of an alcoholic Senator from Wisconsin. McCarthy had a lot of supporters. So did Hitler. Fascism has a lot of support.

You're obviously a voracious reader of history. How much of that influences you as a Congressman, and how much, if anything, stems back to Groton?

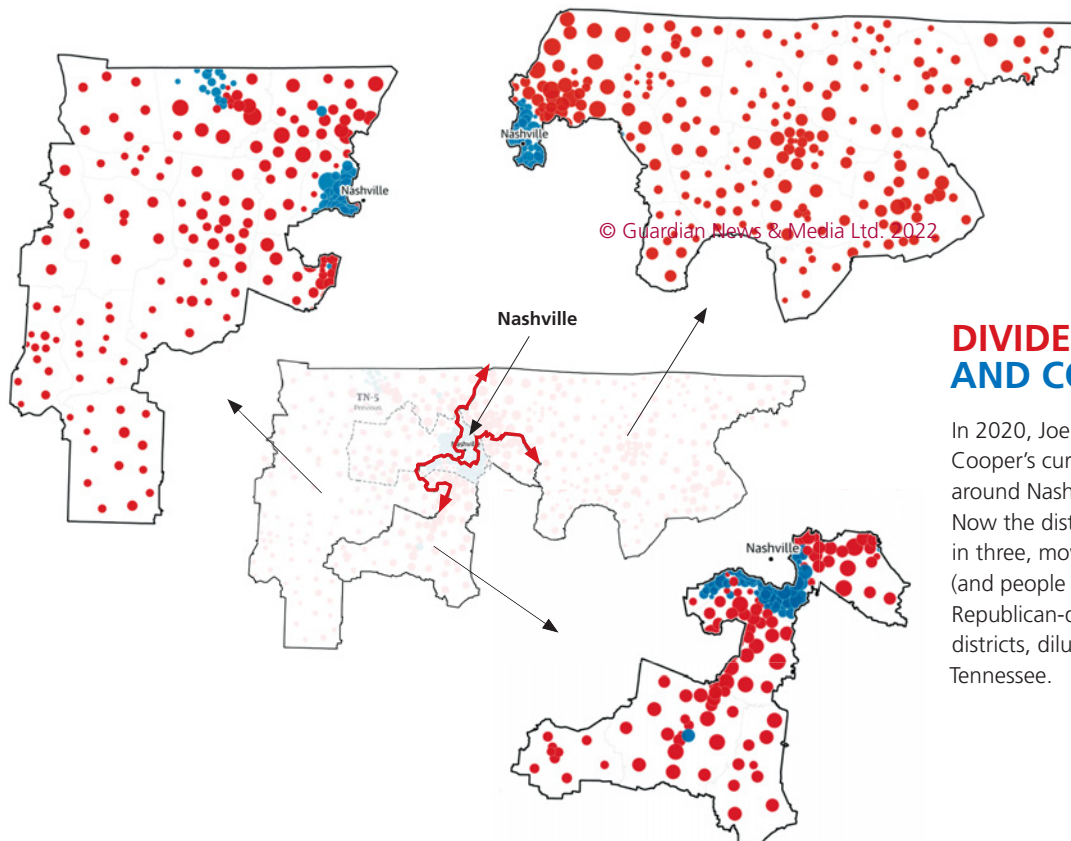
Well, I owe Groton more than I can possibly repay because it is the best launching pad, including Cape Canaveral.

Don't approach history with salad tongs. History books are how-to manuals. They are filled with instructions for how to cope in today's world. I did an essay for Doc Irons ... on the uses of history.



2020 PRESIDENTIAL RACE RESULTS

The results of the election in Tennessee: red dots represent precincts with Republican majorities, while the blue show where Democrats prevailed. Larger circles mean greater margins. Nashville, Jim Cooper's district, was undeniably a Democratic stronghold.



DIVIDE AND CONQUER

In 2020, Joe Biden won Jim Cooper's current district, around Nashville, by 24 points. Now the district will be split in three, moving Democrats (and people of color) into Republican-dominated districts, diluting their voices in Tennessee.

The *New York Times* has written quite a bit about you, as you know. Many people adore you, and I think Margaret Renkl summed it up when she said that no one is fit to lick your boots, at least “no one in the Tennessee Republican Party.” Joe Nocera has also written about you, and he spoke not to the love, but to some of the hate, in a piece entitled “The Last Moderate.” He wrote, “He’s loathed by Republicans for being in the wrong party and scorned by Democrats for his fiscal conservatism.” Do you feel that’s accurate? Do you feel hated by your colleagues?

Well, first of all, Joe took note of me when I was defending Elizabeth Warren in front of a committee. They were treating her rudely and trying to demolish her. I don’t speak much but, when I do, it’s usually with authority.

So that’s why Nocera took notice. And Margaret Renkl’s piece is probably the nicest column ever written about a living politician. My mother could not have been more supportive.

I’ve gotten better press from the *New York Times* than I have from local papers.

You may be in a class by yourself in that.

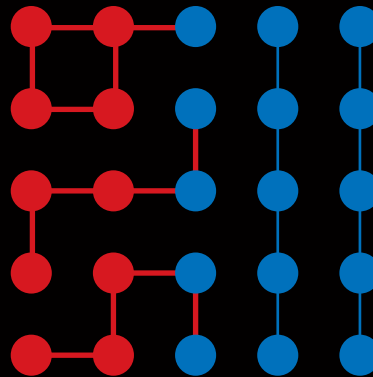
The Bible says sometimes a prophet is not honored in his hometown but local voters have been astonishingly nice to me. I owe them everything because they gave me the third-longest career in Tennessee political history. On Joe’s particular points, tons of Republicans have offered me all sorts of blandishments to join their party. But no one should want to join the party of Trump.

Were they trying to get you to join before Trump?

Oh, yeah. They see my resume. They see my background in business. I’ve taught at [Vanderbilt University’s] business school for twenty years. I’ve had CEOs wanting me to tutor their children because they wanted their kids to be like me.

That’s flattering.

It’s very flattering, and that’s one reason I have one of the largest intern programs ever. I’ve had almost six hundred interns.



APPLYING THE MATH TO VOTING MAPS

Geometry teacher Nat White is drawing red and blue bubbles in grids on the classroom whiteboard. He begins to divide them with horizontal lines, resulting in three rows with more blue dots than red, and two rows with red dominating.



Vertical lines, however, produce a dramatically different result — a 5–0 majority for the blue dots. Another seemingly random arrangement of squiggly lines splits the red and blue bubbles into another 3–2 variation.

Geometry classes at Groton have been studying gerrymandering as part of a curricular review effort to introduce timely topics that bring more relevance into the math classroom. Similarly, AP Statistics students are digging into real data on social and environmental topics, such as the Harvard admissions affirmative action case, PFAS in the water supply, and global warming. And longtime math teacher Cathy Lincoln is teaching an elective, Statistics for Social Justice, for the first time this spring.

In Geometry, the red and blue bubbles represent Republican and Democratic voters. The lesson: how you draw the lines makes all the difference.

The students would go on to draw their own Congressional districts using a variety of models, before turning to the news to examine the new voting maps in North Carolina, considered the most gerrymandered state; the numerous redistricting proposals under consideration in Wisconsin; Indiana, among the least gerrymandered states; and Tennessee — better understanding what drove Representative Jim Cooper out of office.



Not running again ...
except on foot:
Jim Cooper at a 5k race
in Nashville

"There are only two things in the middle of the road: yellow lines and dead possums. There are not many possums left because, in the middle of the road, you are more likely to get run over. On the left or right side of the road, you only have one flank to protect."

And this summer I'll have another forty or fifty.

But as for [Joe Nocera's comment about fiscal conservatism and] liberals not liking budgets, we must always pay our bills. That's not conservatism; that's sanity. Understanding business is essential for everyone. One of my pet peeves is this: so many kids think it's great to work for a nonprofit. Nonprofits are not automatically virtuous, however. Some of the most inefficient and wasteful organizations in America are nonprofits. They have little accountability.

What fundamental changes would you like to see in our political system?

The city of Nashville is more populous than seven states, and we're not a big city. So why is it fair for the smallest seven states to get two senators each? We need a Constitutional revision. People understand majority rule; they don't understand a rigged game. These seven states usually have more cows than people. I wasn't aware that cows had votes, but according to our Constitution, they effectively do.

With the filibuster in the Senate, the cow states can stymie pretty much anything. In fact, the unilateral power of even one Senator pretty much cripples democracy. So we're going to have

to modernize our Constitution to be more effective in today's world.

Do you see this Constitutional reform coming? It's been talked about for so long.

I think it's going to take several more years for this idea of restoring majority rule to percolate because people are so unaware of our system's defects ...

The tragedy of gerrymandering is that, because it only happens every ten years, it will probably never be fixed. Today's outrage will dissipate, and then people will have to relearn the lesson all over again in 2031.

What will wake people up? A woman's right to choose is about to be lost, because liberals took that right for granted. Rarely in all of American history have we ever lost a constitutional right. Will that wake us up? Well, I hope so.

The return of Jim Crow is another example. The post-Civil War amendments gave African Americans rights that were taken away by the old Jim Crow, and now by the new Jim Crow.

Even five or ten years ago, this would have been unfathomable.

Exactly. Republican strategists have a multi-year plan and energy and coherence and anger, and they have

Fox. MSNBC can't quite compete. People don't realize that if your eyes stick to the screen for another eight seconds, that makes several hundred million dollars for Rupert Murdoch. Fox will do whatever it takes to glue your eyeballs to the screen.

Tennessee Republicans should be embarrassed. The Mueller Report found that the Instagram page in the 2016 election named "TN_GOP" had over 100,000 followers, and that it was run by a Russian bot. All the bot did was repeat racist slogans, but that hooked 100,000 Tennesseans—a sufficient number to turn an election.

Circling back to what Joe Nocera wrote about you, do you feel loathed?

Yeah, sometimes. But see, that's not a criticism. You need the right enemies in life.

When you walk into the Capitol building, do you feel like, "Ugh, I'm going to be among all these people who are not on my side. I'm hated."

No, but see, you're taking this too seriously. Getting elected is a popularity, not a unanimity, contest. You have to get a majority of the vote back home, but you don't want to get *all* the votes back home, or in Congress . . . There

are people whose support you do not want. There are ways of fishing around trying to get that support, but in legislation, all you should want to do is the right thing. For example, I got passed into law one time the most unpopular bill in modern American history.

What's that?

It's called "No Budget, No Pay." If Congress doesn't get our budgeting done on time, Congresspeople don't get paid. So everyone in Congress hates that bill.

When did it pass?

2015. It became law in a curious way... then-Speaker John Boehner wanted to get at Obama, so he got it through the House. Then the Republican-controlled Senate also wanted to gig the Black president.

"No budget/no pay" is good budgeting hygiene. This is not a conservative idea. The California legislature uses this law. That's not a conservative state. It's just about doing your work on time ... Once everybody knows the rules, they're going to play by the rules because everybody wants to get paid.

Unfortunately Boehner changed my idea, which was permanent, to one year only because he didn't want it to affect the [next] Republican president. So that's a good example of the sort of gamesmanship that goes on.

There are many stratagems. Would-be politicians need to read Machiavelli, they need to read Castiglione, *The Book of the Courtier*, they need to read Dale Carnegie—that's how to make friends and influence people. But see, for many Ivy-League types, that's beneath them.

Human nature is funny ... when people complain, they're not complaining about what they're complaining about. There's some problem in their life. They're upset, they have a family situation, it might be a job problem, and they just need an opportunity to vent—and yelling at politicians is a respectable way to vent.

This is the glory of politics, understanding what's really going on in a community. A great politician can read

an audience like a book.

There's a skill to the trade. And one of the best practitioners of all time in it was Franklin Roosevelt. He was a mediocre Groton student, lackluster at Harvard, overprivileged. If polio hadn't struck him down, he never would've had the empathy that made him great. He had a very strong wife who saved his career multiple times and who forgave him multiple infidelities, but he was a strategic genius ... He had Charles Lindbergh, Joseph Kennedy Sr., and the isolationists all letting Europe fall to Hitler.

So how did FDR overcome them? He gave his garden-hose speech, his fireside chat saying you should lend your neighbor your garden hose if their house is burning down. That gave us the Lend-Lease program that gave England our used destroyers.

Groton has a lot to be proud of. Unfortunately, public service has not been as visible in recent decades because too many preppies look down on politics. And they have good reason to. But it's still too important to be delegated to less qualified people.

What's a greater privilege than to help lead the greatest nation in the history of the world? But countless people I run into, they only want to look at our flaws. The Democrats in particular have an instinct for the capillaries.

Joe Nocera referred to you as the last moderate. Is this you being a moderate?

I think so. Isn't the job to comfort the afflicted and to afflict the comfortable?

Are you the last moderate?

There are only two things in the middle of the road: yellow lines and dead possums. There are not many possums left because, in the middle of the road, you are more likely to get run over. On the left or right side of the road, you only have one flank to protect.

This takes courage.

Or just being stubborn. Isn't being open to new ideas the right way to be? In law school, my nickname was "The

Reasonable Man" because I'd listen to both sides and try to figure it out, like a judge. So basically that's just what I've done in Congress.

Isn't the goal to seek the truth? In general, moderates are better able to find the truth than ideologues because no party has a monopoly on wisdom and no ideology is correct all the time.

Finding the truth seems impossible right now, doesn't it?

It's hard when many voters want to pigeonhole you as either friend or foe. Sometimes you just need to be a referee, not a player on the field.

Joe Nocera quoted you comparing working in Congress to gang warfare. As if there were the animosity of the Bloods and the Crips.

We are clannish in the extreme, secretly signal each other, and do a lot of trash talking. But, other than January 6, there have been no incidents of violence.

It was a strong metaphor.

Yes, maybe too strong. But it's hard to teach the public about the law-making, sausage-making process. Since at least the days of the Roman Republic, politics has been ugly, but that doesn't mean you should just become an investment banker. Guess what? Few jobs are more political than investment banking.

Politics was always ugly, right? It is beyond ugly now. When have you seen this pain?

Politics has gone from a contact sport to a blood sport ... But it's been much worse. Jon Grinspan has a new book, *The Age of Acrimony*, about the fifty worst years in congressional history, right after the Civil War. A congressman was murdered every seven years and three presidents were assassinated, but that's not the worst part. Voter turnout was through the roof, over 80 percent.

Then the Progressives cleaned up politics and voter turnout plummeted, never rising above 50 percent again.



Catherine Walker-Jacks '13 (fourth from left) and Loulie Bunzel '13 (second from right) with the Congressman and their group of summer "Jimterns"

You have spent thirty-two years in Congress. Of all the bills that you've sponsored, which make you most proud?

Two priorities have been universal health insurance coverage and Space Force. On the first priority, I had a bipartisan bill (Cooper-Breaux) introduced in 1991 before Clinton was elected that would have covered everyone in America twenty years before Obamacare. And it had tons of Republican co-sponsors. Unfortunately, it wasn't liberal enough for the White House, so nothing passed Congress. Later, I helped get Obamacare passed.

On Space Force, I sponsored the founding legislation for it, the first new military service since 1947, with Alabama Republican Mike Rogers. We slept while the Russians and Chinese were militarizing space. Space Force began operations in 2020.

It's clear that Congress is tough business. In your day-to-day workings, are you able to find common ground, even with the so-called ideologues who might be diametrically opposed to you on the value spectrum?

In places where [journalists] can't eavesdrop and where there are no cameras, like the House gym, people get along well. Politicians are extroverts; they're generally decent people, and common sense prevails. The frustrating thing is, five minutes after they've left the gym, they may be on camera saying crazy stuff, but that's posturing, not how they really feel.

People don't realize that most politicians in Washington are simply mirroring the polarization back home. More of my colleagues should be bad mirrors, to try to elevate the dialogue.

A classic example is how many Republican congressmen have been

vaccinated. It's over 85 percent but only 50 percent will admit they've been vaccinated because they are afraid of their anti-vaxxers.

With the Congress you're describing, it doesn't sound as if you're necessarily sorry to leave. Are you sorry to leave?

It's been a great privilege but I am excited about new challenges. I just got married and am looking for a private-sector job. The people decide these things—and sometimes it's the people enabled by a gerrymandering legislature, but it's the rules of the game.

I understand the rules.

Is gerrymandering the rules?

The Supreme Court has explicitly allowed it. It's the rules.

Congressman? Yes. Statesman? Yes. Teacher? Definitely.

Congressman Jim Cooper is well known for his impact on constituents in Tennessee, but he also has influenced numerous summer interns, known fondly as “Jimterns.” At least twenty-two Grotonians have been Jimterns, and they recall working with an extraordinarily dedicated Congressman who was deeply involved in educating the young people who worked for him—while also inspiring them.

It turns out that Representative Cooper is not only a leader and a politician; he is a teacher. Here are some Groton Jimterns’ memories of their summers on Capitol Hill:

I arrived on Capitol Hill for my internship with Congressman Cooper in May of 2015 nervous but excited, confident that I would be more than prepared thanks to my Groton education and the two years of a political science degree I had under my belt.



On the first day, the interns were given a pop quiz including a series of questions about the country, Congress, the state of Tennessee, and the Congressman’s district. The quiz did not go well. I was embarrassed. The lesson was simple: did you complete even basic preparation for this Congressional internship?

To my surprise, the next day, we received *the exact same quiz* once again. I fared only slightly better. I was even more embarrassed. This time, the lesson morphed: did you have the curiosity or drive to learn from your mistakes?

These quizzes—and the rest of the internship—served as an essential wake-up call regarding professionalism, preparation, and intellectual curiosity. Each day that summer, Congressman Cooper provided unique opportunities for us to develop core skills and become not just competent interns, but also informed citizens and effective leaders.

Congressman Cooper is one of the

best teachers I’ve ever had: he challenged his interns to strive for excellence and invested significant time to support us in this pursuit. Years later, now as a student at Harvard Law School, lessons from my time as a “Jimtern” remain with me as I navigate the legal world for the first time.

And one thing is for certain: I’ll never again be woefully unprepared for a pop quiz on the first day. Thank you, Congressman Cooper.

— Catherine Walker-Jacks ’13:

I was a Jimtern in the summer of 2017. There are many valuable lessons I took away from that experience, but I would emphasize a few in particular. First would be knowing how to craft a cogent argument. Prior to the start of the internship, Jim had us write a persuasive essay on a book of our choosing. When he returned the essay, more than half of my words were crossed off in red ink, the point being that most of what I was saying was superfluous. Jim taught me how important it is to write and speak directly when making a point—and that is a lesson that has stuck with me since.

One other valuable lesson he taught was the importance of understanding



both sides of an argument. Each morning Jim would carve out time to meet with the entire intern class and have us present to him a current news event. We were asked to take a stance on the article while Jim took the opposite side of the argument. It wasn’t enough to simply gather supporting evidence for your side; Jim would make sure you considered opposing viewpoints, even if he personally agreed with your side. Jim believed that with so much information easily accessible, it’s a shame how often we fail to consider why we may be wrong in our thinking. I commend Jim for emphasizing the importance of viewpoint diversity and how engaging with alternative perspectives sharpens your own convictions.

— Parker Banks ’16

The lessons I learned from Jim included:

- Be brief.
- Read the news.
- Use memorable analogies.
- Be literate in numbers and economic concepts.
- Know geography.
- Do good for people.



— Hugh McGlade ’13

I really enjoyed my time with Congressman Cooper, as he challenged us and worked with us closely each day. I'm not sure you could find another member of Congress who meets with his interns every day to discuss current events and give feedback on papers. I have never been more proud than I was of a comment he left on my final paper, congratulating me on my improved writing. I'm sad to see him leaving Congress but congratulate him on such an amazing career!

— Molly Lyons '12

I interned for Jim in the summer of 2017 and found it to be a fantastic experience. My most valuable take-away from the internship was a more precise and improved writing style. I am sure no other member of Congress takes the time to grade intern book reports—perhaps Jim will consider teaching Expo* at Groton in retirement.

— Willy Anderson '15

*The Expository Writing course required in Sixth Form

I interned in Jim's office in the fall of 2009, when I moved to Washington, D.C., after college. Jim was extremely generous with his time—meeting with me one-on-one on multiple occasions. He introduced me to the work of Edward Tufte, a statistician focusing on data visualization. I also associate the Congressman very much with the *New Yorker* caption contest.

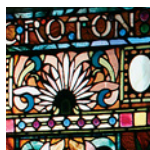
My takeaway from this was the importance of a how-to-think, not a what-to-think, mentality, and how that skill is like a muscle and should be practiced regularly!

— Caroline Silverman '05



Some of Groton's Jimterns, from top: Sherwood Callaway '12 (far left); Hugh McGlade '13 (top, in white); Parker Banks '16, Jim Cooper '72, and Willy Anderson '15 on "Seersucker Thursday"; Lucy McNamara '13, third from right; and DiLong Sun '11, third from right





A CHAPEL TALK
by Sophia Deng '22
March 1, 2021

The Warmth and Chill of Yellow Wood

The Road Not Taken

BY ROBERT FROST

*Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;*

*Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,*

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.*

*I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.*

*Two roads diverged in a yellow wood,
And sorry I could not travel both.*

At my middle school in China, I came across a song adapted from the poem “The Road Not Taken” by Robert Frost, which I learned for an English project. On numerous afternoons after school, I sat in the hallway outside of my classroom as rays of sunshine from the windows dotted golden marks on my wrinkly notebook.

English was foreign to me then: each word was made up of letters with round edges—completely different from squares of Chinese characters with distinct strokes. The melody of the song played over and over again in the white earbuds hanging down between strands of my hair. I tried to portray an image of the poem as my English teacher told me to, but the meaning only landed like a layer of dust on the surface of glass—just two little paths sneaking into a yellow wood. Why the yellow wood? I didn’t know nor care. I already struggled to memorize the pronunciation of jumbled words, not to mention decode the obscure meaning of the poem.

At a certain point, I looked out from the windows of that hallway. It was fall at the time; yellow woods were everywhere. Golden leaves of poplar trees peeked in and whispered to each other in the rustling wind, mischievously casting sporadic shadows in the sunlit hallway. Through rays of light, only the tiny particles floating in the air hinted at the flow of time. I closed my eyes to feel the warmth of the sun through my eyelids. The yellow wood was the golden color, the warmth, and the wrinkle sound of flipping through the notebook.

The time of middle school passed like the fleeting light of that afternoon. In the next snippet of my memory, I was already on my way to the airport. The chill of a winter morning settling in the car stiffened the tips of my fingers. The low humming of the engine occupied the tiny space. Outside the car window, the sky was only dimly lit at this time in the wintry morning. I watched the woods on

both sides of the highway swiftly retreating. Their bare branches formed a cloud of dark starkness hovering over the dusk. As my body was pulled away from the city that was yet to wake up, the woods began to take up a larger presence. They silently gazed at me as I said my farewell to the city I grew up in and flipped open a new page of life in a foreign country.

*And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth.*

As I flowed down the crowd of customs security lines, I did not look back once. I was eager to take up a new journey. The path lying in front of me seemed fine; I couldn't see far as it bent and twisted into the deep of the yellow wood, but I was full of hope that it led to a shiny future. Then, the very first term at Groton, I discovered the bleakness of fall hidden in the undergrowth of the yellow wood. On my lonely walks to the Dining Hall, I noticed the smell, a mix of rotting leaves, soil, and withered grass; I noticed the dry, dusty textures of tree bark and piled foliage. On the empty Circle at nights, I acquainted myself with the wind that seeped through gaps between my joints, soaking my whole

body in unrelenting chill.

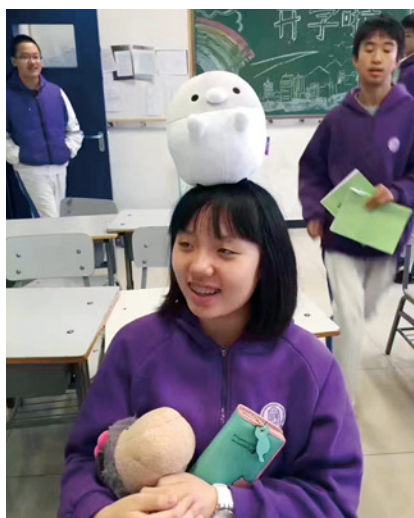
One afternoon, I took a walk in the woods. As I walked down the path carpeted with fallen leaves, the woods became a huge tide of yellow, dark orange, and brown, rising above my head, about to crash down and devour me. Meanwhile, I was a tiny weightless leaf with no power to resist. I watched a leaf stumble and struggle as a whirl of wind tore it off from the thin branch, teasing its powerlessness with whistles. Eventually, the leaf crashed into the ground. I hastened my steps to pick it up.

Dark brown speckles climbed over the leaf like the skin of a deceased elder. Thin veins spread through its surface, a delicate skeleton. The wind had cut the connection between the leaf and its tree. I looked up to countless branches interlaced over my head. I vainly wondered which tree the leaf had fallen from.

In my most insecure time at Groton, I craved to return to my tree, my woods, my home. One day in English class, I came across "The Road Not Taken." Again. As the same lines were read out from my lips, I remembered the words written clumsily on the wrinkly notebook years ago. I remembered the melody, the afternoon, and the warmth. I longed for the gentle touch of the yellow wood as I dozed off on that afternoon in the hallway.

"Each decision I make means that I lose possibilities of all the other options not chosen."





Sophia, at a Groton cross country race, left, and on her fourteenth birthday in middle school, far left

*Yet knowing how way leads on to way,
I doubted if I should ever come back.*

I finally noticed things that I had overlooked years ago: the sorrowful melody of that song, the hesitance of the traveler in the poem, and the silent presence of the yellow wood. Four years ago, I stood where a path diverged. I then found myself considering the road not taken. I looked back, but I had lost my way back to that divergence. The deep yellow wood consumed me. More than one sleepless night I stared into the dark, wondering *should I have stayed home?* Comfortable, and settled, in a snug niche?

But choose I did, and while I appreciated the golden leaves gleaming against the clear blue sky, I also noticed the trampled piles under my feet, the ones that fell from the tree. Just like them, I have drifted to a new country. There was anxiety trying to fit in, homesickness late at night, tear stains on a blanket. At the same time, my world expanded from just one tree to the entire woods. I have met so many awesome people and have heard about their stories; I have learned the words in the poem, no longer an indecipherable code. I know not only the warmth of yellow wood but also its coldness, its wrath, and its nuances. I have only truly met the yellow wood through going down this path.

Fall term of Sixth Form, I took a walk after my meeting in the College Counseling Office, words of my college counselor still reverberating in my head: "At the end, it is your decision." It was my decision. Decision. I hate making decisions. Ordering an entree from a menu, picking an ice cream flavor, choosing where to go on a weekend. It takes me forever. Each decision I make means that I lose possibilities of all the other options not chosen. Choosing feels like a constant process of losing. Reluctantly, I felt shoved to choose a path as the deadline for college applications approached. Shifting my weight back and forth, I was afraid. As soon as I pointed my toes

to one direction, my head turned the other way, straining my neck to see as far down as I could. I could feel the lost possibilities brewing, hear my self-interrogating "what if." It seemed no matter which I chose, I would be left wondering about the road not taken. As I was churning these thoughts, my legs carried me to the courtyard in the back of the campus, where a layer of leaves had already carpeted the ground. Then, there it was, the yellow wood silently welcoming me.

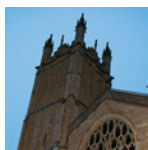
Again, my gaze traced a leaf slowly swinging down from a tree. Over the years, I had gradually drifted away from home; the yellow wood outside the window of that hallway had become blurry in my memory, just a cluster of golden warmth. I felt the same sense of hanging amid the air: cut off from the tree, yet not quite landed on the ground.

*I shall be telling this with a sigh
Somewhere ages and ages hence.*

A gust of wind cut off my thoughts and shook up the carpet of leaves. Suddenly I became aware of the thousand other leaves besides the one I had been watching. I watched them fluttering in the air towards their unknown futures. Some might be left on the ground to slowly dry off; some might be carried by the wind to somewhere very, very far, never returning; some might end up as delicate collections in books. Over cycles of years, my leaf would soon be nowhere to be found, but the yellow wood would always come back. The time to choose a path approached. The yellow wood silently watched me as it always had been.

Two roads diverged in a wood, and I—

I took a final look at the road not taken. Then, I made a small step forward, taking yet another turn on the path of the deep yellow wood.



A CHAPEL TALK

by Naomi-Erin Boateng '22

April 5, 2022

Wofa's Stories

When I was two years old, my parents sent me to live with my mother's side of the family in Takoradi, Ghana. They never meant for it to be a life-changing phenomenon, just four years of time that I wouldn't really remember. And for the most part they were right; I don't remember much from my time spent in Ghana—just sets of spasmodic spaces, places, and faces that come and go with time. But if there is one theme in my memories of the time I spent there, that my brain refuses to let go of, it's *Wofa* and his impact on my life.

Wofa has no blood relation to me. But he is a respected family friend of my grandparents and has been with us through thick and thin. The word *Wofa* translates to uncle in English, but he has been more than an uncle to me and the other members of my family. From picking me up early from school in Ghana despite criticism from the teachers, to letting me sit on his lap and drive his car at the age of four, *Wofa* allowed me to develop a mischievous sense of humor in the safest way possible. He possessed and still possesses the kind of patience that allowed him to entertain a hyperactive version of myself. (I know it's hard to imagine a version of me that's not calm and collected, but she did exist once.) Even when I would drive my grandparents absolutely crazy, *Wofa* would just sit me down and calmly explain to me that the old must be respected. And I *always* listened to what *Wofa* had to say.

There are many many ways that *Wofa* and I spent our time together, but my favorite by far was when we would sit under the pergola in my grandparents' compound drinking a crisp bottle (not can) of Coca-Cola and chewing sugar cane. In those moments, he would develop a look in his eyes as if he were in two places at once and time would

stop. I knew the words that he would say by heart. "*Naomi, ma min ka anasesem nkyere wo.*" Naomi, let me tell you a story. I would put my Coke bottle down, turn my whole body towards him, and let my mind wander.

What I didn't know then was that these stories weren't just stories. Embedded in the words coming out of his mouth and their manifestations in my imagination were the cultures and religions of my ancestors that had been stripped from them through the process of colonialism. But by telling me the stories, *Wofa* was giving me a chance to claim them for myself while keeping on in our people's oral tradition.

All the stories he told me had the same protagonist, named Kwaku Anansi. It is hard to put a description on him because his form depends on the story. Sometimes he is just a man. Sometimes he is just a spider. And in other stories, he is a terrifying hybridized version of both. Anansi's moral code also changes depending on the story. In some stories, he is the aggressor, using his cunning and mischievous thinking to steal and benefit himself. In others, he is the deified helper of humanity, similar to the Greek Titan Prometheus, and through his threadwork, he binds us all together. Regardless of his form, there is always a moral to the story. In the way that Aesop's Fables are meant to teach us valuable life lessons, so too are the stories of Kwaku Anansi.

There are many stories to choose from, but today, with the help of the internet and my translation skills, I will be telling you all one of my favorite ones, titled "Kwaku Anansi and his new wife." While I can't tell the story like *Wofa* can, I can certainly try.

Once upon a time there lived a man named Kwaku. Kwaku was both greedy and selfish, and even after he got married, he had no desire to share his food with his new wife. One day, he went to the Sky God, Nyame, to complain that his wife was nothing more than an extra mouth to feed. He also complained that she was eating his share of the food at home. Nyame asked Kwaku, "What would you like me to do about this problem?"

"Nyame, please give me a wife with no mouth upon her face," replied Kwaku.

Nyame looked upon Kwaku with bemusement and wonder as the trickster never failed to surprise him with his strange reasoning and outlandish plans.

"Okay," said Nyame. "Come the morning I shall give you a new wife with no mouth upon her face."

Kwaku was so excited that he went straight to the supermarket to buy yams and plantains for the next day. "Finally," thought the greedy man, "all of the food that I buy will be for me alone to eat!"

Waking up to a beautiful sunny morning, Kwaku Anansi saw his new wife in the kitchen preparing breakfast. The wife turned and acknowledged her husband with a silent nod, then continued with her breakfast preparations before the stove.

Kwaku could not believe that he was lucky enough to have a new wife, one who would cook only for him and eat nothing herself. And he could not believe that he had gotten away with asking for such a wife from the Sky God!

Several days passed and things seemed to be going very well ... until he went to check on the food supplies in the kitchen. The greedy man was very surprised to discover that most of his food had disappeared. He knew that he could eat a great deal of food, but had he really eaten four bags of rice, six yams, and three plantains in such a short time? Kwaku was very puzzled because he was supposed to be the only one eating the food, especially if his new wife didn't even have a mouth with which to eat.

And so he decided to find out. Over the next few weeks he kept a very close eye on the kitchen. But no matter how closely he looked, he could find nothing unusual at all. His wife cooked every meal only for him. Kwaku just did not understand why he still had to buy twice as much food each week. Where was it all going?

One night, Kwaku woke up to drink some water as he was very thirsty. It was then that he heard a rumbling noise in the house and quickly went to check on his wife. But when he entered her room he discovered that she was not in her bed. So then he crept towards the kitchen and peered through the open door. The greedy man could not believe what he saw. There, sitting on

a stool at the table, was his new wife emptying a big bowl of food into her body. He watched in amazement as she scooped up the boiled rice and yams, lifted up her right arm, and put the food into a mouth that was hidden in her armpit!

Kwaku was very shocked to see such a thing. He thought to himself, "So this is where all of my food has been going. My wife has a secret mouth in her armpit and she has been stealing food during the night! What a mean trick!"

The next morning, he took his wife back to Nyame and demanded to know why she had a mouth hidden in her armpit.

Nyame answered, "You asked for a wife with 'no mouth upon her face.' And so I gave you a wife with a mouth under her arm. You did not ask for a wife with no mouth at all."

Kwaku felt humiliated and tricked, but Nyame had no sympathy for the greedy man. Nyame said to him, "You had a devoted and loving wife, Kwaku, but because of your selfishness you thought you would be clever and demand a new wife from me. I am showing you that I am much wiser than you, and I hope you have learnt a lesson here. Greed and selfishness have no place in life."

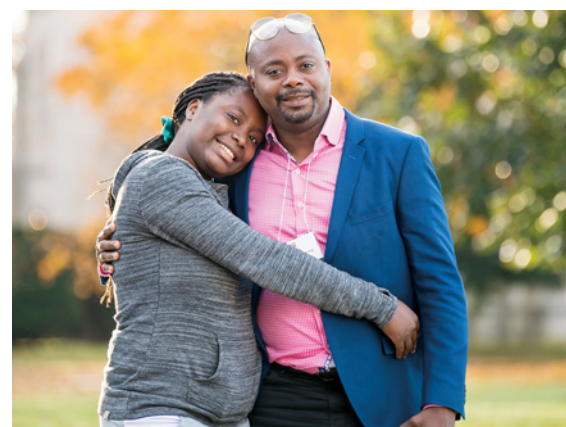
Regardless of his form, there is always a moral to the story. In the way that Aesop's fables are meant to teach us valuable life lessons, so too are the stories of Kwaku Anansi.

When Wofa first told me this story, my mind immediately jumped to the idea that I should never get married. I refused to take a chance that my husband could one day sign me up for an involuntary organ transfer, because how was four-year-old me supposed to bark at random dogs on the street, if my mouth didn't function? Wofa just sighed and said that when I was older, I would understand the story more. And he's not wrong, because now that I'm older and obviously more mature, I'm worried about the acid reflux that I would get if my digestive system ran through my armpit. Mr. Belsky and Ms. Marks, we should talk after this because this is a serious biological question.

In all seriousness, the Kwaku Anansi stories matter both because of the content and the storytelling process. The telling of tales like this teaches us how to be humans and how to know one another more fully. Also, oral tradition, by definition, demands the storytelling process to



Clockwise from top left: Ransford Asumani, aka Wofa; Naomi with friends after her chapel talk; with her father, Godfred Boateng, on Parents Weekend; and playing volleyball



continue. Yes, they have a certain irony and humor to them, but they matter also because of the audience, which today is all of you. By telling you all this story from my culture, I carry on my tradition. I plan to tell them to my children and my nieces and nephews in the same way that *Wofa* told them to me so many years ago and as I am telling them to you all today.

Recently, I've begun to study for myself the ways that diverse stories of the past and of the divine have come to us in America. The reading, which Maya so eloquently presented, comes from one of my favorite shows, titled *American Gods*. The point of the show is to highlight the experiences of peoples from all around the world and the ways that they have brought their Gods and stories to America. From Irish immigrants to African slaves, different peoples across history have used storytelling as a means of survival and connection. Storytelling keeps culture alive. It

shapes and makes our values, our morals, and our ethics. All stories matter, and through them we build an inclusive, loving society in which we all belong.

As I stand here today and look into the crowd, I can say confidently that Groton is a place full of stories. So many people have brought their story into our story, just as I have brought my story into your story and the story at Groton today. On Revisit Day we are even more conscious of new ones to come.

You don't need to sit under a pergola or to be drinking a bottle of Coca-Cola in order to experience the beauty that comes with these stories. You don't even need to have someone in your life like *Wofa* to tell them to you. You just need to take a second. Sit still. And let your mind wander. People's stories and histories are all around us if you just take the time and listen.



A CHAPEL TALK

by John “Jack” Sperling ‘22
February 4, 2022

Unseen Diversity

Jack, mountain biking at Lone Peak in Big Sky, Montana



One of my earliest memories from Second Form is walking around the Circle before breakfast. I promised my family I would call them every morning during fall term, so as I paced around the Circle, I pulled out my phone and called my father to let him know how the first week of school was going. The only part of that conversation I remember was when my father said, “You know, Jack, when I was at Groton ...” After hearing this so often, we made an acronym: W-I-W-A-G. “When I was at Groton.” Now, my family and I jokingly shout “WIWAG” at my father whenever he starts to talk about old Groton stories, like when he lived in Anderson’s dorm and they brought couches out onto the Circle, or when he would hit golf balls towards the Schoolhouse late at night from the Circle, or the day when Mr. Bannard, our current Latin teacher, was born.

Although we still have the Schoolroom and its desks that we sit in during Third Form, although Second Formers still have a living space that shouldn’t even be called a room, and although we all still take Latin, Groton is a different place than it was when my father was here. And I’m here to tell you, Dad, times have changed. Reg Chem is no longer the hardest course at Groton, spending several hours a night socializing isn’t a healthy “work-life balance,” and getting accepted into college isn’t just a well-connected phone call away.

The people at Groton have changed too. Looking back at your school pictures, at a time when being “preppy” was the norm, I see that most of you reflected a certain phenotype and demographic. But now, things are different. The variety of students is impressive, and the focus on being a unique individual in a community that strives towards diversity is a true step in the right direction.

Of course, that doesn’t mean there isn’t an archetype



Jack with friends, after his chapel talk

of a typical Groton student, the mythical boarding school unicorn. We all know what that is—the student who plays half a dozen varsity sports, takes all advanced classes, speaks multiple languages, is head of several clubs, and is beloved by everyone. Not many people, if any of us, fit this ideal. And I think that is for the better.

Being someone who has taken a non-traditional path at Groton, I know what it's like not being the unicorn. However, I have still found my place in this community and excelled in the areas I love.

The Admission Office didn't choose each of us because we "fit" into a spot. They chose us because they knew we would make our own niche on the Circle and bring something to add to the community. Each one of us is different from the others. Sometimes, when we think of diversity, the first things that come to mind are race, background, and gender. But diversity also covers the variety and mixture of a group far beyond those parameters. Groton chose us because they saw something in each of us that stood out from the pack, an intangible essence. They believe we can achieve our potential here. We are all meant to put our own intricate, unique, and individual stamp on the fabric of this community.

Every single person that is on campus has an integral part in shaping the Circle. Everyone's unique personality, interests, and interactions contribute to the diversity of our community.

Just like:

Ben Reyes' history and pun-making talent

John's daily classic dress code

Jasmine's musical ability

Gwen's persistence in academics

Griffin Johnson's humor and supportive spirit

Nadia's advocacy for herself and others

Robin's courteous and driven self

Connor's determination and work ethic

Lidia's reserved, but observant, caring, and kind self

Jacinta's adventurous, extroverted personality

Johnny and Zola's inquisitive and curious nature

Julia Trowbridge's enthusiastic happiness at all times and

Charlie Beard's never-ending kindness towards everyone

Stick to who you are and be true to yourself. Be an advocate for your uniqueness within this community. You all have what it takes to be at this school even if it doesn't always show up on your report card.

These talents, characteristics, and defining traits are not represented by a grade or checkbox on a report card or admissions sheet. These traits are ones that can't be taught in the classroom. However, each one of us has qualities like these that make us a unique, valuable, and appreciated member of the Groton community.

Just because you think you don't fit the Groton archetype doesn't mean you aren't meant to be here. Just because you can't do everything the same as your peers doesn't mean you aren't as smart, intelligent, gifted, resourceful, or capable as they are. Just because you aren't in an honors class, on a varsity team, or a class officer doesn't mean that you don't have a valued place on the Circle. Don't be so hard on yourself. We all have our own lives, and they should be different from each other and celebrated. Each one of us brings diversity *in our own ways* to the Circle. Every day we bring our differences to this community that are seen, heard, and, yes, appreciated.

To those teachers and friends who embraced my uniqueness, specifically my learning differences, I thank you. You took the time to know me as an individual, not just gloss over me, and in return, I gave you my all. To those supportive teachers and adults, you motivated me to work as hard as I could, and you earned my deepest respect. You saw me and believed in me and pushed me to be the best form of myself. You challenged me and opened my eyes to things I never thought I could accomplish. With your help and support, I was able to reach goals far beyond what I thought I could do in this community. You changed my life, and I owe you a debt of gratitude.

And to those who made assumptions, I hope I helped you see that sometimes the learning process is not that simple for every student. By teaching diverse learners like me, you grow as a professional and become better at your craft. Strategies and shifts in your teaching that help kids with learning disabilities benefit all students in your class. Please know you aren't just making changes for kids like me;

you are helping all of those entrusted to your care.

So even if you need to chart your own path at Groton as I did, so be it. Even if you need to work harder than the average student, so be it. Even if you need to push yourself beyond your comfort zone and go farther than you think you ever could, so be it. Stick to who you are and be true to yourself. Be an advocate for your uniqueness within this community. You all have what it takes to be at this school even if it doesn't always show up on your report card.

Hello, my name is Jack. I grew up in Minnesota, and I am dyslexic. I wear shorts, flip-flops, and I have my Hollywood-style beard. I can only speak one language and have never played a varsity sport. I will not go to an Ivy League school next year. However, I can code, take things apart, and (mostly) put them back together. I enjoy helping others, and I love to mountain bike. I try to be a good friend and a better listener. When it comes to academics, I know that, more often than not, I have to work harder than my peers. But, I also understand that in no way am I any less intelligent than they are.

And I know that I have a place on this campus, even though I do not fit the archetype of the Groton student. I also believe that I belong in this community, and I know I was chosen because of my uniqueness and what I bring to the table to make the Circle a better and more diverse environment in which all can learn and grow.

And each one of you should feel the same.



Jack and his father, John Sperling Sr. '86, at John Sr.'s 2016 Groton reunion

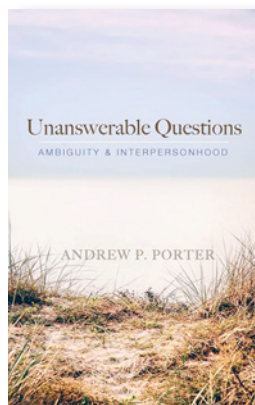


William R. Cross '77

Winslow Homer: American Passage

In a richly illustrated book on the life of Winslow Homer (1836–1910), biographer William Cross reveals the artist's surprising role in American culture and identity as the visual counterpart to better-known figures in literature such as Walt Whitman and Mark Twain. The tale he tells is not only of this one American life, but also of race, class conflict, justice, and technical innovation—issues with which Homer engaged.

Homer was witness to the Civil War, to colonial tyranny, and to the rhythms of sea, storm, tide, and season, as women and men confronted powers far greater than their own. The Metropolitan Museum of Art hosts *Crosscurrents*, the largest Homer retrospective in nearly thirty years (through July 31), making the story especially timely. Filmmaker Ken Burns wrote that *Winslow Homer: American Passage* brings “to life this most American of painters” while Pulitzer-winning Caroline Fraser called it “a narrative as well as an aesthetic genius ... with the moral heart of a historian.”



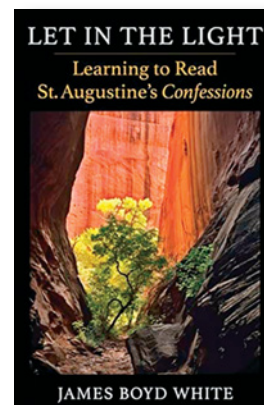
Andrew P. Porter '64

Unanswerable Questions, Ambiguity & Interpersonhood

Transcendence is commonly taken to be about another world, one that transcends this one. Instead, the author argues that transcendence is about unanswerable questions, and unanswerable questions arise naturally in human life. We deal with them without answering them (or answering them only with irony, for example, in the comic strips). But philosophers are usually loath to admit that there are any unanswerable questions. Philosophy of religion usually starts with familiar questions such as “Is there a God?” (That’s kind of like “Do neutrinos exist?” or “Is there a luminiferous ether?”)

David Porter suggests beginning instead with more basic questions: What is your idea of ultimate reality? What does it mean to “succeed” in life? Where does your ultimate reality show itself in life and the world?

Unanswerable Questions is the sequel to *The Accountant's Tale: A Reading of the History of Biblical Religion*.



James Boyd White '56

Let in the Light: Learning to Read St. Augustine's Confessions

The Confessions of St. Augustine is heralded as a classic of Western culture. Yet when James Boyd White first tried to read it in translation, it seemed utterly dull. Its ideas struck him as platitudinous, and its prose felt drab. Only when he started to read the text in Latin did he begin to see the originality and depth of Augustine's work.

In *Let in the Light*, the author invites readers to join him in a close encounter with the *Confessions*, to share his experience of the book's power and profundity by reading at least some of it in Augustine's own language. He offers an accessible guide to reading the text in Latin, line by line—even for those who have never studied the language.

Equally attuned to the resonances of individual words and the deeper currents of Augustine's culture, *Let in the Light* considers how the form and nuances of the Latin text allow greater insight into the work and its author. It guides readers to experience the immediacy, urgency, and vitality of Augustine's *Confessions*.

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

Caption



WINTER SPORTS

Girls Basketball 14–5

Girls varsity basketball had another strong and successful season, finishing with an impressive 14–5 record that helped clinch a spot in the NEPSAC Class B tournament for the fourth year in a row.

The early season was highlighted by beating Class AA Rivers for the first time in fifteen years and winning against crosstown rival Lawrence Academy for the first time in the regular season in ten years.

Those wins were followed by a win at our holiday tournament, where we beat Taft and Exeter then took on LA once again in the championship game. Going into the holiday

break, the team had a 6–1 record, its only defeat to the eventual Class B champion, Brooks.

Upon returning from break, the team picked up where it left off by winning its first three games, for a 9–1 record after ten games—the program’s best start to a season in recent memory. Although the team would go 5–4 the rest of the season, the four defeats were all close losses, by eleven or fewer points (including an overtime loss to St. George’s).

The later part of the season was highlighted by Captain Calie Messina ’22 scoring her 1,000th career point in a 59–41 win over Dana Hall (see page 4). Calie did this

in front of a packed home gym, becoming only the third Groton girl to accomplish this feat.

The regular season ended the same way it has for five years, with a victory over rival St. Mark’s, 53–33!

The team earned the seventh seed in the tournament and traveled to #2 seed St. Luke’s, which had a 24–0 record. The game was tied at halftime, and Groton trailed by only three points with two minutes left in the third quarter, but St. Luke’s went on a 10–0 run to close out the third and eventually win by thirteen points.

—Coach Joe Crail

Opposite page,
Calie Messina '22;
this page, Rami
Hahami '22



Boys Basketball 3–17

The 2021–22 basketball season was one of perseverance and accomplishment. The overall feeling among the team was joy at playing competitive basketball once again. After the pandemic canceled last season, we knew not to take anything for granted. The team returned only a few students with varsity basketball experience, so we knew there was going to be an adjustment period.

As the winter progressed, injuries and other circumstances began to take their toll. However, this group showed tremendous growth and was able to play their best basketball over the last month of the season. The

boys were competitive in every game that we played during this timeframe, and we won two of our last four games, over BBN and St. Mark's. This was the first time Groton varsity basketball had won at St. Mark's in years.

Another highlight of the season was the extraordinary play of our Co-Captain Rami Hahami '22. Rami led the team in scoring and potentially set a school record with 47 points during a win over BBN. Rami also accomplished the extraordinary feat of scoring 1,000 points during his Groton basketball career (see page 4). I am proud of what this team accomplished, and I am excited to continue working with these young men next season.

—Coach Harold Francis

Boys Squash 9–3

This dedicated, experienced group of squash players came into the winter eager to play a full season and prove their strength in the process. Even though pandemic-related absences affected our line-up a great deal (and certainly affected our record), we were thrilled to experience a full season, and our rotating cast of characters put together a performance to be proud of.

We rolled through December at full steam, coming out ahead of Exeter for the first time in a few years. In addition, our showing at the all-ISL Jackson Tournament put an attainable goal in our sites: with our line-up



Adam Richins

at full strength, we would have a very good chance of beating perennial league champion Belmont Hill.

Alas, our Belmont Hill match in mid-January will be remembered as the one that got away. Missing three crucial players from the heart of our line-up, we just couldn't measure up on the day. However, one of the thrilling highlights of the season came just two weeks later, when an incredibly close 4-3 win at Tabor set us up for a second-place finish in the ISL.

As players returned and our line-up became more consistent, the remainder of our regular-season matches proved to be straightforward (including decisive wins over

perennially strong teams from Nobles and Milton). It was therefore great to fit in two tournaments filled with close, competitive team matches. We went 2-1 in the New England at Deerfield, to finish #2 in the B division (tenth among all New England teams). Then, at season's end, the team went to Philadelphia, where our hard-earned 2-2 record placed us tenth in Division II (twenty-sixth among all teams in the nation).

Over the course of this pandemic-addled winter, fifteen different players appeared in our varsity line-up. Co-Captains Griffin Johnson '22 and Tyler Weisberg '22 deserve a great deal of credit for maintaining a tone of hard work and care for teammates that carried

the whole group forward, even as individuals came and went. Each week, whichever players were eligible simply picked up the Groton squash torch and carried it with pride. It was therefore not only the strength of our top players (Ronin Kaplan '23 and Griffin Johnson were both All-League), but also the depth of our program that allowed us to achieve such strong results. Even after the graduation of Griffin, Tyler, Evan Cheigh, and Ziad Abdelrahman, next year's squad will surely come into the season ready to continue the eager work and steady improvement shown by this year's team.

—Coach Dave Prockop P'15, '17



Opposite page, Veronika Hadamovsky '24 (top) and Olivia Fayemi '23

This page, clockwise from above, Natalie Sun '25, Evan Khym '24, and the girls varsity basketball team congratulating Calie Messina '22 on her thousandth point

Girls Squash 4–8

The girls squash team was delighted to get back to competitive play in the ISL as well as against some non-ISL schools. We had a challenging season, winning some clutch games at home, particularly those against St. Mark's and Brooks, while struggling against some teams that simply were a lot stronger. Early in the season, the top of our ladder was hit by either injuries or COVID-related absences, and it was not until the middle of the season that we finally fielded a full team. As a result of that, our season record of 4–8 was a little skewed.

Probably for the first time ever, the varsity team fielded six players—Amelia Lee '22,

Aimee Zheng '23, Eleanor Taggart '24, Riya Varkey '23, Allie Kandel '23, and Amy Ma '23—who started their squash career on the thirds team at Groton. Ours was a tenacious, athletic, and mentally tough team. Watching Aimee and Eleanor chase down every ball from the four corners of the court was exhausting for spectators, so it must have been punishing for their opponents. Elizabeth Wolfram '23 made it a habit of letting her opponent into the match in the early games and then grinding them down to win in five games. The top of our ladder included Third Former Natalie Sun—who played at #1 and #2 through the season—and Second Former Kayla Zheng. Captain Amelia Lee was an

inspiration for the younger players, and it was good to have her return to the #1 position after she finally got off the injured list. She is our only departing Sixth Former and will be missed next year.

Next year looks promising with the team being ably led by Captains-Elect Elizabeth Wolfram and Riya Varkey. In addition, Allie Kandel, Amy Ma, and Estelle Lord add to a strong group of rising Sixth Formers, while Ava Bridges '24, Eleanor Taggart, and Sara Agrawal '25 will provide some solid support in the middle of the ladder. It had been a gap of six years since I last coached varsity, and I was proud to lead this dedicated group of athletes.

—Coach Nishad Das P'16, '19, '23



Adam Richins

Girls Ice Hockey 8-5-5

The girls varsity hockey team had an outstanding winter season. After missing last season due to COVID, the girls were ready to return to the ice and get back to work. This year's team was led by Captains Grace Crowley '22 and Maya Gite '22 and assistant captains Karena Beckstein '23 and Keira Ley '24. It was a very young team, with fourteen girls playing their first career Groton game this past winter. The talent and potential of this group will be exciting to watch in the coming years!

The girls had many memorable games throughout the season, which included the holiday tournament at Portsmouth Abbey.

The team went 2-0-1 in the tourney (beating Abbey 8-1, tying Pomfret 2-2, and beating Pingree 6-1). Another highlight came in mid-January at Rivers, a perennial tough opponent in the ISL. The score was 1-1 at the end of regulation, and the game headed to a five-minute overtime. Groton earned a powerplay and scored with a minute remaining, with a shot from Keira Ley at the point. The win was a big one, not only for the team but also for the program, as it beat Rivers for the first time in nearly twenty years.

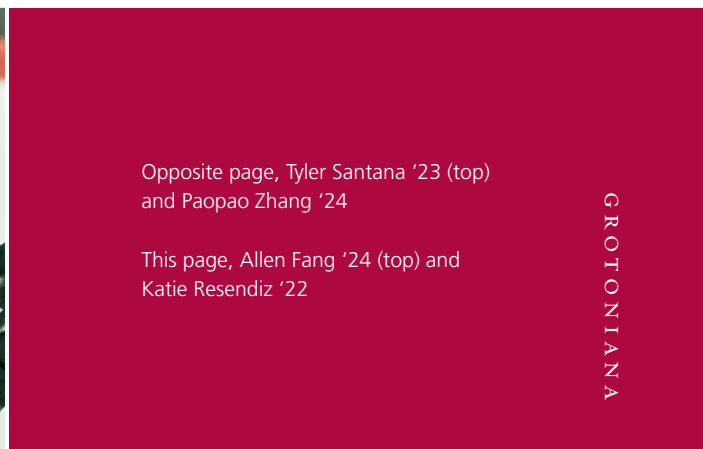
After an up-and-down February, the girls headed to St. Mark's for their final game of the season and came out on top, 4-2. It was an excellent game for both teams, but the

Zebras prevailed with two goals in the third period, knocking off the Lions and picking up a big win! The team is already looking forward to next season and getting back together on the OB!

—Coach Tim LeRoy and
Assistant Coach Jacquie Diffley

Boys Ice Hockey 1-15-2

At the beginning of the 2021-22 season, boys varsity hockey was confronted with the need to replace nine graduating seniors from last year's squad. This massive roster turnover was one challenge we had anticipated, but we



Opposite page, Tyler Santana '23 (top) and Paopao Zhang '24

This page, Allen Fang '24 (top) and Katie Resendiz '22



could not have predicted having our first seven games canceled at the start of the season. With no “preseason” whatsoever, we were forced to adjust and keep moving forward. We compared it to building an airplane while flying. We were, however, extremely happy to be playing games after the previous season without any games at all.

We first dropped the puck on December 8, on the road at Roxbury Latin. We were down 2–0, but came back to tie the game late in the third period. It was an early indication that our team possessed some perseverance, and it was impressive how the boys responded with only a few days of practice. We then suffered two losses, to Rivers and Andover, before

dropping three more to Holderness, Pomfret, and Proctor during the forty-seventh annual Groton/Lawrence Holiday Tournament. After the new year, we were beset by a crippling stretch of illnesses and injuries; at the low point, the Zebras could only suit up fourteen players during their loss at Governor’s Academy. The team had some struggles during this period, but we managed to earn a 3–2 win at BB&N toward the end of January. In early February the annual trip down to Rhode Island was a tough one, but we did secure a tie against the playoff-bound St. George’s team. Our remaining losses were close games, but we never managed to break through, unfortunately.

We are proud, however, that our spirits remained positive. We grew as a team and had confidence knowing we were competing against some terrific teams all year and holding our own in each and every game. Our guys learned a lot about how to support one another through tough times, and I am incredibly proud of how they handled the tremendous adversity we faced all year.

—Coach Bill Riley

Swimming

The 2021–22 swim season was a year for growth, fun, and new beginnings. The team welcomed twenty-five swimmers to the roster,



a mixture of returning competitors and many newcomers. The team was led by new coaching staff, who were eager to work with the student-athletes in and out of the pool.

The season kicked off with a dual meet against Andover. For many Groton swimmers, this was the first swim competition in two years. The Zebras had a great showing but ultimately lost, due to a few relay disqualifications that resulted in a point deficit.

The first meet was helpful in getting back into a competitive mindset and was a beneficial learning experience that helped the swimmers identify areas for improvement. It

was a positive experience to see the student athletes back on the starting blocks and competing again. Despite the loss, morale was high heading into the remainder of the season.

Following the Andover meet, the swim team was hit with the devastating news that due to COVID, the pool was temporarily closed. Showing their athletic depth in the face of adversity, swimmers took to the weight room and the track.

The team embraced this time out of the pool to cross-train and grow their endurance and strength. At the end of January, the

team was cleared to use the pool. Without skipping a beat, the Zebras dove right in and began to prepare for the ISL championships.

On February 26, twenty athletes traveled to the ISL Championships in Wellesley, Massachusetts. Groton displayed their hard work from the season, putting up impressive finishes in individual and relay events. It was a fun day full of fast swimming and team bonding.

With no swimmers graduating, we are excited to welcome back the full team next season.

— Coach Katherine O'Shea

Opposite page, clockwise from top left, Chris Hovet '25, Ali Lamson '16, Kiefer Wood '23, and Aidan Armaly '22

This page, Christina Scalese '26



Follow Groton Athletics on Twitter:
@GrotonZebras

BOYS VARSITY BASKETBALL

Most Valuable Player
Rami Hahami '22

Coaches' Award
Jaden Adinkrah '23

Most Improved Player
Zidane Martinez '23

All-ISL Honorable Mentions
Rami Hahami '22
Henry Haskell '23

Captains-Elect
Henry Haskell '23
Zidane Martinez '23

GIRLS VARSITY BASKETBALL

Most Valuable Players
Calie Messina '22
Katie Resendiz '22

Defensive Most Valuable Player
Jojo Sulmasy '23

All-ISL
Calie Messina '22
Katie Resendiz '22

All-ISL Honorable Mentions
Male Montero '25
Jojo Sulmasy '23

NEPSAC Class B East All Stars
Calie Messina '22
Katie Resendiz '22

All-NEPSAC Class B First Team
Calie Messina '22

All-NEPSAC Class B Second Team
Katie Resendiz '22

Captains-Elect
Maddie St. Clair '23
Jojo Sulmasy '23

BOYS VARSITY ICE HOCKEY

Team ISL Sportsmanship Award

Most Valuable Player
Tommy Giroux '22

Coaches' Award
Aidan Armaly '22

All-ISL
Tommy Giroux '22
Bryan McLachlan '22
Max Noll '22

All-ISL Honorable Mentions
Aidan Armaly '22
Allen Fang '24

Captains-Elect
CJ Armaly '24
Brayden Haggerty '23
Henry Pomeroy '23

GIRLS VARSITY ICE HOCKEY

Most Valuable Player
Grace Crowley '22

Coaches' Award
Maya Gite '22

Rookie of the Year
Christina Scalese '26

All-ISL
Grace Crowley '22
Keira Ley '24

All-ISL Honorable Mention
Karenn Beckstein '23
Veronika Hadamovsky '24

Captains-Elect
Karenn Beckstein '23
Keira Ley '24

Assistant Captains-Elect
Georgia Gund '23
Veronika Hadamovsky '24

BOYS VARSITY SQUASH

Most Valuable Player
Ronin Kaplan '23

Coaches' Awards
Griffin Johnson '22
Tyler Weisberg '22

Most Improved Player
Evan Cheigh '22

All-ISL
Griffin Johnson '22
Ronin Kaplan '23

All-New England
Ronin Kaplan '23

All-New England Honorable Mention
Griffin Johnson '22

Captains-Elect
Ronin Kaplan '23
Will Vratatos '23

GIRLS VARSITY SQUASH

Coaches' Awards
Amelia Lee '22
Elizabeth Wolfram '23

Most Improved Player
Aimee Zheng '23

All-ISL Honorable Mention
Amelia Lee '22

Captains-Elect
Riya Varkey '23
Elizabeth Wolfram '23

VARSITY SWIMMING

Most Valuable Swimmers
Caroline Creasy '25
Chris Hovet '25
Paopao Zhang '24

Coaches' Awards
Jean-Louis Andreani '26
Olivia Fayemi '23

Most Improved Swimmer
Chase Bellamy '26



What better way to serve up smiles and a much-needed dose of whimsy than through the clever, heartfelt humor of *Peanuts* creator Charles Schultz? Charlie Brown, Lucy, and the gang brightened up the Campbell Performing Arts Center (and the winter) with *You're a Good Man, Charlie Brown* in late February.



The ensemble cast of *You're a Good Man, Charlie Brown*, opposite page, bottom: Lauren Clark '23, Maya Luthi '23, Bensen Han '23, Wally Capen '22, Allison Jiang '22, and Griffin Elliott '22



“Still Emerging After All These Years”

Paintings, drawings, and sculptures
by Charlotte Andry Gibbs and Charles “Duke” Gibbs
Through May 31, 2022

Charlotte Andry Gibbs and Charles “Duke” Gibbs, long united by marriage, exhibit their artworks together for the first time in “Still Emerging After All These Years.” Charlotte’s paintings and drawings join Charles’ works in wood and metal in the de Menil Gallery through May.

Although Charlotte’s work has roamed through the pop art and abstract genres over the years, her paintings in the de Menil focus on children, a theme that has long captivated her, even though her own children are now adults.

Charles’ sculptures represent animals, birds, and fish, as well as more abstract and whimsical constructions of wheels, boat hulls, and other detritus. He has said that he often “works spontaneously, without drawings or plans, letting the pieces evolve during the process of assembling them.”

Charlotte has a formal art education, including at the School of the Museum of Fine Arts and the Massachusetts College of Art, while Charles is self-taught. He immersed himself in sculpture after experiencing life as a soldier, merchant seaman, auto mechanic, carpenter, and—jafter getting a master’s at MIT—jobs in TV and publishing. Both artists have exhibited their works in various museums and galleries, including in the annual regional exhibition at the Fitchburg Art Museum (Charlotte) and the “Trash Menagerie” exhibit at the Peabody Essex Museum (Charles).

*The gallery is open Monday–Friday,
9:00 a.m. – 3:00 p.m. (closed on
Wednesdays) and Saturday–Sunday
11:00 a.m. – 4:00 p.m.*



Top, “Rover” and “Dory” by Charles “Duke” Gibbs; above, “Boy with his Cat” by Charlotte Andry Gibbs

Richard Griswold Woolworth Jr. '70, P'01, '04, '06

Trustee 2006–14

December 29, 1951 – December 6, 2021

by Peter C. Brooks '70, P'12



Rick Woolworth
with his family, Jill,
Virginia, Helen,
and Jocelyn

Rick passed away as a result of an aortic dissection on December 6, 2021. As those who knew him will attest, there were few 69-year-olds in as strong physical condition as Rick. His sudden death was a shock.

Rick came to Groton from Lancaster, Pennsylvania (“that’s LANcaster, not LanCASTer”) as a Third Former in the fall of 1966. He arrived as a relatively short, blond-haired kid with a young voice (not too uncommon for most Third Formers) and a friendly personality. In those days, most new boys arrived in Second Form, so the adjustment for the Third Form newcomers was often difficult at first.

Not for Rick, though. Although a bit shy at the beginning, he was soon quick to make friends, and his innate athletic talents enabled him to make a mark early. In spite of his small stature in those early days, he soon proved he was a force to be reckoned with in soccer,

basketball, and tennis—by Fourth Form year he was a starter on varsity in all three sports.

Somewhat uncharacteristically, Rick became a rabid fan of the Steve Miller Band. One remembers the bars of “Living in the USA” playing too loudly from the illicit speakers of his corner Brooks House study Sixth Form year. That is until the footsteps of **Corky Nichols '30** could be heard coming down the long hallway. The music was promptly doused. A betting person would do well to wager that Rick never received a black mark throughout his tenure at Groton. He was too focused on other stuff.

At Dartmouth, Rick continued to pursue his athletic passions, ending up as captain of the tennis team and a top squash player (despite only taking the game up in his freshman year).

But the most long-lasting and important part of Rick’s Dartmouth years came in the fall of his senior year, when he met a first-year Dartmouth student, Jill Shaw.

Rick was a convener, an enabler, someone who believed that whatever one person could accomplish on his own, he could accomplish three times as much working with others.



Top, Rick Woolworth at Groton

Right: Rick and Peter Brooks '70, with (front row) Jocelyn, Helen, and Virginia

Just out of Milton Academy, Jill quickly became the love of Rick's life. And so it remained for the next forty-eight years, with Jill being Rick's best friend and mother to their three daughters—**Jocelyn '01, Virginia '04, and Helen '06**—all three of them Groton graduates. Rick served as a member of Groton's Board of Trustees from 2006 to 2014.

Rick spent his professional career in the arena of New York finance, which he entered after graduating from Stanford Business School in 1977. First at Dillon Read, then Morgan Stanley (for twenty-three years), and then Aetos Capital (ten years), Rick approached this competitive world with an ethos that was faith-filled and unfailingly ethical. His legacy is captured by what a young man who had never met Rick said upon meeting him, "Oh, you're the person behind the Woolworth rule: Do the right thing by the client." That rule is the way Rick lived his life.

Throughout his years in finance and after, Rick continued to pursue athletics with passion and success. In his early years, post-Stanford, he continued his love of squash, and in later years as the toll of pounding on hard, wooden squash courts played havoc with his hips, he focused on golf, competing at a high level in amateur

events and tournaments. Perhaps his greatest delight, though, was in helping others on their swings and games. Many members at Round Hill, Pine Valley, or Seminole knew that if Rick was on the range when they were, they might be treated to a quick lesson from a person with a picture-perfect motion.

After a successful financial career, Rick transitioned from Aetos in 2010 and entered the final, and most impactful, decade of his life. In 2011 he founded Telemachus Network, a nonprofit organization focused on creating intergenerational mentor relationships between emerging and experienced leaders in both faith-based and secular contexts.

Rick was a convener, an enabler, someone who believed that whatever one person could accomplish on his own, he could accomplish three times as much working with others. Telemachus was the culmination for Rick of a vision he had developed over his life, and through Telemachus he, and Jill, created a nationwide network of mentoring relationships that continues to impact many mentees and mentors alike.

Rick dedicated his life to "growing fruit on other people's trees." Who knew, in the fall of 1966, how much fruit his life would seed?

FORM NOTES



Form Notes are password-protected.
Members of the Groton community may read
them online by signing into GrotonConnect
at www.grotonalumni.network.



Join the Circle Society

The Circle Society recognizes those who have included Groton School in their estate plans. There are many approaches:

Give with Your IRA: Qualified Charitable Distribution

If you are 70½ or older, you can make a tax-free gift of up to \$100,000 to Groton School directly from your IRA account.

Use Appreciated Securities

You receive an income-tax charitable deduction equal to the full market value and avoid capital gains tax on the securities that you contribute.

Create Gift Annuities

Charitable gift annuity rates are generous and are an attractive option when funded with appreciated securities. You receive fixed payments for life.

Designate a Beneficiary

Many financial accounts—bank and investment accounts, retirement plans like a 401(k) or 403(b)—allow you to designate Groton School as a beneficiary to receive the balance in your account when you pass away.

Bequests

A charitable gift from your estate helps you achieve your financial goals, maintain control of your assets, and benefit Groton.

To learn more, visit legacy.groton.org or contact Giulia King at 978-448-7597 or gking@groton.org.

Groton School

P.O. Box 991

Groton, Massachusetts 01450-0991

Change Service Requested

Non-profit Org.
U.S. Postage
PAID
North Reading, MA
Permit 215

CIRCLING BACK



WHO PLAYED with this well-worn baseball glove? One of Groton's most beloved faculty members and legendary coaches, Junie O'Brien. He joined Groton's faculty in 1948, teaching English until 1980 and coaching both ice hockey and baseball. With a school ice rink named for Coach O'Brien, some may not realize his dedication to baseball. He stopped coaching hockey in 1969 but continued guiding players on the diamond until 1973.

FOLLOW GROTON:

